

2020-21 Comprehensive Support and Improvement (CSI) Plan

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement (CSI)

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI Plan:

- 1. Describe how the school engaged all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable)**

After being identified as Comprehensive Support Intervention (CSI) by the California Department of Education, District and Esperanza High School administrators identified goals, needs, and measurable outcomes. On Monday, February 20, 2020, a team of teachers, directors, parents, and school administrators, conducted a needs assessment and participated in a root cause analysis process. The goal was to improve the academic outcomes for English Learners. The various stakeholders discussed and analyzed data and processes to address the academic achievement of English Learners at Esperanza High moving into the 2020-21 school year.

At the meeting, it was identified that English learners need additional language instruction to meet the federal and state requirements of their annual measurable outcomes. The CSI stakeholders determined that daily language instruction would help students become more English proficient. In addition, student progress would be monitored using English 180 and Rosetta Stone curriculum. The Rosetta Stone curriculum has formative and summative assessments to monitor student growth and progress. Student's progress will also be monitored on the annual ELPAC exam.

- 2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>)**

Esperanza students will receive two hours of daily language instruction to help them reach English proficiency. Students will receive the English 3D instruction in the first hour of instruction. In the second hour of instruction students will use the online Rosetta Stone curriculum to work on their English development. Staff will monitor the student progress with the formative and summative assessments for both the direct instruction and online instruction. In addition, the staff will report student progress at quarterly distinct data chats.

3. **Identify the school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable)**
Esperanza students will demonstrate an increase of 10% on making progress towards proficiency from the 2020 ELPAC exam. Students will be taking the annual ELPAC assessment in February of 2021.

4. **Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).**
Esperanza High has purchased the Houghton-Mifflin English 3D curriculum and Rosetta Stone online curriculum to meet the needs of ELD students. In addition, 25 laptop computers have been purchased for students to use in a language lab. Esperanza has also added two teachers to teach the morning and afternoon ELD classes. The additional two hours of intensive English instruction will help lead to an increase in English proficiency measured on the annual ELPAC test. Student progress will be reviewed on a weekly, quarterly, and yearly basis. Teachers and staff will be reviewing the data to determine next intervention steps.

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
Cutler-Orosi Joint Unified School District	Gabriela Guzman, Director of Student Services, Accountability and Categorical Programs	(559) 528-6949 Gguzman@cojusd.org

Schools Identification

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

Esperanza High School CDS Code:54718605430095

Support for Identified Schools

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

The Director of Student Services and Accountability along with the Director of English Language Programs analyzed Summative ELPAC data, Dashboard data, and overall English Learner

Programs. The 2019 Dashboard data identified only 26.5% of students enrolled at Esperanza High School were making progress towards English language proficiency, putting the school in the very low category, less than 35%. Based on the findings, a meeting was scheduled to support site administrators to analyze the current program effectiveness. It was determined a follow up meeting with stakeholder engagement was necessary to develop a plan of improvement for English Learners.

On March 23, 2020, a stakeholder engagement meeting took place at Esperanza High School, where the Director of Student Services and Accountability in conjunction with District Directors, school site administrators, members of the community and teachers met to discuss and create a needs assessment for English Learners. The stakeholder engagement meeting was centered around conducting a root cause analysis. We began by identifying Esperanza High School as a whole. The school is a small independent studies school with less than 50 students who work independently on online curriculum, Fuel Education and/or Cyber High. Students typically meet with a credentialed teacher once per week. After a thorough analysis, the stakeholder committee identified four areas needing improvement. The four areas were curriculum, instruction, insufficient seat time, and student disengagement. This analysis led to an improvement model which determined the site needed to offer in-person Designated ELD courses along with supplemental language development opportunities for to English Learner students on independent study.

The District also reported to Districtwide committees District Advisory Committee, District English Learner Advisory Committee, School Site Council, and English Learner Advisory Committee (i.e. DAC, DELAC, SSC, ELAC) regarding the CSI Identification of Esperanza High School. The committees were provided information regarding the stakeholder engagements and data analysis, and were also invited to provide input regarding the needs or other possible supports for English Learners at Esperanza High School. Committee members' input was to have more face to face instruction, opportunities to engage students in morning and afternoon sessions to accommodate student schedules and improve the current program by offering core and supplemental ELD course offerings.

The Director of English Language Programs consulted with the local county office and researched evidence based curriculum and interventions. Considerations were to ensure proficiency in the language of instruction, to develop content knowledge and build academic oral proficiency leading to reclassification. After careful examination of multiple curricular programs, English 3D was selected due to its evidence based principles for explicit language development and embedded interventions. It has a proven track record of providing opportunities to build a knowledge base in the content areas vital to success at the secondary level. As an additional supplement Rosetta Stone was selected to increase linguistic production.

Based on stakeholder feedback, the system at Esperanza High School was refined to include Designated ELD twice a day incorporating supplemental support for core language development. The courses are offered at two different locations to accommodate student needs and includes transportation.

The teachers received English 3D and Rosetta Stone training to facilitate the learning of students on independent study. Teachers also participated in a learning opportunity with the Director of English Language Programs to learn evidence based strategies utilizing the English Learner Toolkit. The strategies integrate CCR Anchor Standards, ELD Standards, SBAC Claims, and ELPAC Task Types. Due to the COVID-19 pandemic, additional professional learning for the teachers was required. Teachers attended a district mandated COVID-19 Staff Safety Training before beginning the session.

Since Tulare County was on the State Monitoring list for COVID-19, school began the 2020-2021 school year on distance learning. After consulting with the superintendent and teacher bargaining unit, in-person instruction with two small cohorts at Esperanza High School began on October 12, 2020. The small cohorts are following the County Health Department and State Guidelines. We purchased plexiglass, sanitizer, gloves, masks and social distancing stickers. All items were placed in the classrooms for teacher use. Technology devices were purchased to be utilized at school and in the home. Headphones with speech capability were purchased to support the virtual components of English 3D and Rosetta Stone.

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.

District has a system for continuous improvement which entails reviewing and analyzing summative and formative data. As a District, summative data is reviewed and data is reported on the Annual Program Evaluation Report. The summative data compares historical data across all State Priorities. In addition, school administrators perform individualized data chats with teachers regarding formative assessment data. The purpose is to evaluate the effectiveness of the program and to collect baseline data which will inform the teacher on how to move forward with instruction and intervene as necessary as a proactive approach.

Additionally, there are two district level data reviews which analyze content across all disciplines and grades. The data gathered includes all students, students with special needs and that of English Learners. This informed analysis is used for ongoing decision making and is shared with all stakeholder groups to gather input. Ongoing formative data will be collected from English 3D assessments, reports from Rosetta Stone, and teacher observation. This information will be utilized by the teacher to monitor progress on each student and guide instruction.

The District currently engages with parent committee stakeholder groups (i.e DAC, DELAC, SSC, ELAC) and gathers input to make program changes and monitor and evaluate the effectiveness of our current programs. The feedback received from stakeholder meetings was utilized in the decision to have students attend in person English Language Development classes. The CSI plan emerged from the feedback and evaluation of the first stakeholders meeting and the plan was shared with the parent committees in May of 2020. Two additional meetings are scheduled to include parents, students, and teachers to give input on the new program changes. The current data will be presented and feedback will be sought. Meetings will be scheduled for December 2020 and March 2021.

There are two professional development days earmarked on the calendar to provide all staff needed training. To build teacher capacity, monthly extended professional learning sessions have been embedded into our certificated employment contracts. Topics are based on the needs of the students, community, families, and all state and federal requirements.

The District builds the capacity of students, parents, and staff by regularly having stakeholder meetings. Correspondence is sent out in English and in the language of preference. Meetings are virtual, in person, multilingual, and are offered multiple times. Each site schedules in person meetings by appointment or virtual meetings to remove all barriers preventing student access to instruction. By building the capacity of parents and students, there is continuous academic improvement for our students. The bilingual staff is utilized to meet the language needs of students and parents. The Family Education Center supports the District by connecting with families and providing them with resources and referrals to meet their unique needs.

The Cutler-Orosi Joint Unified School District utilizes a multi-tiered procedure to monitor the progress of all students. The tiered re-engagement strategies monitor synchronous learning and asynchronous learning. Teachers record student participation, progress, attendance, and engagement on a spreadsheet. When students are not engaging in instruction or are at risk of learning loss, a three tiered strategy procedure is followed. In tier 1, teachers informally reach out to students and parents if the student is absent for a full day. Students on a School Attendance Review Team (SART) agreement are case managed by support staff and upon their second missed day an official (SWIS) office referral is created. In tier 2, support staff and administrators are directly involved in re-engagement strategies. If there are 3-5 missed synchronous sessions, support staff, attendance clerk, and administrators contact parents, offer family support, distribute instructional materials, conduct home visits, monitor attendance, run data reports, and monitor SWIS office report data. If students miss six or synchronous periods in a week, educational social workers, counselors, the PBIS outreach aides, and parent advocates, become involved in the re-engagement process which include phone calls, family support, distribute instructional materials and conduct home visits. In tier 3, cumulative re-engagement strategies are utilized. After 16 or more missed synchronous sessions, students are placed on a SART agreement. The educational social worker and counselor begin the Student Study Team (SST) process. The attendance clerk mails out the School Attendance Review Board (SARB) letter (1). The last step of the tier 3 process includes 5 unexcused absences or the loss of 20 missed zoom periods. Administration makes referrals based on a multiered process. A student support team (SST) meeting is required and the SARB letter (2) process begins. Bilingual staff is utilized to meet the language needs of students and parents using the same process.

Free Grab and Go meals include lunch, supper and breakfast for the next day. Meals are available to anyone under the age of 18. Meals are provided from three elementary schools, the comprehensive high school, six local apartment complexes, a church parking lot, and a non operating school site for the remote area of the community.

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

California Department of Education

September 2020