

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chico Unified School District	Kelly Staley Superintendent	kstaley@chicousd.org 530-891-3000

Schools Identification

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

The Center for Alternative Learning (CAL)

Support for Identified Schools

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

Stakeholder input at CAL is a constant process with all campus groups taken into consideration: teaching staff, classified staff, administration, parents, and students. The School Site Council is the primary vehicle for gathering stakeholder input: it meets every session (quarter) to review any and all updates to progress, funding, goals, etc. In 2019-20, CAL's School Site Council was comprised of the principal, four teaching staff, one other staff, five parents or community members, and four secondary students. School Site Council input, as well as input from individual staff, parents and students, contribute to the planning process and overall success of all programs and plans at CAL, including the CSI.

The CSI plan was based on specific site needs, as measured by student performance on State indicators measured by the California Assessment of Student Performance and Progress (CAASSP), the English Language Proficiency Assessments for California (ELPAC), and data on college/career readiness, chronic absenteeism, graduation rates, and suspension rates. In 2019, suspension rates were in yellow (the middle of five tiers) and chronic absenteeism was in red (the lowest tier). Academic indicators were not reported on the State Dashboard as there were not enough students at each grade level taking the CAASSP and ELPAC. The high chronic absenteeism rate and fairly high suspension rate, as well as staff observation, informed the development of the plan by making clear the following needs (as articulated in the 2019 School Plan for Student Achievement): a) Reduce the number of out-of-school suspensions b) Reduce chronic absenteeism; c) Improve reading, writing, speaking and reasoning skills in all subject areas for all student groups;

The evidence-based interventions selected to address these needs, and included in the 2019 SPSA, include

- a) Professional development: research and implementation of evidence-based practices related to Positive Behavior Intervention and Support (PBIS), Trauma Responsive Systems of Support (TRSS), social-emotional learning, and Restorative Practices in SARB
- b) Evidence-based social-emotional learning curriculum and support materials
- c) LCSW clinicians to support the socio-emotional well-being of students using the evidence-based social-emotional learning curriculum
- d) College / Career curriculum

- e) Tutoring Services through Butte County Office of Education
- f) Technology to support student engagement

At an LEA level, we will review LEA and site budgets to ensure that the CSI plan addresses any resource inequities.

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 types of data and information gathered and analyzed to inform ongoing decision-making includes indicators of academic progress (CAASPP and ELPAC scores, grades, teacher observation); indicators of engagement (suspension rates, attendance rates, chronic absenteeism rates, college and career readiness indicators); and data aligned with our district Local Control and Accountability Plan (LCAP).

CAL is an alternative program, and students generally enter as a result of needing help with attendance, behavior, or credits and grades. The school's vision is to draw upon the educational strengths, unique backgrounds and supportive nature of staff to build an alternative education program that serves the needs of the opportunity school student population. Staff works to reconnect young people to education and encourage personal and academic achievement. CAL staff, parents, students, and community members help in monitoring and evaluating the effectiveness of the interventions identified and included in the CSI plan. NEED DISCUSSION OF HOW WE KNOW OUR SELECTED INTERVENTIONS ARE SUCCESSFUL.

The supports, resources, and services the district is using to build school and stakeholder capacity for continuous improvement include NEED SOME HELP IDENTIFYING SOME OF THESE. SUGGESTIONS IN WEBINAR SLIDES INCLUDE WEBINAR, COACHING, TRAINING, FORUMS, ETC.