

2020–21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kern County Superintendent of Schools	Molly Mier – Accountability Specialist	momier@kern.org ; 661-636-4327

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Kern County Juvenile Court School Kern County Community School

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>Based on Court and Community School graduation rates on the 2019 Dashboard Alternative School Status (DASS), the Alternative Education program qualified for Comprehensive Support and Improvement (CSI) funding in order to improve student outcomes. A needs assessment was conducted by participating in a Continuous Improvement Process (CIP) with three neighboring county offices of education. Stakeholders included district administration, site administration, teachers, and paraprofessionals. Data reviewed by stakeholders during this process came from DASS and various local pieces of data, including LCAP survey input, enrollment information, STAR Renaissance results, PBIS implementation, and parent involvement. After reviewing data, stakeholders were able to determine where there are gaps in relation to what the program is striving to achieve. The needs assessment did not identify any resource inequities. In addition, Alternative Education’s most recent Comparability Report indicates the program is in compliance.</p> <p>The CIP process consisted of determining a problem of practice, doing a root cause analysis, and creating initiatives in order to support student outcomes. The CIP team established that the Alternative Education program should create consistent structures for instruction and best practices in addition to cultivating a growth mindset culture. In order to support these initiatives, the program will be funding a temporary CTE Program Specialist and a temporary MTSS Coordinator.</p>

Research shows that students who are engaged in their education have a higher likelihood of graduating. Due to the low graduation rates in Court and Community Schools, engaging students in their education, and providing them with a life skill, is critical. The CTE Program Specialist will use evidence-based interventions to develop high-interest curriculum materials, design innovative and engaging programs, provide guidance for implementation, and be responsible for securing grants to continue implementing programs.

The focus of the California Scaling Up MTSS Statewide (SUMS) Initiative is to develop resources within an LEA that align the academic, behavioral, and social emotional supports needed in order to serve the whole child. The CIP team determined that in order to cultivate a culture of growth mindset, the program should refine its MTSS framework and build trusting relationships. The MTSS Coordinator will provide evidence-based training and technical assistance to Alternative Education staff and students in order to develop and maintain MTSS systems throughout the program, including Positive Behavioral Interventions and Supports (PBIS). Research indicates that focusing on MTSS initiatives will have long lasting and positive effects on students' social emotional health and academic outcomes.

The Alternative Education program believes that focusing on students' academic engagement and social emotional health will lead to an increase in the number of students who return to their district of resident or complete graduation requirements.

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.

CTE Program Specialist

The Alternative Education program will continue to monitor the implementation and effectiveness of its CTE pathways and courses. Students who participate in CTE programs are tracked in the program's student database system. This allows for quick, real-time updates on the number of students participating and completing CTE programs. The program is able to analyze graduation rates and dropout rates for students who participate in CTE courses to determine if there is a positive correlation. In addition, the Alternative Education program is also able to track CTE data through Kern Integrated Data Systems (KIDS). This is a countywide collaborative with many Kern County districts to share student data. Two of the program's CTE pathways are articulated with a local community college for academic credit upon successful completion of courses. The CTE Program Specialist works with the community college liaison to determine the percentage of students who qualify for college academic credit through successful participation in one of the program's CTE pathways. In an effort to fully support the CTE program, the CTE Program Specialist will collaborate with the county

office's Director of College and Career Initiatives. In order to determine the success of implemented pathways and courses, the CTE Program Specialist will continue to seek feedback from stakeholders, including staff, students, and community partners. In addition, stakeholders are requested to provide feedback as plans develop for future CTE pathways and courses.

MTSS Coordinator

A variety of evaluation tools will be utilized to determine implementation of MTSS systems throughout the Alternative Education program, including the Fidelity Inventory Assessment (FIA), which is completed every 90 days at each school site to determine progress toward full implementation of PBIS. The use of School-Wide Information System (SWIS) data allows the program to determine trends related to student behaviors and how to best provide interventions and supports for individual students. Staff participating in evidence-based trainings, including Trauma Informed Care, will receive a post-training survey. Data from the surveys will be used to guide future trainings and determine where additional supports are needed. In order to gain additional information related to the social emotional well-being of staff and students, the program will annually administer BrightBytes' Modern Learning Survey. This data will help determine training and support needs.

The Court School Site Council and the Community School Site Council both meet four times throughout the school year. The School Plan for Student Achievement (SPSA) for each school is discussed at every meeting. Data will be shared with School Site Council members pertaining to the strategies implemented with CSI funding.

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.