

2020–21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

The instructions for completing this form will begin on page 2.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kingsburg Joint Union High School District	Ryan Walterman Director of Alternative Education	rwalterman@kingsburghigh.com 559-897-3880

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Kingsburg Independent Study and Oasis Continuation High School

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>Kingsburg Joint Union High School District is committed to supporting Oasis Continuation High School and Kingsburg Independent Study in their CSI plans, by providing resources that address the issues that have made them CSI schools. The LEA is committed to looking at the needs assessments and resource inequities at the school level to help come up with evidenced based interventions. The CSI Plan is being developed with all stakeholders in mind and the support of the LEA in making sure the plan is attainable and supports the school to its fullest capacity.</p> <p>The LEA analyzed why the school sites were in CSI with District administration, met with school site administration regularly to help formulate a plan, held staff and school site council meetings to help develop the CSI plan. In conducting the needs assessment, the LEA communicated with stakeholders and looked at data from previous school years to help develop the CSI plan. The LEA helped support the school site by making contacts to other Alternative Education sites about what they are doing and how we can use that information in our CSI plan. We communicated via email, phone, and Zoom and looked at evidenced based strategies at other Alternative Education school sites to help develop the CSI plan for our school sites. The LEA has engaged its stakeholders in the CSI process in the form of parent and student surveys, interviews with various stakeholders, and in depth staff meetings around the CSI plan. The feedback from these various stakeholders helped inform the LEA where we could improve and address resource inequities within our schools. The</p>

LEA and school sites used the Continuous Improvement framework to help develop the CSI plan and come up with ideas and actions as part of the CSI process.

As part of the needs assessment, the LEA looked at Suspension/Expulsion data for the past few years at Oasis Continuation School and why it is “red” on the California Dashboard. Also data was looked at from Discipline Referrals, time of day of referrals, and number of referrals by student. The LEA helped support the research of the data from Aeries to identify areas of improvement. We have looked at all interventions that are implemented at the school site and engaged our stakeholders in what resources we can provide to improve the suspension/expulsion rate at Oasis. Oasis is a small continuation school site with a small student population that is very mobile. In talking with the CDE, one or two suspensions can make a big difference in the data on the Dashboard for Oasis. The data has helped all stakeholders look at providing different student interventions and develop the CSI plan with that in mind. The LEA and its stakeholders also looked at the data for Kingsburg Independent Study High School and specifically its graduation rate. Since the state does not count students who graduate with an Adult Diploma as a High School graduate, it has lowered the graduation rate at Kingsburg Ind. Study.

Resource inequities have been identified through data analysis and include: the need for access to more on site counseling services for our students, access to tutoring assistance and support within the curriculum for students who are trying to recover credits to graduate on time, access to technology while not on school campus and a need for more college and career processes for students to help graduating seniors develop a plan after high school. The LEA helped support the school sites in identifying resource inequities by allowing the school sites time to collaborate with stakeholders during the school day and also researching data for the school sites as needed. Resources will be targeted towards mental health counselors that can be on site during the school day and accessible to all students. Resources will also be used to address technology and making sure all students and families have access to the Internet outside of school. Also looking at new curriculum that can be targeted to students trying to recover credits and be easily accessible for them while off campus. Also the LEA is looking at partnering with local businesses and the Community College district to provide as many opportunities for our students beyond high school.

The LEA helped coordinate and communicate with all stakeholders about best practices from other school sites including evidenced based-interventions that were being utilized. The LEA help guide and support the school site staff by coordinating meetings, professional development time, and collaboration amongst stakeholders to look at evidenced based interventions. This helped provide guidance to stakeholders and gain a better understanding of interventions that could help our specific school sites as it relates to our CSI plan. The LEA and school sites selected the following evidenced based interventions after much communication with stakeholders and analyzing the needs assessment of the

school sites. The LEA and school site listed the needs in order of importance and interventions were selected that would best match our needs at the school site. The LEA along with the school site administration looked at what interventions would be the most impactful from our needs assessment and also communicated with other school districts who have similar needs about what interventions they had implemented. CDE recommendations along with data from the school sites and district office helped guide discussions amongst stakeholders about what interventions to utilize. Discussions were held around interventions used at other school sites to determine if they would be feasible at our school sites. The LEA and school sites looked at the resources and capacity of the school sites to help determine what evidenced based interventions could be implemented successfully. This helped the school sites be realistic about what interventions could be utilized to produce a positive outcome and be sustainable for the foreseeable future.

The LEA helped authorize the use of CSI funds to help with the purchase of technology items including Hot Spots to give to our students who live in rural areas or are experiencing a weak Internet signal in their homes. With our schools being in Distance Learning, we are committed to supporting our students in their academic achievement in this model and providing with the resources they need to succeed. This in turn will help us produce a higher graduation rate at Kingsburg Independent Study by giving students the capacity to be able to complete their credits and graduate with their graduating class. The LEA has also helped purchase Intervention curriculum in the areas of English and Math to support our struggling students who are in need of more targeted interventions in English and Math. The LEA has been in communication with Fresno County Office of Education, along with other similar schools in our County to help come up with a CSI plan that is well thought out and includes evidence based strategies to support our schools. The LEA is also discussing where we can spend CSI funds that will be the most impactful to the needs of our schools. The LEA is committed to being transparent in supporting our schools and developing a CSI plan that will benefit all stakeholders in our schools.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

The LEA will monitor the implementation and effectiveness of the CSI plan by looking at data that directly impacts student achievement, student discipline, and graduation rates in our CSI schools. The LEA will make sure school administration is communicating effectively and consistently with all stakeholders to achieve the desired results of the CSI plan. The LEA will look at data on office referrals, cool down visits, and suspension/expulsions to monitor the implementation of the CSI school plan. The LEA will also evaluate the CSI plan by sending out surveys to stakeholders as part of the CSI plan

evaluation. By looking at this data regularly, it will allow the LEA to have continuous monitoring throughout the school year. The LEA will also monitor the CSI plan by looking at students grades and credits at various points of the school year to make sure they are on track to graduate with their class. This will help ensure continuous monitoring of seniors and looking at graduation rates. The LEA will utilize spreadsheets to track grades/credits and communicate with teachers, parents, guardians and students about their graduation progress on a continuous basis.

The LEA process for evaluating the implementation of the CSI plan will include analyzing the interventions that were implemented and looking at the data to see what trends the new data is compared to previous data. The LEA will analyze previous school year's data including student discipline and graduation rates and analyze any trends that the LEA sees. We will communicate and review with all stakeholders the data that the LEA has gathered to help as part of the evaluation process with the CSI plan and get input on the implementation of the CSI plan.

The LEA's process for monitoring the effectiveness of the interventions to improve student outcomes will include talking to all stakeholders including students, staff, parents, and community members on a consistent basis. The LEA will be have Zoom meetings to make it easier for our stakeholders to be able to communicate with us along with face to face meetings. Also as part of the monitoring process, the LEA will be looking at building capacity amongst staff members through professional development opportunities. These opportunities can help improve student outcomes in regards to student discipline and graduation rates.

The LEA's process for evaluating the effectiveness of the interventions to improve student outcomes will include looking at tools and resources that stakeholders can use to rate/score the effectiveness of the interventions that were used. This includes surveys and rating scales that stakeholders can fill out to help the LEA evaluate the CSI plan interventions for continuous improvement. Also as part of the evaluation process, the LEA will look at resources that were implemented and evaluate how effective those resources were implemented and utilized.

Instructions

The Every Student Succeeds Act (ESSA) requires the local educational agency (LEA), in partnership with stakeholders, to develop and implement a plan to improve student outcomes in each school identified for Comprehensive Support and Improvement (CSI). The CSI plan must be approved by the school, LEA, and its state educational agency (SEA). For purposes of the ESSA, the State Board of Education (SBE) serves as California's SEA.

At its January 2019 meeting, the SBE took action to approve three CSI Prompts to be included in the Plan Summary of the Local Control and Accountability Plan (LCAP). The LEA would use the CSI Prompts to report how it was developing its CSI plans and monitoring improvement progress. The County Office of Education (COE) would then approve the CSI Prompts and submit a list of the LEAs with approved prompts to the SBE for final approval.

In response to the effects of COVID-19 on California's education system, Senate Bill 98 waives the requirement of the LCAP for the 2020–21 school year (SY). The attached form replaces, for the 2020–21 SY only, the CSI Prompts requirement in the Plan Summary of the LCAP.

Each LEA with schools identified on the 2019 California School Dashboard (Dashboard) for CSI, shall complete this form and submit to its COE for approval no later than **October 31, 2020**. The COE shall determine the method of submission that best meets its local context.

A COE that serves as an LEA with schools identified for CSI on the 2019 Dashboard and that generally submits an LCAP to the CDE, shall complete and submit the 2020–21 CSI Prompts form to the CDE at LCAPreview@cde.ca.gov no later than **October 31, 2020**.

The required details and prompts are as follows:

Provide the LEA's contact information in the space provided in the form:

- **Name of the LEA**
- **Contact Name and Title**
- **Contact email address and phone number**

Complete each prompt in the space provided.

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

LEAs: Complete and return this form to your COE no later than **October 31, 2020**.

COEs that serve as an LEA with schools identified for CSI and that would normally submit an LCAP to the CDE: Complete and return this form to the CDE at LCAPreview@cde.ca.gov no later than **October 31, 2020**.

For questions, please contact the School Improvement and Support Office (SISO) at 916-319-0833.