

# 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
Delano Joint Union High School District	Adelaida C. Ramos	<a href="mailto:aramos@djuhsd.org">aramos@djuhsd.org</a> 661-720-4125

## Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Valley High School

## Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>The Delano Joint Union High School District CSI plan was developed in consultation with students, parents, administrators, teachers, other staff, parent advisories, and the local bargaining unit members. The DJUHSD conducted stakeholder meetings in fall of 2019 and January-February of 2020 to review and analyze all state and local data and conduct a school level needs analysis. Stakeholder meetings were also conducted in July, August and September 2020 via e-mail, Microsoft Teams and phone conferences to evaluate needs and services to improve student learning. Parent and teacher surveys were administered in July to gauge learning needs for distance learning instruction. Parent and student surveys were conducted again in October 2020 as an indicator to measure effective services and supports to address learning during COVID-19 school closures.</p> <p>Stakeholder input was used to develop, refine, or modify actions and services to meet student needs. As a result of the July 2020 survey results, the DJUHSD purchased sufficient devices and hotspots to ensure all pupils are able to participate in the education program and complete assigned work. One hundred percent of the parent and student surveys conducted in October 2020 indicate that Valley High School provides effective services and supports to address learning during the pandemic. Teachers at VHS indicated students were participating in instruction at very high numbers compared to the previous year during regular instruction. All stakeholders concurred with the actions in the plan. These actions included continued refinement of assessments, instruction, and curriculum; evidence-based professional development; supplementary instructional materials to improve student learning; instructional assistants to support learning; academic coaches for improved instruction; provision for needed technology; afterschool,</p>

evening and Saturday tutorials; class size reduction in English and mathematics; social and emotional education; and parent trainings to support their student's education.

Valley High School is identified CSI on the low performance indicator in SBAC English and mathematics. The DJUHSD stakeholder groups analyzed all state and local indicators outlined in the LCAP with a concentrated focus on the data for SBAC English and mathematics. The school-level needs assessment included data analysis, outcome analysis (reviewed current actions for effectiveness), and performance analysis (recommendation of new actions). The data analysis noted an increase at Valley High School in the distance from standard for the 2019 SBAC English for all students of 34.6 points and English learners of 45.8 points. Similarly, in mathematics the distance from standard increased for all pupils 11.1 points and English learners 25.4 points. Parent, teacher, and student survey results were used to gauge instructional platform preference; student technology needs for participation in the educational program; and the effectiveness of current instructional practices on student learning. The stakeholders agreed on maintaining all current actions and recommended additional actions to improve student learning during the COVID-19 pandemic. The recommended new actions for this school year included the need to upgrade current connectivity to provide uninterrupted service for students during distance learning; secure sufficient hotspots for students without access to internet; and purchase sufficient devices for pupils to participate in distance learning.

The DJUHSD goal is to ensure all pupils at Valley High School are provided with a rigorous, high-quality education and targeted supplemental instruction. Stakeholder groups identified the selected actions as a result of demonstrated effectiveness in improving student outcomes as noted previously in the evaluation of the SBAC English and mathematics outcome data. Professional development activities are selected from state approved evidence-based strategies and practices. The selected evidence-based interventions have been refined by our district over the years and resulted in high performing academic schools and improved outcomes for socioeconomically disadvantaged pupils, English learners, foster and homeless youth. Accordingly, stakeholder groups concurred to maintain the following actions for continued pupil academic achievement:

- Provide scheduled instructional staff collaboration time for the purpose of reviewing student formative and summative assessment data and refinement of curriculum, assessments, and instruction
- Provide teachers extra-duty time to modify and refine curriculum and assessments to meet student needs
- Provide high-quality, evidence-based professional development for teachers, administrators, and paraprofessionals to improve instruction and use academic assessment data to improve student achievement. Professional development activities include Explicit Direct Instruction (EDI), SDAIE, DOK, ELD, Close Reading, Writing Strategies, PLC, and UDL strategies
- Provide supplemental instructional material/software and supplies to improve student learning
- Provide instructional assistants to support learning for all pupils
- Provide academic coaches in English and mathematics for implementation of model practices (i.e. EDI, DOK, Close Reading, Writing Strategies, data analysis, designing classroom-based assessments)
- Provide afterschool, evening and Saturday tutorials to meet student needs and improve learning
- Provide class size reduction in English and mathematics

- Purchase technology to improve digital literacy and pupil academic achievement
- Provide high-quality professional development on evidence-based social and emotional education practices
- Provide mental health support staff needed for social and emotional education
- Provide parent trainings on how to support their pupil and improve student learning

Our district ensures resources are distributed equitably among all schools in the district. Valley High School is a continuation high school with a small student population (96 pupils) and is proportionally allocated 3.3 times more supplemental resources per pupil than is provided to the comprehensive high schools to ensure equitable services are provided to all pupils. Additional resources (CSI funds) are provided as well to support student academic achievement and address the low academic performance in English and mathematics.

## 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 DJUHSD will monitor and evaluate the implementation and effectiveness of the CSI plan through the use of local and state assessments, classroom observations and visitations, completion of the social and emotional program, and parent surveys. Pupil academic achievement will be measured through the use of local formative and benchmark (summative) assessment results in English and mathematics. Formative assessment data is collected daily through quizzes, assignments, and Explicit Direct Instruction (EDI) to gauge learning and refine and modify instruction and curriculum. Summative (benchmark) assessment data will be collected and evaluated at the end of each term for effectiveness and refinement of instructional strategies and supplementary materials; social and emotional learning; and tutorials. Classroom observations will be conducted by the site administrator and academic coaches to ensure effective implementation of the evidence-based instructional strategies and provide teachers the necessary support and training to ensure student learning. Parent surveys will be evaluated after each workshop on the usefulness and value in supporting student academic achievement. This data will be used to inform ongoing decision making during staff collaboration time, school wide staff meetings, and parent meetings and trainings.

Social and emotional learning effectiveness will be measured through completion of group and individual sessions and regular check-ins and follow-ups conducted by the mental health support services. High profile cases will be referred to outside agencies for continued social and emotional support. Parental involvement will be measured through call logs documenting parent contact, informing of academic progress and available services, and parent response for pupil reengagement.

The DJUHSD will conduct a pre-evaluation assessment followed by monthly formal evaluations to monitor progress of student learning and make the necessary adjustments to instruction and/or curriculum. The site administrator and academic coaches will

conduct data evaluation of these assessments, implementation of effective instructional strategies and provide the necessary support to ensure student learning.

The DJUHSD administration and Valley High School principal partner with stakeholders to monitor and evaluate implementation and effectiveness of the CSI plan. Our district goal is to ensure student learning and academic progress. In partnership with the teacher and classified staff collective bargaining units, our district has integrated a daily scheduled two-hour teacher and paraprofessional collaboration/parent engagement time for the purpose of improving student outcomes and evaluating the effectiveness of the CSI plan. In consultation with the teacher bargaining unit, the district also scheduled two mandatory professional development days prior to the start of the school year on Canvas instruction and Microsoft Teams pupil engagement. School Site Council, ELAC, and district parent advisories members were trained in the fall via Microsoft Teams webinar on their roles and responsibilities to monitor and evaluate implementation and effectiveness of the CSI plan. The parent advisory groups conducted a needs analysis in August to evaluate the effectiveness of the plan. Parents were contacted via phone to inquire about the most suitable platform to conduct the stakeholder meeting. They conferred that a telephone meeting was the best venue for them. Documents were e-mailed to the parent advisory groups for review prior to the scheduled meeting. The Assistant Superintendent conducted the phone meeting in English and Spanish. All documents were translated in Spanish for parent advisory review.

The DJUHSD also conducts stakeholder meetings with other staff, students, and parents during the winter to evaluate data and the effectiveness of the plan and provide input on needed actions. Parent, student, and teacher surveys are conducted regularly (April 2020, July 2020, October 2020) to gauge instruction, student needs, and academic achievement. Surveys are administered via personal phone calls, Blackboard Connect text message, and Microsoft Teams forms. In addition, the Principal of Valley High School presents student outcome data annually during a public hearing of the DJUHSD governing board for public input and comment.

## 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](mailto: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](mailto: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.**