

## 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).
<b>Tulare County Office (Special Education Program) and Tulare County Community School</b>

### Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>The school programs examined data specific to the identifying factors that resulted in CSI status. Dashboard data on suspensions, chronic absenteeism, and graduation rates were focused on due to the reasons the TCOE programs were identified for CSI. The special education program further examined student level individual IEPs, placement process, and curriculum/instruction. Behavior and discipline practices were examined alongside individual behavioral intervention plans. Professional development needs were identified as a result, as well as current policies tied to IEP development and instruction. With the advent of virtual learning due to COVID, practices were re-examined in light of that and family technology needs. The community school program further examined disaggregated student discipline data. The majority of the suspensions were from a program no longer served by the county. The CHKS was examined for trends and student connectedness to school. Individual student data was examined, specifically with an eye to student engagement. Engagement and discipline issues were more prevalent in math courses, so CST math scores were also analyzed.</p>

Professional development was examined, particularly related to engagement strategies for mathematics and supporting credit deficient/ disconnected youth. Staff time for needs assessment was funded by the LEA. An LEA data team is also available for both programs on an ongoing basis.

Stakeholder involvement included program teaching staff, superintendent's governance council, directors of special education, and community based advisory board which includes teachers, admin., community liaisons (classified), and parents. Student transition plan discussions were used as well. The community school involved SSC (including parents/students), completed a parent survey, analyzed student CHKS survey results and utilized the LCAP feedback process. Feedback was utilized in the professional development plan for each site as well as the SPSA/ CSI goals.

The special education program will be increasing teacher training and access to virtual tools and incorporate a digital evaluation tool for measuring learning loss. PBIS has been introduced within the last three years, so further development and integration of those strategies is being incorporated. ABA strategies are also being incorporated with hands-on training. CPI certification is a goal for all staff to complete within 6-8 months of hiring.

In community day school, mathematics engagement and instructional strategy professional development will be incorporated, including coaching. Additionally, intervention strategies have been developed based on research-backed practices.

## **Monitoring and Evaluating Effectiveness**

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

The LEA data team will compile reports upon request from site leaders for ongoing monitoring of results. Professional development logs will be utilized to determine % of staff who receive training. An Improvement science/ MTSS based team was put together that will examine data four times a year and adjust plans accordingly.

Individual monitoring of IEP student goals/progress are being examined. Student instructional groups are being viewed for strategy implementation and results. Small group logs and behavior technician interviews will also be used to identify trends and additional actions needed. The community day school is utilizing local mathematics assessments 3 times per year, and utilizing that data to inform plan adjustments. Weekly student check-ins and progress towards individual learning plans are used to assess student needs. Suspensions will be monitored weekly for trends and additional behavior support needs.

Through individual IEP meetings with parents, students, teachers, and administrators stakeholder feedback will be collected. Superintendent's council and the community advisory committee will also examine data together and provide feedback on adjustments needed for the special education program. At the community school, the School Site Council will monitor the plan and make necessary adjustments. The plan will also be analyzed by the administrative and teaching team.

TCOE is continuing to provide professional development in improvement science, equity, engagement, and mental health/social-emotional supports to build site capacities for continuing improvement.

**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.**