

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Schools Identification

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

PUSD has two schools for Fall 2019 that were identified for Comprehensive Support and Improvement under the Every Student Succeeds Act: Butterfield Charter School (K-12) for CSI graduation status and Vine Street Community Day School for CSI Low Performance. Vine Street Community Day School serves students 7th-12th grade that have been expelled from PUSD. This is the 2nd year in CSI for Butterfield & Vine St.

## Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

Butterfield and Vine Street are in Year 2 of CSI Support. The work started on Feb. 2019 and the worked continued in 19-20 and now in 2020-2021.

On Feb. 14th, 2019, PUSD directors were gathered to be notified about their school site CSI status. The California Dashboard information was reviewed and a discussion was held utilizing the “5 Why’s” Improvement Tool. The schools discussed systematic issues and shared effective research-based practices that would support their students academic needs and graduation rate. The information gathered from this meeting helped develop the plan to include in the CSI grant application. The school administrators also notified their School Site Council (SSC) of their status and shared their preliminary budget plan to get SSC staeholders input. After the CSI funding was approved, PUSD directors and the CSI school administrators met with a Tulare County Office of Education consultant on May 13, 2019, to have all three school administrators trained on using the Fidelity Integrity Assessment FIA (self-assessment), so they can gather more information about their school needs by involving additional stakeholders. Schools rated themselves from 0-3 on the following domains: Administrative Leadership, Multi-tiered System of Support, Integrated Educational Framework, Family & Community Engagement, and Inclusive Policy Structure and practice.

All CSI schools participated in our LCAP meetings that were held on Feb. 27th, March 13th, April 3rd, April 17, April 30th, and May 16, 2019. In 2019-2020, all CSI schools also participated in the LCAP meetings that were held on Feb. 5th, Feb. 19, March 4th, April 8th, and April 22nd, 2020. During these LCAP meeting we analyzed district and school data (California Dashboard, 5x5 Grid, the Healthy Kids Surveys). In

the LCAP Meetings the students, parents, administrators and staff had an opportunity to share their feedback and recommendations on various topics that are addressed on the Healthy Kids Survey. (School Safety, Attendance, Dealing with drugs, Student Engagement, Building Caring Relationships, Parent involvement, and Bullying Prevention). The groups gathered current student information on the same topics, school sites administrators were asked to do the same student activity with their student leadership group on their site and shared their findings. We also gathered current feedback from all school sites staff by having them do a "Needs Assessment" review of our LCAP District goals, during a Wednesday staff meeting.

The resource inequities come from the "Needs Assessments" student and staff surveys. The need for more counseling for students and professional development for staff on on SEL to address students' SEL needs. The students at these identified CSI Alternative Education school sites have specific needs that need to be addressed. Students are referred and transferred from one of the District high schools, Tulare County court schools, juvenile hall or an out of district program due to lack of credits, poor behavior, medical needs, poor attendance, and/or transient lives. Additional counseling support is needed to address their social and emotional needs and addictions. Teachers at the school site will be supported with professional development that addresses: cultural awareness, positive behavior interventions and Supports (PBIS), student engagement "Kagan" cooperative learning strategies, ELD instructional support, and assist with curriculum planning to meet the needs all students. Follow up meetings were held July 31, 2019, November 8, 2019, March 10, 2020, and May 27, 2020, to review expenditures and plans at the district level.

#### CSI School Plans:

The following were research based strategies selected from the "Needs Assessments" that Butterfield will focus on to improve graduation rate. The first focus area of Butterfield's CSI plan is to support teachers with their curriculum and instruction to increase student engagement. This includes partnering with TCOE to be able to provide instructional coaching to the English and Mathematics teachers. This will allow teachers to better support the needs of their students and increase student engagement. Butterfield will also provide training through the Kagan instructional model learning how to support our High Risk Youth. To further support literacy at Butterfield, funds will also be used to purchase Read 180/English 3D a researched based reading and language development program for our most deficient students. CSI funds will also be used to purchase Math 180 in order to support students with gaps in their math fluency/literacy so that they can become more successful in grade level math courses. CSI funds will also be used to implement programs and activities with a college and career emphasis. The purchasing of STEAM activities will allow students participate in hands-on activities with a career and college focus. Through purchasing textbooks, classroom set of books, we will increase student access through online certification programs and articulation with college courses. This will require teacher training as well as curriculum, materials, and supplies. Finally, we will train teachers in AVID, so that we can create grade level cohorts to support students through graduation and College/Career Readiness. Butterfield Charter High School is planning to use the CSI funds to focus on providing additional Social/Emotional support to their students, instructional support for the teachers and high engagement activities programs to increase student interest and connection to school. The Social/Emotional Support will be through a research based online program called BASE. BASE allows students, parents, and staff to work independently or as a group on 25+ modules providing SEL support. Butterfield will also develop partnerships with local agencies such as Recovery Resources to provide substance abuse prevention for tobacco, alcohol, and other drug use. Butterfield Charter High School is also planning to realign curriculum so that students are access standards-based, grade level instruction. Butterfield will use CSI funds to purchase software, Canvas Learning Management System, and train teachers to develop high interest, engaging, online curriculum. Butterfield will also train and educate their teachers in aligning curriculum to state standards to a minimum of level 2 or 3 on Blooms Taxonomy.

Vine Street is planning to use the CSI funds to focus on providing additional support to our students by increasing the counseling services for students and SEL PD support for staff. Counseling services will continue after the grant provided by district funds. Our focus is to reduce the suspension rate at Vine Street, with this being said staff at Vine Street believes that with the increased counseling services and support students will be able to work through their problems and stay in school. Available Community resource counseling supports will include increasing the time available for students to receive counseling from the Tulare Youth Service Bureau. Vine Street currently partners with Tulare Youth Services Bureau to provide mental health services to out students. The increase in hours will allow for students to receive more support. Vine Street is also planning to implement Community Matters Restorative Practices- Skills for creating a Restorative School Culture, a research-based program focused on addressing suspendable behaviors with alternative means. This mission of this nationally recognized non-profit organization is to collaborate with school and communities in creating safer environments where all youth and adults thrive. Tulare County Office of Education(TCOE), programs focused on education students on the dangers of alcohol and drugs will also be implemented, specifically Toward No Drugs (TND) According the USC Institute for Prevention and Research, "TND is a effective, interactive classroom-based substance abuse prevention program that is based on more than two decades of successful research at USC and focuses on three factors that predict tobacco, alcohol, and other drug use, violence-related behaviors, and other problem behaviors among youth"

Also with the increased counseling services, Vine Street is planning on partnering with Butterfield Charter School and Citrus High School within the Porterville Unified School District. This partnership will increase the support services at Vine Street.

The second focus area of Vine Street's CSI plan is to support teachers with their curriculum and instruction to increase student engagement. This includes partnering with TCOE to be able to provide instructional coaching to math and science. This will allow teachers to better support the needs of their students. Along with this help Vine Street will implement programs and activities with career emphasis. This area of study will be in the form of greenhouse management and nursery production. The purchasing of STEM Activities will allow students to participate in hands-on activities with a career focus that is community specific.

## 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.

PUSD has provided all school sites with Wednesdays half day staff meetings. All CSI schools will monitor and evaluate the effectiveness of their CSI plan to support student and school improvement during their Wednesday staff meetings. The staff at each CSI school will make data based decisions to implement strategic and targeted intervention. District and school-site administrators will do weekly classroom observations, formal evaluations, and feedback will be utilized to provide instructional support to teachers to ensure high quality instruction within the classroom. The CSI plan effectiveness will be measured through district-wide and school-wide assessments: RenLearn STAR Reading and Math assessments, My Math and Big Ideas assessments, assorted curriculum assessments, grade level specific Illuminate assessments, Interim Assessment Blocks (IABs), California Assessment of Student Performance and Progress (CAASPP), Dashboard data, grades, credits earned, and the English Language Proficiency Assessments for California (ELPAC) results. The CSI schools will also monitor student attendance and behavior reports to assist as needed and improve student outcomes. All schools sites have a School Plan for

Student Achievement Plan (SPSA) that they have to take to their School Site Council (SSC) committee and will be evaluating the effectiveness of their programs and services in their SSC meetings, recording it in their SSC Minutes.

CSI schools developed this plan through meeting with local Alternative Education Schools and discussing the needs of High Risk Youth. They also met with teaching staff for input on needs for staff development, course alignment, and use the Fidelity Integrity Assessment (FIA) quarterly to monitor progress as recommended by TCOE. SWIFT Fidelity Integrity Assessment (SWIFT-FIA) is a self-assessment used by School Leadership Teams to examine the current implementation status of schoolwide practices that have been demonstrated through research to provide a basis for successfully including all students who live in the school community. School-based teams can administer SWIFT-FIA through a structured conversation accompanied by a review of evidence to substantiate the ratings they assign each item. By assessing the extent of current implementation of SWIFT features during the school year, teams can monitor their progress over time in the following areas: Administrative Leadership, Multi-System of Support, Integrated Educational Framework, Family & Community Engagement, and Inclusive Policy Structure & Practice. Finally, the CSI schools meet with their School Site Council for input and approvals as needed.