



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).
The schools that have been identified as CSI are El Puente High School and Carr Lake Community Day School.

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>Upon reviewing data for El Puente School (ESP) on the California Dashboard, state indicators show a need for improvement in all indicators, specifically graduation rate, college and career, and mathematics performance. These four indicators reflect the following student groups' performance in the red, the lowest performance level: all students, English learners, socioeconomically disadvantage, and Hispanic students. El Puente is eligible for CSI under graduation, although they had an 11.1% increase from 2018-19 to 2019-20 the mentioned student groups continue to perform in the red level. Furthermore, Carr Lake School (CLS) has been identified as a CSI school due to its low performance and suspension rates. Carr Lake is a small continuation school offering a student-centered environment and personalized approach to learning. Yet, students at Carr Lake suspension rates increased significantly, ELL students increased suspension by 25.5%, Hispanic students increased by 23.1%, and our socioeconomically disadvantaged students increased by 17%.</p> <p>Once the schools were identified under CSI designation the District applied for the ESSA section 1003 funds and were awarded funds for both school sites. To complete a comprehensive needs assessment, the district provided data resources that would guide EPS and CLS in the development of their School Plan for Student Achievement (SPSA). The following data sources were provided to both sites: the 2019 California Dashboard, student enrollment data by subgroup, English learner enrollment, CAASPP student performance data for English</p>

language arts and mathematics, and ELPAC summative data. In addition, sites were provided with grade distribution and discipline data. The District supported the identified schools in developing CSI plans through several networking sessions where teams were able to conduct school-level data analysis focusing on the specific student groups that had the highest needs. The teams conducted a root-cause analysis, identified key actions and services to address the areas of improvement. Through this process, the principal allocated additional human and financial resources to specific student groups such as students with disabilities, English language learners, and socio-economically disadvantaged. Furthermore, the principal also shared and analyzed data with the participation of various stakeholder groups: teachers, support staff, school site council, and English Learner Advisory Committee.

Through the needs assessment and data analysis, EPS main focus is to support and increase graduation rates by providing students with regular monitoring, intervention opportunities, and support to meet graduation requirements. Therefore, an Intervention Specialist will work with students to monitor the student graduation plan, communicate regularly with students, parents/guardians, and teachers. Furthermore, the Intervention Specialist will coordinate additional services for students who are identified as at-risk including academic, social, and emotional support.

For CLS the focus for students is to increase positive reinforcement, in order to see a rise in good behavior and decrease the suspension rate. Therefore, the focus in CLS is on Positive Behavior, Intervention, and Supports (PBIS). The PBIS committee will provide a well-rounded framework for expected student behavior. In addition, a teacher will incorporate lesson plans to communicate and engage students with expectations.

EPS and CLS will also use resources for the teachers and support staff to engage in professional learning opportunities to increase literacy strategies, skills, and technology tools in the classroom. Teachers will continue to collaborate within their Professional Learning Communities to monitor student data, backward plan, develop common assessment and engage in reflective dialogue regarding student performance. Furthermore, both school sites will invest in reading software to support student-reading development. Increasing reading levels is a major component to increasing student academic performance, decreasing behavior, and increasing overall graduation rates. A variety of reading programs were identified and researched; however, both sites invested resources in MyOn (reading program) that provides each student with their own student-centered personalized library based on each student learning analytics. Data from MyOn will be analyzed quarterly and compared to student grade performance and other summative state assessments.

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.

To ensure sustainable continuous improvement, the District will review all the proposed actions and services described in the SPSAs on a monthly basis, through team level meetings involving teachers, site administrators, and teachers in support positions (Intervention Specialist, EL Specialist, etc.). In addition, the school site administration will monitor and evaluate the effectiveness of the plan by reviewing key data points: grades, assessment results, attendance, and discipline after each grading period, approximately every nine weeks. Data discussion

and strategies implemented will be monitored quarterly through District leadership meetings to review student data, programmatic needs, success, and challenges. Furthermore, school sites will share students' data, success, and challenges at School Site Council, English Language Advisory Committee, parent groups, and teacher leaders at monthly meetings. The sites will make adjustments and recommendations throughout the year based on key data provided and areas that need modifications. Each school will build its capacity to lead continuous improvement work by collaborating weekly in PLCs and develop site cycles of inquiry within their school site. In addition, administration and teachers will have an opportunity to attend in-house professional development with Renaissance and Nicole Dimich, Solution Tree Consultant. Furthermore, they will also have opportunities to participate in other virtual professional development related to assessment and grading, interventions, and effective differentiation strategies for unique populations (ELLs and SWD).