

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dinuba Unified School District	Gina Ramshaw – Director of State and Federal Programs	gramshaw@dinuba.k12.ca.us 559-595-7207

Schools Identification

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

Support for Identified Schools

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

The Dinuba Unified School District administration team works closely with all site principals to identify appropriate strategies for supporting student success. Due to the COVID school closure and evolving situations, revisions in the initial plan that was to be developed last spring are necessary at this time. District administration has worked with the site administration at Sierra Vista to make a plan based on the needs assessment done to date, as well as some strategies to address the needs.

DUSD will continue to support Sierra Vista High School to assess the changing needs, to dig deep into the data, determine the course of action, gain additional stakeholder engagement, and move forward with the plan. Sources of additional information used to further the planning and implementation will include staff, parent, and student surveys and feedback as well as achievement and credit recovery data. Stakeholder groups such as Sierra Vista staff, district administration, and parent groups including the School Site Council, have been involved in the process of developing the plan to date, and will be involved to the greatest extent possible in future planning, training, and plan implementation moving forward.

Sierra Vista High School was identified for CSI due to their graduation rate. Based on 2019 California Dashboard information, Sierra Vista had a graduation rate of 87.5%. Because students who come to Sierra Vista are already severely

credit deficient, it is very difficult for some to recover their credits to graduate on time. When considering the demographics at Sierra Vista, it is increasingly evident some students experience disparities in their high school experience and success, particularly some English Learners, and students receiving special education services.

Our initial needs assessment indicates that students who are transferred to Sierra Vista from Dinuba High School and Ronald Reagan Academy are severely credit deficient. This is due to lack of student attendance in their classes, while enrolled at the comprehensive high school, which is from a lack of engagement and connectivity to the school environment at the comprehensive high school. This data was clearly evident when auditing the attendance records, via Powerschool, of the students that are currently enrolled at Sierra Vista. After evaluating each individual student's graduation progress, it is evident that 70% of the students started to become credit deficient during their freshman year, after a majority of them failed Math 1, English 9, or both. Additionally, upon enrolling at Sierra Vista, during their student intake interview, the students expressed the feeling of feeling disconnected while enrolled at Dinuba High School.

Our data indicates that a disproportionate amount to the students who are referred from Dinuba High School to Sierra Vista are English Learners, receive Special Education services, or are socioeconomically disadvantaged. Sierra Vista's current demographics are indicated here and compared to Dinuba High School. 75% of Sierra Vista's population are seniors, with the remaining 25% being Juniors. 31 students (69%) are male and 14 (31%) are female. 19 (41%) of students currently attending Sierra Vista are English Learners. When compared to the demographics at Dinuba High School, (51% male, 49% female, 24% English Learner, and 8% Special education) there is a significantly higher percentage of students who are male and/or English Learner.

At this time, we have not identified any resource inequities. Sierra Vista does have a higher staff-to-student ratio. The current teacher to student ratio is approximately 7:1 This ratio will likely shrink to 12:1 as students transfer from Dinuba High School to Sierra Vista during the school year. Administrative and counseling staff include staff shared with Ronald Reagan Academy (Independent Study), including a principal (.6 FTE), vice principal (.4 FTE), counselor (.7 FTE), and a Restorative Justice Counselor (.8 FTE), along with clerical office and community liaison support. Sierra Vista is allocated funds in proportion to other schools in the district.

A parent forum was held at the start of the current school year. Approximately 20% of students' parents were represented at the forum. At that time, parents indicated their concerns related to their students continuing in distance learning. They voiced concern about the social-emotional well-being of their students. These concerns included their student's ability to connect both with staff and other students, stressors of not feeling connected, and their student's ability to be able to build

relationships with staff in a virtual setting. Parents also indicated concerns about keeping their student safe, out of trouble within the community, and helping them to avoid drugs and alcohol during these times.

Sierra Vista administered a climate survey to students and staff earlier this school year. The highest scoring area among students was that they felt their teachers treated them with respect. Their feeling of safety and the school having high standards for student behavior were also among the higher rated statements. Amongst the lowest scoring were statements such as “I like school” and “I feel successful at school”. This would be an area we would like to see improvement in as it would indicate greater connectedness and feelings of success for students. For the reasons indicated by parents and information gained from the climate survey, we will be focusing on building staff capacity to address the needs of students in the area of social emotional learning (SEL) using the practices and strategies in the Coping and Support Training (CAST) which targets high-risk students.

Sierra Vista recently initiated the use of CAST which has been shown to be effective in showing significant and sustained changes in addressing the social and emotional learning core competencies. CAST program goals include decreasing drug involvement, decreasing emotional distress, and increasing school performance. It has shown to significantly reduce students’ suicide risk behaviors, anxiety, depression, as well as drug and hard drug use. It has also been shown to increase student’s problem-solving/coping skills, personal control and family support. While staff has been trained at a basic level, this is definitely an area that could be more fully- developed for further implementation at Sierra Vista. At this time, there is only one staff member who has been fully trained. Ensuring the training of all certificated staff at Sierra Vista is the highest priority for further and more thorough implementation of CAST.

We believe that hiring a consultant/facilitator to assist us in further assessment of the needs of the students at Sierra Vista High School students would likely help to provide insight into the needs at Sierra Vista. These conversations and data gathering will also include Sierra Vista students and parents. The voice of students, their feelings of connectedness or lack of connectedness as well as their feelings of success at school are of particular concern.

Dinuba Unified will contract with *Impact Learning and Leading Group* to assist in further data analysis, adjust our action plan, and help to monitor and support the implementation of the plan. Dinuba Unified has worked extensively with Impact Learning and Learning Group in the past and they know our district well. Besides the above stated tasks, they will bring an outside set of eyes to uncover any inequities that exist in our system and assist us in addressing them. Through this process, we will identify additional capacity building and other interventions that would be necessary to impact our student population long-term. Our goal is to reduce the existing disproportionality in the long term, and increase the graduation rates of the students at Sierra Vista.

An overview of our preliminary planning for Sierra Vista includes the following:

- Consultation services to assist in further needs assessment, stakeholder engagement, selecting interventions, capacity building, and monitoring progress on an ongoing basis.
- Professional Development -
 - Expand teacher capacity by providing additional CAST training for staff, continuing to build the teacher's capacity/knowledge in the area of social-emotional learning. Understanding the social emotional needs and the relationship to academic success is necessary. This is an area identified thus far in our needs assessment and is an area that is further exacerbated by Covid and continued distance learning. This increased knowledge will help teachers better understand and respond to their student's emotional wellness.
 - Travel to visit other content specialists to grow capacity and knowledge.
 - Conference attendance including registration fees, mileage, vehicle rental, meals, and other related expenses.
- Expand teacher knowledge and skills in the effective delivery of virtual instruction.
 - This will increase capacity in the area of technology and broaden the strategies used to provide instruction, through virtual, blended, or in-person learning, as identified in our needs assessment. This will provide the opportunity for teachers to build their capacity and increase their knowledge of instructional tools and strategies in the area of technology and further facilitate the ability to provide additional instructional support and services, positively impacting the student's academic performance.

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.

With the assistance of *Impact Learning and Leading Group*, the district will work alongside Sierra Vista during implementation and in monitoring the implementation and effectiveness of their plan. This will be done in a variety of ways and using various strategies. The plan will include a timeline for implementation to monitor the progress of the implementation, including the participation of stakeholder groups, including staff, students, and parents.

Anticipating that there will be ongoing capacity building amongst the staff at Sierra Vista, surveys and implementation tools will be used and reviewed to monitor progress and the overall effectiveness of the training and implementation over the span of the grant period. Teacher surveys will continue to be administered and analyzed regarding their implementation of strategies such as CAST. Student surveys are also used to monitor students' social emotional well-

being, thus providing the opportunity for staff to intervene based on student needs. Parent surveys and input will also be used to provide additional information to inform the needs and implementation of the plan at Sierra Vista. These surveys will be administered and analyzed at recommended intervals by the administrative staff previously described. Survey data will be collected and analyzed to monitor improvement and effectiveness over the course of the grant period. Additionally, the district will monitor the quarterly participation of the School Site Council to ensure evaluation of the implementation and plan success.

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.