



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Liberty Union High School District	Patrick Walsh Director of Curriculum and Instruction	walshp@luhsd.net (925) 634-2166, x2051

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

La Paloma High School has been identified for CSI due to the school's graduation rate (the 2 year average) being below 68%.

Support for Identified Schools

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

LUHSD supported La Paloma High School in developing CSI plans. The Associate Superintendent and Director of Curriculum and Instruction met with the site principal to identify school-level needs. Additionally, the Associate Superintendent and Director of Curriculum of Instruction met with the stakeholders (including parents, students, and staff) to discuss the CSI process. LUHSD provided site stakeholders with a variety of data to analyze, including attendance data, grades, and the number of credits earned by quarter, and all State indicators from the California school Dashboard. The stakeholders discussed all State indicators, including High School Graduation Rate, Academic Performance, Suspension Rate, English Learner Progress, and Preparation for College/Career. It was noted that there were connections between the different indicators, and that students with attendance issues primarily struggled to be successful in any of the State indicators. The principal facilitated a Comprehensive Needs Assessment with the School Site Council. Data discussed during the needs assessment/root cause analysis included the number of credits individual students were earning, the attendance rates of students, the

placement process for students transferring to La Paloma High School, and the need to provide food to students who attend tutoring sessions.

When considering the local context, La Paloma High School is a small continuation school with 169 students. The LEA supported the site in using the School Site Council as the primary way for receiving stakeholder input, analyzing data, conducting a comprehensive needs analysis, and developing an evidence-based action plan to address the Graduation Rate. The plan that was developed by the stakeholders focuses on 4 major areas:

1. Tiered intervention strategies for students who are struggling academically or who have poor attendance.
2. Current technology to students, including laptops and internet access, so that students can connect with teachers and complete assignments.
3. Staff development for teachers in the area of lesson and unit planning designed to increase engagement with students from a variety of cultural backgrounds.
4. Social-emotional support to students in the form of a Marriage and Family Therapist.

LUHSD provided resources and guidance by reviewing strategies that are effective with continuation students, including those from high-needs backgrounds. Examples of the resources provided include the U.S. Department of Education document Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments and the What Works Clearinghouse (as recommended by the U.S. Department of Education), including Dual Enrollment programs, High School Redirection, and Summer Counseling. These documents provided a framework for stakeholder discussions. Additionally, the stakeholders discussed evidence-based interventions, including:

- Identifying students at risk of not graduating and ensuring that every staff member is aware of those students
- Having an intervention teacher meet with at-risk students throughout the week to get updates on their academic progress and problem-solve any concerns
- Contact parents of at-risk students to discuss options to help their children be successful
- Implementing Edgenuity to help at-risk students recover credits
- Providing teachers with staff development related to developing lessons that engage learners from diverse backgrounds
- Hiring an at-risk counselor, using other funding sources, for the upcoming school year
- Developing a positive culture and celebrating success
- Implementing a college credit course on campus so that students can gain both high school and college credits, increasing College/Career preparedness
- A laptop cart full of laptops was purchased for every classroom on campus, allowing students equitable access to technology.

The district is supporting the site by providing hours for an intervention teacher to meet with high needs students on a regular basis to assess their progress. The intervention teacher is also contacting parents to ensure good home-school support. Additionally, the district has been holding articulation meetings with the local community college to implement a dual credit college course on the La Paloma High School

campus next fall. The district has purchased a district license for Edgenuity so that teachers can use the software with students at La Paloma High School. The district is also providing data and analysis to the site to better track the needs of the students.

The Associate Superintendent, Director of Curriculum and Instruction, and principal met to review the budget and staffing in order to identify any resource inequities. The following inequities were identified:

- Access to technology was identified as a resource inequity, so the purchase of laptop cart for every classroom was recommended to the School Site Council.
- Access to social-emotional counseling was identified as a resource inequity, so a licensed Marriage Family Therapist was contracted to work with students for 10 hours per week. During distance learning, counseling referrals are available to students through Canvas, the district Learning Management System. Students can schedule appointments and speak to the school psychologist or MFT via Zoom.
- Professional development in lesson plan design to engage diverse learners was identified as a resource inequity, so McREL was hired as a consultant to work with the teachers at La Paloma High School on lesson and unit plan design that engages learners from diverse backgrounds.

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 Associate Superintendent and Director of Curriculum and Instruction will meet with the site principal monthly to review progress on the CSI plan. Specific metrics reviewed will include:

- Credits earned/Progress towards graduation
- Number of students graduating
- Attendance
- Student grades
- For those behind in credits, progress in Edgenuity

The site principal will also monitor progress on the CSI plan by tracking credits earned for seniors and having an intervention specialist meet with students and call parents on a daily basis. The site will hold public celebrations of students who catch up on credits and earn enough credits to graduate.

The Associate Superintendent, Director of Curriculum and Instruction, and principal will meet with the School Site Council annually to review progress on the Action Plan. The site principal will meet with the School Site Council quarterly to formatively review progress on the Action Plan and make adjustments, as necessary.

The first year of implementation of this plan, the Graduation Rate at La Paloma High School increased from 62.8% (Red) in 2018 to 73.4% (Green) in 2019. However, the state uses a 2-year average to determine exit from CSI for Graduation Rate, so La Paloma is still in CSI for the 2020-21 school year.