

# 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
Antelope Valley Union High School District	Julianne Vela- Director of Categorical and Special Programs	<a href="mailto:jvela@avhsd.org">jvela@avhsd.org</a> (661) 816-3928

## Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Desert Winds High School-Alternative School-Year 2-Grad Rate, R.Rex Parris High School-Alternative School Year 2-Grad Rate, and Highland High School-Year 1-Comprehensive School-Low Performing

## Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>District support staff met with the leadership teams of DWHS and R.Rex Parris on a quarterly basis throughout the 2019-20 school year to monitor and evaluate the implementation and effectiveness of their CSI plans. District support staff met with Highland High School after the 2019 Dashboard determined their CSI status, in order to support the development of their CSI plan and assess Highland’s needs and barriers in the following areas: capacity, leadership, vision and mission, collaboration, commitment to equity, use of data to drive instruction and alignment of district and site plans.</p> <p>District support staff met again with DWHS and R.Rex on October 8, 2020, as they entered year 2 of CSI status. District support staff also met with Highland High School. At these meetings, the district support staff provided data specific to each school site through our local database called "Data Central" (which houses quantitative and qualitative data). Each site conducted a school-level needs assessment based upon a review of this data (including, but not limited to: Outcome data on California School Dashboard, PSAT scores, AP scores, A-G rates, CTE completion rates, D/F rates; Perception data on capacity, leadership, expectations, culture, and climate through surveys and table conversations; and Process data involving systems, routines, instruction, use of data and plan alignment, etc.) Perception and Process data was</p>

analyzed by stakeholders and outcome data by whole group and student group, with a focus on equity. Each site reviewed this data with their school site leadership teams as well in determining needs.

Given the initial data findings, a need emerged to support schools in a deeper analysis that would get closer to root causes of non-performance. The District is partnering with Pedro A. Noguera, president of PAN Ltd., and his team to further support the district and the CSI schools in creating a process that will lead to the effective development, implementation and evaluation of CSI plans, through a deeper analysis at both the district and site levels on how to analyze data, find root causes of non-performance and engage stakeholders in the process of evidence-based planning and decision making.

The PAN team worked specifically with the CSI schools and the district equity team to look at their state and local data, and develop priorities to address with stakeholder groups, such as teachers, students, parents, administrators, classified personnel, and community partners in November of 2020. The PAN Team, CSI schools, and the District Equity Team performed a “5 Whys Root Cause Analysis of Inequities,” using the schools’ initial data findings. This work will continue throughout the year and with stakeholders to help build capacity at both district and site levels, in order to create a partnership and process between site, district staff and stakeholders that fosters trust and identifies root causes of inequity and performance gaps, in order to empower schools, stakeholders and the district support staff to build, implement and monitor effective actions in their CSI plans that address equity and link back to identified needs of student groups based on root causes.

The CSI schools and district support staff are currently in the process of addressing five priorities based on initial findings with stakeholder groups and developing actions for their CSI plan which will be submitted to School Site Councils and the Board of Trustees in January, 2021. Identified priorities for the district and CSI Schools are the following: 1) A coherent instructional guidance system, 2) Development of the professional capacity of staff, 3) Strong parent-community-school ties, 4) A student-centered learning climate, 5) Shared leadership to drive change.

Initial Dashboard findings indicate that Highland High School scored a performance level “Red,” for 1 indicator in Mathematics, and performance level “orange,” for Suspension rate, Graduation rate, College and Career, and English Language Arts. Further review resulted in findings that indicated equity and performance gaps for African American students and for male students in general, relative to female students as it pertains to suspensions, attendance and academic state and local indicators. Foster Youth, Students Experiencing Homelessness and Students with Disabilities, were also identified as low performing in comparison to other student groups in both state and local academic and behavior indicators. These initial results are currently being reviewed for root causes that focus on instruction and student

engagement. The district support staff and Highland high school are in collaboration, and based on these findings, are in the process of making changes to their instructional model in math, by incorporating evidenced-based interventions of Linked Learning in multiple core content areas, and “Math Literacy through Hands-on Learning,” in their Algebra 1 and Geometry classes. D and F rates in Algebra I and Geometry exceed 50% which is a higher failure rate than in other math courses, which presents a resource inequity as students who fail Algebra I and Geometry are not able to take higher level math courses and do not have access to A-G success, on the state dashboard College Career Indicator.

Desert Winds and R. Rex Parris alternative schools demonstrated low performance in both Graduation rate and College/Career indicators with all students performing “red” as per the 2019 Dashboard. Desert Winds and R. Rex Parris are in their second year of CSI for Graduation rate, with grad rates of 31.5% for Desert Winds and 26.5% for R. Rex Parris. Structural systems were reviewed at each site and found that students who make adequate progress and retrieve credits, return to their comprehensive home schools to graduate. So, the grad rates for Desert Sands and R. Rex Parris can be misleading in that they do not include the number of successful students who leave the alternative school and graduate from their home school. However, in reviewing the College and Career indicator as it relates to resource inequities, at the alternative sites, it was found that master schedules at alternative sites do not include a full CTE pathway that includes capstone courses, so alternative school students do not have the same access when compared to their non-alternative school peers to CTE pathways, which did not allow for them to be rated as a pathway-completer in the College and Career indicator. There has been additional district support and focus on CTE pathways at both alternative sites, beginning last year and continuing this year to give alternative students access to CTE pathways and addressing pathway completion rates as objectives for being college and career ready. There was also a demonstrated need based off of credit retrieval rates, for curriculum restructuring to shorten the curricular cycle in order to improve student engagement and success for credit retrieval. This action will continue this year, as credit retrieval rates are improving for students.

The district provided each school site with the CSI SPSA Template and access to "What Works Clearinghouse" (<https://ies.ed.gov/ncee/wwc/>) to look for possible Evidence-Based Interventions to address the needs identified by each school. District support staff from Educational and Student services have supported each CSI school to review the requirements of the CSI SPSA template sections and to help develop and provide feedback on each section. Business services has provided additional support with the review of CSI school budget allocations, the purpose of each funding stream and to help CSI schools identify any potential resource inequities pertaining to technology, staff, and funding so that these sites could further address these inequities in their CSI plans.

## 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.

The District CSI Support team and the PAN team will continue to monitor and collaborate with each of the sites on their CSI actions, evidenced-based implementations and interventions, annual measurable objectives, and expenditures on a quarterly basis. In order to narrow the focus, these teams will continue to work with the schools on creating local indicators, that align to focus area state indicators, to monitor growth more frequently, and look for patterns and trends, specifically in the areas of math, ELA and CTE for participation, assignment completion, formative assessment, and weekly grades. The district support staff will conduct monthly classroom observations of math, ELA and CTE classes to support instruction, integration of Linked Learning and provide feedback to site administration. District support staff will ensure that CTE, Linked Learning and Math Literacy is integrated into the CSI plans for alignment with district expectations. Instructional partners and district support staff will offer further support to math, ELA and CTE teachers in the areas of Linked Learning and Math Literacy through Hands on Learning, based on observational feedback and teacher needs. Teachers and administrators will collaborate on student progress in these identified areas of need, to inform instruction and identify students for intervention. Quarterly progress reports will be shared with all stakeholder groups to receive feedback and input on the implementation and effectiveness of the CSI planned actions.

## 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](mailto: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](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.**