



## 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).

Spring Valley Academy (grades 6-8)  
Quest Academy (grades 6-8)

### Support for Identified Schools

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

Spring Valley Academy and Quest Academy have been identified for Comprehensive Support and Improvement (CSI) for all areas of measure (academics--English language arts and mathematics, chronic absenteeism, and suspension rates). Several student groups (English learners, socioeconomically disadvantaged, African American, and students with disabilities) are in need of additional supports and services to improve their attainment of goals in these areas.

Prior to the development of the CSI plans, which are also the School Plan for Student Achievement (SPSA), a review of the CSI program and why each school became eligible for CSI occurred with the principals last Spring. School site administrators and the School Site Councils (SSCs), in collaboration with district administrators, developed their plans between February and June 2020. These plans encompass a comprehensive needs assessment, thorough data analysis, and an investigation of resource inequities evident at each site after reviewing budget allocations, staffing experience, and course/intervention opportunities for students. Parents (through SSC and ELAC meetings) and staff engaged in multiple opportunities to provide input on site needs. These stakeholders will continue to provide input on these needs and on the school plans at every SSC meeting during the 2020-21 school year.

These CSI plans include evidence-based interventions and services for at-risk student groups which will ultimately impact Spring Valley Academy's and Quest Academy's highest areas of need: chronic absenteeism, suspension, and academic achievement in mathematics and English language arts. The district is already using numerous evidence-based interventions at all sites; however, the interventions focusing on the areas of greatest need at each CSI school were discussed with and then selected by site leadership and stakeholder groups because they were the most appropriate for the demographics and specific needs at their sites.

The district supported a Comprehensive Needs Assessment at each school that included parent/student satisfaction survey data disaggregated by each site. This survey provided data showing the percentage of how welcomed and respected parents/students felt at the school, the percentage of parents who regularly attended school-sponsored meetings/events, and the percentage of parents who agreed that the school met their child's academic needs. In addition, thorough data analysis of Dashboard and local indicators was done by and with the staff and SSCs of each school. District leadership provided data review protocols that were modeled and practiced in training sessions for all site leaders. Specific emphasis was on root cause analysis, leading with "the why" and how to craft a thoughtful strategic action plan in the SPSA. Site leaders reviewed data for all students, as well as for each subgroup, to identify and address gaps in student performance. Additional support from district leadership for this data review, goal setting, and strategic planning process were available via SPSA development "Open House" sessions throughout the Spring. Learning Support staff also provide follow-up support via meetings and phone calls to assist school leadership/SSCs to actively engage the school community in the planning and monitoring process of their CSI plan to ensure increased student achievement.

The alignment of strategies and funding allocations to the district goals and vision as outlined in the Local Control Accountability Plan/Learning Continuity Plan was also addressed with site principals. A key message shared with leadership at schools identified as CSI was that critical data review and thoughtful planning steps must be put in place in order to address achievement gaps so schools can exit CSI status as soon as possible. Site leaders were encouraged to focus on ongoing monitoring and data review so school-level staff could play a proactive role in making instructional adjustments throughout the year to ensure student success. Principals were also encouraged to focus on engagement of parents and staff to play active roles in supporting school plan development and implementation processes.

In working with stakeholders regarding improvement efforts to include in the improvement plan (as documented in each site's SPSA), several activities were identified to be instituted with CSI funds in the 2020-21 school year. The activities and expenditures were approved by each school's SSC. Each 2020-21 plan was also approved by the school board.

Discussions between site and district leadership regarding the interventions possibly needed to support improved student learning at each site occurred. Ultimately, site leadership determined what would best serve their particular students which included utilizing a currently employed district intervention teacher, current district classroom teachers, a currently employed paraprofessional, and site substitutes to facilitate and implement intervention courses, mentoring, coaching, project-based learning, after school intervention and enrichment, and goal setting at each site. Additional supplementary instructional materials in reading and math, along with books and materials for project-based learning will be purchased. Social and emotional support is being addressed with the implementation of evidence-based strategies in social-emotional learning modeled/taught by a district social worker and a district counselor. While each site has already started to include Restorative Practices, Trauma-Informed Care, and individualized behavior and academic planning/monitoring in their daily work, each site will increase its efforts in these areas.

To support both sites in reducing their chronic absenteeism rates, the district will provide training to new office staff including, strengthening current attendance procedures through better accuracy and follow through in monitoring and recording absences; embedding increased parent outreach through phone calling by attendance staff; increasing the use of the School Attendance Review Team (SART) and District Attendance Review Team (DART) process; and in sharing parent education materials and events that focus on attendance benefits and requirements.

Each site will also receive support in suspension reduction from the district team. These will include providing monthly staff training on trauma-informed instructional practices, providing monthly staff training on school-wide social-emotional curriculum implementation, and developing school-wide in-classroom supports for student behavior needs, such as coaching and culturally relevant teaching strategies.

We feel confident this one time money will be able to impact the areas of greatest need at both Spring Valley Academy and Quest Academy and discussions are being held to address how the district will continue to support and sustain these actions and services at each school site.

### **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 La Mesa-Spring Valley School District will monitor and evaluate the implementation and effectiveness of the CSI plans at Spring Valley Academy and Quest Academy in systematic ways to support student and school improvement. The performance of each school will be reviewed regularly throughout the year.

The Assistant Superintendent who directly supervises these site principals plays a significant role in supporting CSI schools to intentionally follow the action steps outlined in each school's School Plan for Student Achievement (SPSA). The SPSA is the CSI plan and includes an annual data review, strategic vision and planning, and alignment of resources. Through regular site visits, classroom observations, and attendance at staff professional learning (with virtual participation occurring during distance learning), the Assistant Superintendent supports, mentors, and monitors the implementation of plans to impact student achievement.

In the area of academic improvements, regular school site walk-throughs will be conducted to review the implementation of effective teaching and learning strategies. An internal rubric developed to measure how aligned the student tasks are to grade level standards will be used along with our instructional framework (5 Dimensions of Teaching and Learning). Data should indicate an increase in standards-based instruction over time.

Under the direction of the Assistant Superintendent, the principals have continued to receive professional learning around the 5D framework and will continue to access district-provided resources to build teacher capacity in this area. These principals will continue to work in "Principal Networks" that entail classroom walk-throughs throughout the year to develop a shared understanding of high-quality teaching and learning, increase their noticing skills, refine their feedback to teachers, and develop their site professional learning for student learning needs.

Additionally, trimester data analysis of student academic performance, using our internal assessments and site specific data will also be analyzed for increased academic improvement, and to target student intervention needs. As local assessments in mathematics and English language arts are used, the Assistant Superintendent will oversee the work that the principal, leadership staff, and grade-level/department teams engage in as they meet to review data, look at the progress students are making, and measure the impact of the instructional program to date. Then, based on our insights, the site-based teams will be supported by district leadership as they make instructional changes to address any learning gaps or challenges that students are experiencing. Goals will continue to be set and monitored to support improvements and to support next steps by site administration.

Annually, in the late Spring, the site leaders of the CSI schools will make a presentation to district leadership staff and/or their Principal Networks on the results of the Spring needs analysis and progress made toward meeting goals for the past year as outlined in the SPSA. Feedback from the district leaders/colleagues in response to the information in this presentation will then be incorporated into the Annual Review sections of the SPSA as it is developed for the following year.

Parents (through SSC and ELAC meetings) and staff will engage in multiple opportunities throughout the year to provide input on the implementation of the plan. Once activities are underway, student thoughts and opinions will also be sought to determine if students feel that the selected activities, programs, and interventions are making an impact. The opinions of all stakeholders will be critical as each site works toward continuous improvement.

In the area of Chronic Absenteeism, we are using the data from our district attendance program to focus on students who are experiencing attendance difficulties. Our district Program Manager of Student Services will work monthly with the office staff at Spring Valley Academy and Quest Academy to ensure that proper procedures for attendance accounting are occurring, including phone calling families who have students who are absent, and recording absence reasons with accuracy in the system. If attendance concerns are present, schools are expected to conduct meetings and/or home visits with families prior to initiating a formal School Attendance Review Team (SART) contract. Should these steps not remedy the attendance concerns, the family is then referred to the District Attendance Team, made up of our district social worker, district probation officer, and community services facilitator. A District Attendance Review Team (DART) meeting is then scheduled and a DART contract is put into place with intensive interventions to support the student and school in hopes of resolving the barriers to regular attendance. At all times, the focus of this work is to support students and families with a focus on problem-solving the issues that are creating attendance concerns. The school's attendance data will be reviewed monthly to see the impact of these actions on student attendance, and corrective actions will be taken to address continuing issues.

In the area of Suspensions when we return to in-person learning, we will continue to engage Spring Valley Academy and Quest Academy regarding the implementation of in-class structures, supports, and strategies to reduce referrals and incidents that lead to suspension. Suspension data will be reviewed monthly by district leadership, and data will be shared with relevant staff. Follow up measures will occur with staff in need of support in developing strategies for student behavior, and bi-monthly meetings held with district leadership will further provide action steps to take for students experiencing chronic difficulty.

Both Spring Valley Academy and Quest Academy will receive ongoing support and resources from district-level staff to monitor and evaluate the effectiveness of their CSI plans, but protocols are in place if the required improvement is not made. If after three years of implementing the school plan, either school has been unsuccessful in improving student outcomes to a level that exceeds initial eligibility criteria, the

district shall identify the problem and take additional action as necessary. If either school fails to improve student outcomes within four years to a level that exceeds the CSI eligibility criteria, it shall be subject to more rigorous interventions that include, but are not limited to, partnering with an external entity, agency, or individual with demonstrated expertise and capacity to 1) Conduct a new needs assessment that focuses on systemic factors and conduct a root cause analysis that identifies gaps between current conditions and desired conditions in student performance and progress and 2) Use the results of the analysis along with stakeholder feedback to develop a new improvement plan that includes:

- A prioritized set of evidence-based interventions and strategies
- A program evaluation component with support to conduct ongoing performance and progress monitoring

District and site leadership look forward to continuing their focused CSI plan work together as they work toward improved student performance at both sites.