



2021-22 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).

Valley Continuation High School (VHS)

Support for Identified Schools

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

ESSA Comprehensive Support and Improvement (CSI) resource that was granted in Spring 2018, allows for a targeted focus towards supporting school administration capacity around improving graduation rate and implementing early interventions. Resources will support developing teacher leadership capacity and collaboration around improving teaching and learning through data inquiry cycles. Resources targeted toward a comprehensive online dashboard will be instrumental towards responding to real time actionable data.

Needs Assessment:

District staff supported VHS in developing the 2021-22 School Plan for Student Achievement (SPSA) through district SPSA workshops, principal SPSA development meetings, digital tools/resources, and specific needs assessment tools. Needs assessment tools included comprehensive data slide decks around CA dashboard indicators, grade data, and all Local Control and Accountability Plan (LCAP) metrics specific to the school. Site-specific student forum and LCAP survey results/analytics around SPSA and LCAP Goals were provided to the school. Site leaders conducted their own local needs assessment specific to site-identified issues (i.e., attendance, tardiness, etc.). Additionally, CSI root cause analysis and school action plan meetings occurred with school administrators on July 23, 2021, to support SPSA development for 2021-22. Site specific LCAP metrics were shared with the site on Feb. 4th. The site shared its LCAP metrics with its educational partners on Feb. 10th, with staff on Feb. 17th, and on March 1st with the School Site Council.

State Indicators:

Moving forward, the needs assessment components and further root cause analysis of multiple measures, including academic performance and well-being of student groups, will guide school staff to create a strategic focus for improving student equity, learning and performance. The 20 -21 achievement data on the California dashboard, while limited, was reviewed and analyzed; however, it was recognized that the 20 -21 remote learning environment for students was vastly different than learning in person. Site leadership, along with district personnel, analyzed the available data (attendance, behavior, progress grades) which reflected how students were responding to being back on campus and learning alongside their peers and teachers. The 2021-22 SPSA integrates the improvement plans and is in alignment with the districts arc of learning. This plan delineates coherent strategies that connect student success indicators with high yield instructional supports and evidence of student learning to focus the collaborative work of teachers, counselors, site administrators and district staff for improving student learning outcomes and graduation rates.

The graduation rate of VHS students continues to not meet the targeted rate of 86.8% for California. Therefore, it was determined that schoolwide systems needed to be addressed to enable students to track their progress towards meeting graduation requirements. As such, in 2020-21 VHS moved to a quarterly tracking system, teachers input grades into the Student Information System (SIS) and staff worked with individual students to address their progress and self-monitoring. As well, teachers participated in inquiry cycles to address lesson plan design, rigor, and assessment of learning.

Evidence-Based Interventions:

Recognizing the need for technical support for CSI school improvement efforts, District leadership researched expert school turn-around organizations. During the 19-20 school year, SDCOE hosted the District Team Collaborative (January 25, 2019) and Districts on The Move (April 11, 2019) events where leading education reform authors, experts and district leaders shared evidence-proven research and best practices around coherent systems for school improvement. EUHSD partnered with the school service providers showcased at these SDCOE meetings and together supported VHS with identifying evidence-based interventions for SPSA development. The interventions were determined after the Root Cause Analysis release days identified persistent patterns around attendance, behavior/discipline, student identification & intake protocols, deficit perceptions of school, inconsistent collective efficacy in Professional Learning Communities (PLC) teams and low student engagement. The school leadership team identified evidence-proven interventions and strategies that were relevant to the school context. For the 20-21 school year as students engaged in online learning the site staff continued to work as a PLC to identify strategies that engaged students in rigorous learning virtually. As we returned to in person instruction VHS staff and students had to reset, re-evaluate, and adapt to a new learning environment. The VHS team determined that their root causes were still persistent (tardiness, attendance, student engagement) and they continued to address them as follows:

- Instruction: Prior to school closures, VHS worked with Innovate Ed on lesson plan/design for Depth of Knowledge (DOK 3) the professional development they received led to an improvement in lesson plan design, assessment and rigorous tasks.

As the staff returned to in-person learning PLC collaboration continues to re-engage teachers and align their practices. This year 28 PLC days were placed on the site calendar for this school year 2021-22. Teacher Studio pull-out days were organized by department and were expected to be held Quarterly. However, the impact of COVID and a lack of teacher coverage limited the number of time teachers could be released from class. The goals were to continue to work on lesson plan design/assessments/DOK 3 tasks. VHS will continue to develop opportunities for increasing the fun and love of learning and curiosity in lesson planning for our particular “at promise” students and continuing our tradition of ringing the bell for graduation, and students being able to answer when they are asked how many credits they currently have. Ongoing updates and the modernization of our branding on our website will continue. On-campus the Grizzly signage will continue to be more prominent and visible.

- Structures: VHS administrative team and our parent liaison has reached out to prospective parents and students to share with them what VHS is about and how we can support their students at Valley High. Our MTSS/Restorative Practices facilitator continues to work with comprehensive site counseling teams on pulling and utilizing data in a timely fashion to recruit students who are great candidates for VHS. VHS is excited about the quarter system and the increased credit opportunities for all students moving forward. VHS students can earn 90 or more credits a year if they pass all scheduled classes. Students are taught to know their current credits, earn a total number of credits and share it openly. The school administration and counselor team has revamped/updated the Response-ability Training Program (RTP) Academy for all new students to ensure they get the support they need. A Connections class is available where students can concentrate on 4 core classes instead of 5. Teachers are now inputting grades every three weeks into the Student Information System (SIS), and it is on the calendar (including progress reports, which were new in the 2020-21 school year). VHS is issuing report cards at the end of each Quarter, which is part of their student self-monitoring goal, which includes student advocacy and awareness of credit completion and progress. A Teacher on Special Assignment (TOSA) for Data is working with our Multi-Tiered System of Supports (MTSS) facilitator to increase immediate/timely academic interventions with students/families. Running data reports and scheduling parent meetings to address deficiencies prior to the end of the quarter is an

ongoing priority. Weekly restorative scripts are provided to teachers by the on-site, school social worker for school-wide implementation. VHS continues to work online, providing a new user-friendly website, and social media presence with the goal of maintaining updated VHS facts on all platforms. For the 2021-22 school year, there was an unprecedented high need for student credit recovery in the district. To meet the district's needs, a new program (Bridge) was implemented to provide more regular, and frequent opportunities for students to enroll at VHS during the school year without having to wait for the new quarter. This has provided comprehensive sites with much-needed additional options to refer students to Valley High, ensuring students recover credits and graduate on time.

- Culture: With the implementation of Restorative Practices, in 2019-20 there was a decrease in the number of behavior referrals, particularly in the number of repeat offenders. There was an attempt to continue restorative practices during school closures and online learning; however, it was challenging. Upon their return to campus in 2021-22, VHS reengaged their students in Restorative Practices and continued to increase their academic celebrations. Their Connection class has been modified to meet three times per week instead of every day. The class is student-centered with a focus on heart, body, and mind (Connection with students). They have also continued their "Ring the Bell" tradition for students who finish/meet requirements for graduation. Credit Palooza's takes place the last Saturday of every quarter to continue to push our "academic" focus and credit completion culture on campus. AP, counselor, social worker, and two on-site teachers have been trained in conducting restorative informal/formal conferences by their MTSS facilitator and the International Institute for Restorative Practices (IIRP). VHS continues to invest in restorative practice as an important piece to their ongoing goal of maintaining a positive culture. VHS has 7 certificated staff members who are approved as Trainers of Trainers in Restorative Practice which has proven to be a huge asset in ensuring that the ongoing practice and implementation of restorative practice continues in the future. To support the work Valley High is developing, the school bell schedule was modified to provide a common prep period for teachers. This is to ensure success, collaboration, and further exploration while providing sufficient time for teachers to work together. In addition, there is a huge push for student pride in VHS branding with clothing swag and promotion of VHS in the overall EUHSD school community. The goal of VHS is to maintain a positive feeling/tone on campus with happy students and happy staff.

Resource Inequities:

Annually, District leadership determines site allocation of federal funds by ranking schools using poverty criteria and specified ranking rules. Due to VHS's small size and extent of need, the financial support provided by CSI allows for the implementation and support needed to effectively implement schoolwide programs. The district office supports the site through SPSA workshops, principal meetings, budget meetings, digital Title I worksheets, and collaborative needs assessment analysis tools. In developing the 2021-22 SPSA, the site principal and School Site Council recognized that there are no material resource inequities. A significant portion of the school's SPSA budget supports Social Emotional Learning, rigorous instruction through instructional coaching, professional learning, and student support for college and career readiness. These areas are directly aligned to the results of the site's needs assessment. Additional resources related to chronic absenteeism, social-emotional support, and counseling services are provided through LCFF Supplemental & Concentration actions and services. One area that will be addressed through the implementation of the CSI plan is providing professional learning around, assessments and Restorative Practices. This is addressed by supporting a MTSS Facilitator/Assistant Principal on special assignment who is a trainer in Restorative Practices and continues to implement ongoing training for all VHS staff and on-site coaching, as needed. VHS has also partnered with Gary Chapin to assist them with their ongoing work in collaboration and equitable performance assessments.

Local Context and process for engaging stakeholders:

As a school community, Valley High provides a safe and respectful learning setting for students within a highly supportive small school environment. They pride themselves on fostering a school culture that cultivates a strong sense of belonging and personal responsibility. With the new quarter system in place this school year and a return to in-person learning, the VHS community was excited about opening their doors and welcoming back their students. Throughout the school closures, VHS staff took advantage of every opportunity they had to let their educational partners know that starting in the 2021-22 school year every Valley High student will have the opportunity to earn 90 or more credits a school year. Valley High School has received the distinction of being a California Model Continuation High School. The entire Valley staff is trained in using the structure of restorative practice to help create a positive, supportive school environment for all students and staff. Restorative Practices focus on building relationships and community, as well as ensuring that all students feel welcomed and connected to Valley High School. Students and staff understand that meaningful, productive relationships are essential to student learning and that the impact of creating a positive school culture and climate for the youth is immense. Currently, there are 15 dedicated teachers on-site in addition to the support of a full-time counselor and two full-time social workers (one shared with De Lago Academy). They offer many extra-curricular opportunities and fun activities through the 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program. They have a competitive athletic intramural program where students get to put on a Valley uniform and represent their school out in the community in addition to many student clubs on campus. Through their recognized exemplary Response-ability Training Program (RTP), all new Grizzlies learn how best to take advantage of the opportunity that Valley provides them toward earning their high school diploma. At the core of the RTP, the program is the concept of learning how to respect ourselves and others, how to solve problems appropriately, and how to manage and minimize anger or conflict as teenagers. This program is taught by a veteran teacher who was also recognized as a California Continuation Education Association (CCEA) Teacher of the year. Valley High provides a curriculum that meets the California Common Core Standards and they utilize the same curriculum and expectations of rigor as the comprehensive high schools in the EUHSD. Advancement Via Individual Determination (AVID) is offered at Valley High School. The AVID program helps students gain acceptance into local community colleges and then successfully transfer to a university setting. They provide field trips to local colleges and universities of all AVID students at Valley High.

Every year, parents are surveyed for English Learner Advisory Committee (ELAC) and based on the results of the survey, the information is used to determine which day of the week meetings will be held and the time. In addition, all stakeholders have an opportunity to take the Local Control and Accountability Plan (LCAP) survey to provide input and feedback on the district's actions and services that will become part of the plan. This year parents were invited to participate in site level meetings as well as district meetings where all educational partners were given an opportunity to provide input and suggestions to the district LCAP. A separate student forum was held that included a variety of Associated Student Body (ASB) students and a random selection of unduplicated students. School Site-Council meetings are held on the third Wednesday of each month where stakeholders are invited to attend and provide input and suggestions to the school plan for student achievement as well as the Parent and Family Engagement Policy/Parent Compact. During this meeting the results of the needs assessments are presented and the plan to address the needs is approved along with any necessary amendments that need to be made during the school year. Parents are also invited to a Title I meeting each year to review fund allocation, discuss the expenditure plan for Title I funds, and review/receive feedback on the site level Parent and Family Engagement Policy/Parent Compact. All information provided during these meetings is shared with the District Cabinet and the Board of Education.

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.

EUHSD will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement through close examination of PLC protocols, ongoing Professional Learning, reviewing live online dashboard data including progress grades, credit completion, student discipline/attendance data, and measurable checks for understanding through school-wide systems.

PLC Structures:

The district will provide opportunities and supports for teacher teams to collaboratively design, implement and refine instructional cycles as part of courses of study to improve student supports around key improvement areas with measurable checks for understanding. A Teacher on Special Assignment (TOSA), will be focused on data analysis to support teacher teams in developing the capacity to collaboratively plan high yield instructional practices informed by timely assessments for learning that result in the precision of pedagogy and improved student learning results. Teams will collect common assessment data that reflects students demonstrating higher-order thinking skills. The collection of data will occur once or twice every six weeks, and teams will reflect through data protocols how students met the defined teaching focus for the week/unit. Teachers will reflect on student writing results that are graded on a common rubric. Week 1 PLC meeting will define the focus of the 6-week teaching and learning cycle. Week 6 PLC meeting will focus on student work analysis as well as analysis of student attendance, behavior, and credit completion progress. There will be opportunities for another PLC meeting during the inquiry cycle to reflect on student assessment data if appropriate. District and site leads will support and participate in the teacher inquiry cycles. Also, there will be opportunities for students to participate in one day of summer planning for addressing the three priorities - student academic self-monitoring, overall academic improvement, and restorative practices.

Lastly, to address credit completion and to provide additional support for students in the last two weeks before grades are due, there will be tutoring and teachers available to grade work on the last Saturday of each quarter. A significant portion of the school's SPSA budget supports rigorous instruction through instructional coaching, professional learning and student support for college and career readiness. These areas are directly aligned to the results of the needs assessment. Additional school needs related to chronic absenteeism, social-emotional support and counseling services are provided through LCFF Supplemental & Concentration actions and services

Restorative Practices

One area that will be addressed through the implementation of the CSI plan is providing professional learning around Restorative Practices. This is addressed by supporting an MTSS Facilitator/Assistant Principal on Special Assignment that is a trainer in Restorative Practices and is implementing training for staff and on-site coaching as needed. This is used to reduce student discipline referrals, suspensions, and expulsions, as well as to improve student attendance. In addition to ongoing professional development in restorative practices and internal expertise at VHS in restorative practices.

Access to technology connected devices

The onset of the COVID-19 pandemic and the requirement of distance learning for students, made technology accessibility a priority for VHS. Accordingly, internet enabled devices and WIFI hotspots were purchased and distributed to students. In addition, Valley High has invested in over 200 brand new Dell computers for student use in the classroom in the 2021-22 school year. Upon returning to in person learning, students continue to use their laptops in the educational setting, providing an additional layer of ensured access and communication.

Online Dashboard:

Beginning in July 2019, the school assisted and informed the creation of visualization a new online dashboard that provides live data around student achievement (progress grades & assessments), attendance, discipline, and other measurable data. This online tool is integrated with our Student Information System (SIS) and gradebook. It will provide live actionable data to staff and site/district leaders to monitor student progress around the identified areas in the CSI Plan and SPSA. After each Teacher Inquiry Cycle, site and district leaders will engage in meta reflections to analyze the data, review what action steps were implemented throughout the inquiry cycle and determine what supports are necessary if the plan is not meeting intended goals. As well, the Data TOSA will support site staff in disaggregation, analysis and actionable steps to evaluate the implementation of the actions outlined in the plan. The administration and all TOSA's on campus will work with our Data TOSA to develop methods of objective and subjective data collection and analysis that will support the school goals.

Partnering with Stakeholders

The SPSA is developed based on the needs assessment and is aligned to monitoring the effectiveness of the CSI plan. The SPSA was created with input from all educational partners and approved by the School Site Council. It is then submitted for approval by the Board of Trustees. In addition, parents are surveyed for English Learner Advisory Committee (ELAC), the Local Control and Accountability Plan (LCAP) survey, and other District and site-initiated surveys. The data is used to inform decision-making and progress towards goals. Meetings are held at the school site and virtually to provide input and suggestions to the district LCAP, ELAC, and for prospective students and their families. A separate student forum was held that included a variety of Associated Student Body (ASB) students and a random selection of unduplicated students to provide input about their thoughts and experiences with the district and school. Site-Council meetings are held on the third Wednesday of each month where educational partners are invited to attend and provide input and suggestions for the school plan for student achievement. It is during this meeting the plan is approved, and any necessary amendments are made during the school year. Parents are also invited to a Title I meeting each year to discuss the plan for Title I funds and how they are disbursed to our school. All information provided during these meetings is shared with the District Cabinet and the Board of Education.