

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
Hesperia Unified School District	Alex Cristales, Director	Alex.cristales@hesperiausd.org 760-244-4411

Schools Identification

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

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>A comprehensive needs assessment was conducted in consultation with various stakeholders. Parent and student voice surveys were utilized and informed the development of the CSI plan. In addition, site administrators will continue to utilize stakeholder input throughout the implementation of the plan to ensure meaningful participation and positive outcomes for students. Each school identified a leadership team that helped to guide the work of CSI, with support from a district team composed of the Director of Secondary Education, Director of Pk-12 Programs and Monitoring, and the Coordinator of Professional Development. The team analyzed state and local data, including the CA Dashboard data and local lead measures. Michael Fullan’s work on Coherence guided the data analysis and development of the CSI plan. Last school year, each school worked with Innovate Ed, a third party hired to lead the work of coherence. This year, this work has continued with both site and district administrators collaborating on leading the coherence work. Meetings with site administration and their school leadership teams are planned four times during the year to ensure schools are provided with sufficient support in the implementation, monitoring, and evaluation of evidence-based interventions and in the identification of resource inequities.</p>

Capacity building is a significant part of the support provided to schools. The process of identifying evidence-based interventions, evaluating their effectiveness, and identifying resource inequities through Fullan's Coherence work include the following:

Clarity of School-wide Goals and Student Learning Priorities

- Lag outcomes (annual measures)
- Lead metrics (how to monitor progress)
- Student success indicators (student skills/behaviors that inform impact)

Developing Shared Leadership and Systemic Collaboration

- Team purposes and roles
- Collaboration structures and processes
- Define the common/connected work of teams

Creating Collective Expertise with a Coherent Instructional Framework

- High yield student support/instructional strategies
- Evidence of learning that informs practices
- Cycles of inquiry/instruction that guide teaching and learning

Establishing Evidence-based Cycles that Guide Continuous Improvement

- Growth targets for improved student academic achievement, behavior, and graduation rates
- Connecting evidence of impact to improvement of practices
- Defining cycles of inquiry at teacher, school and district levels to monitor progress

Through the work that has occurred up to this point, one important resource inequity that has been identified by both Mojave High School (MHS) and Shadow Ridge School (SRS) is that they have not been able to provide enough opportunities to students for CTE pathway completion. Both schools are very small compared to their comprehensive high school counterparts, which often translates into having fewer resources for students. Therefore, a major focus for both schools will be on finding ways to increase CTE pathways and student participation. Other strategies identified include providing more personalized learning opportunities for credit recovery, identification of lead measures to monitor school goals and focus, ensuring consistency in evaluating student work, and supporting students' social emotional wellbeing.

Stakeholder Engagement

A new site-wide Leadership Team was formed to assist in the creation of the MHS Comprehensive Needs Assessment (CNA). Through surveys and other forms of feedback, the leadership team helped to guide the formation of MHS CNA. The leadership team used feedback from the comprehensive needs assessment, as well as input from sources such as the CA School Dashboard, to create the CSI plan. The CSI plan was shared with the School Site Council that is made up of various stakeholders, including parents, students, teachers, classified staff and administration. The assessment and implementation of the CSI plan is ongoing. Collaboration Wednesdays, staff meetings, leadership meetings, and Coffee with the Coyote Cabinet are ways to keep the various groups apprised of the progress. Stakeholders are provided the opportunity to review evidence and data on the various programs and implementation of course materials outlined in the CSI plan. These times of collaboration focus on using site data, both formal and informal, to monitor the effectiveness of the program or materials. The input of the stakeholders helps to drive the decision-making process in relation to the renewal, cancellation, or modification of expenditures.

At Shadow Ridge School, the classified staff, teachers, administrators, community members, parents, and students are continuously engaged in evidence-based planning and decision-making. All stakeholders are involved in data collection, data distribution, and data evaluation. Community members, parents, and students look at data with the staff in school site council meetings, ELAC meetings, and individual parent-teacher conferences.

School staff and teachers take a deeper dive into data every three weeks by engaging in a 3-6-9 cycle. First, at the three-week mark, staff examines the Pass/Fail numbers from every section. Then, at the six-week mark, teachers reexamine the second cycle of the Pass/Fail data and bring student names that were not successful to the counselor. Finally, at the nine-week mark, Shadow Ridge staff looks at the quarter in its entirety addressing any student needs or deficiencies.

Identification of Evidence-based Strategies

Mojave High School, while continuing to follow our district's Coherence Model, worked with both district support personnel and Innovate Ed to analyze the CA Dashboard Data, district-level data, and site-level data. During this process, MHS was able to learn more about the identification process for CSI and their specific areas of concern that have placed the school in CSI status. Using the preexisting School-wide Implementation Plan (SIP) and CSI data, MHS was able to refine and narrow their school-wide focus. These "living documents" both drew heavily on the input from the district and MHS Leadership Team and staff. District personnel assisted in providing direction and referral to evidence-based practices that align with the areas of concern MHS was addressing. Targeted professional development from the district's Educational Services' department assisted the leadership team in finding specific strategies to target the areas of concern. This helped lay the foundation for securing programs, materials and resources that could be used in the CSI plan expenditures.

Shadow Ridge School and the leadership team have been working with Innovate Ed to engage in the coherence process for over three years. As a result, the school has identified a focus that is driving data discussion and instructional practices. The SLT team has been diligently working through the coherence process in identifying and selecting evidence-based interventions. Through this process the staff has woven the school focus with the CSI focus. The team has looked at the "250+ Influences on Student Achievement" research based on the work done by John Hattie alongside Visible Learning. Teachers have identified influences that had the greatest potential to considerably accelerate student achievement. Shadow Ridge staff focused on teaching practices, professional development, hands on learning, technology that promotes critical thinking, and some online curricula that is specific in identifying student deficiencies.

Identification of Resource Inequities

A central focus of resource inequities identified by the LEA and Mojave High School include the lack of opportunities for students to complete CTE courses and pathways. These inequities are being addressed through the CSI plan in multiple ways including increased funding for materials and supplies for current CTE courses, increased funding for the creation and training of staff in new CTE courses, the use of funds to support the purchase of equipment and materials for CTE courses, and funding for CTE-based professional development and conferences.

At Shadow Ridge School, the staff strives to create student experiences that enable all children to reach empowering and rigorous learning outcomes. The resource inequity as referred to the allocation and use of resources such as people, time, and money is being addressed by creating a plan that puts the latest technology and hands-on science into the students' hands. The plan also includes training for staff in the use of high yield research-based instructional strategies. John Hattie's Visible Learning research helped the team identify influences that had the greatest potential to considerably accelerate student achievement.

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 and site leadership team meetings have been scheduled throughout the school year. These meetings will focus on continuing the work of implementing and monitoring effective evidence-based interventions. Each school has developed a school improvement plan that includes their school focus, expected outcomes, success indicators, staff practices, school supports, evidence of learning, and an implementation timeline. This plan will be reviewed and revised as needed based on stakeholder feedback and progress monitoring of evidence-based interventions. Currently, there are

three meetings planned with the school's leadership team during the school year to ensure that the team makes data-driven decisions throughout the school year and revise the plan as needed.

The implementation of inquiry cycles grounded on qualitative and quantitative measures is an integral part of the work of Coherence. In this model, teacher teams engage in a 3-6-9 cycle of inquiry that includes the following components:

- analyzing data,
- setting goals,
- deepening learning both individually and collectively,
- implementing the new learning, and monitoring, assessing, and adjusting practice

The key data that will be included in these cycles of inquiry include teacher-created assessments that directly support the schools' area of focus. More specifically, data that will be reviewed by leadership teams include students' depth of knowledge level as demonstrated in students' writing, suspension rates, student attendance, credit completion rates, the number of students participating in CTE programs, and college attendance rates.

Use of Stakeholder Feedback in Monitoring Process

The LEA meets regularly with Mojave High School and its leadership team. As part of this process, the LEA reviews evidence and data provided by the site. In several meetings, the use of data has been addressed to ensure the school is working with data that most directly serves two purposes: first, data that is evaluated is purposeful and meaningful to our staff and school focus; second, how that data supports the effectiveness of the CSI plan. Modifications are made as needed to CSI plan and data collected to better address the school's areas of concern and shared with various other stakeholders through leadership team meetings, staff meetings, and parent/community meetings such as Coffee with Coyote Cabinet.

Shadow Ridge School's leadership team is working with the district and with the rest of the staff in bringing coherence and focus on the CSI plan. The district is utilizing Michael Fullan's Coherence resources in guiding the site team in discussions centered around student achievement and student lead indicators. There is constant communication and evaluation of the CSI plan by the leadership team. The school's progress on the CSI plan will be communicated with the leadership team, staff, and parents through the SSC and ELAC meetings. Input will continuously be requested from all stakeholders and their input, as well as the student lead measures, will be utilized to guide the implementation and evaluation of the evidence-based strategies.

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.