

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Pasqual Valley Unified	Rauna Fox Superintendent	rfox@spvUSD.org (760)572-0222 x2088

## Schools Identification

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

San Pasqual Valley Elementary School

## Support for Identified Schools

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

The LEA will support SPVES in developing the Comprehensive Support and Improvement (CSI) Plan by funding a Distance Learning Data and Support Teacher for 15 hours per week. This position will allow the site to collect and analyze data from existing sources such as IXL Learning, iReady, CAASPP Interim Assessments, survey data, etc. This position will analyze the data and report out to all stakeholders. This data will allow the site to make plans based on current site needs and the needs of the current students. From this data, the LEA will support the implementation of interventions such as IXL Learning, curriculum embedded interventions, small group interventions with paraprofessionals, after-school tutoring interventions, etc. In order to be successful with this endeavor, the District has provided devices for all staff at the elementary site including paraprofessionals.

The following is a summary of the resource inequities identified in the Needs Assessment conducted on September 17, 2020 with the Comprehensive Support and Improvement (CSI) Team made up of representatives from both classified and certificated staff:

- \* Not all staff can participate in Friday professional development due to scheduling conflicts with IEP and SST meetings.
- \* Planning is difficult at time due to need for hard copy additional materials that have yet to arrive
- \* There is no consistent assessment and data system utilized school-wide to drive consistent interventions for ELA and Math.
- \* There is an inconsistent implementation of Social Emotional Learning teaching and practice across grade levels by classroom teachers.
- \* There is a need for all staff and administration to come together to implement a consistent discipline plan school wide.

The site and district administration will work together to address these identified inequities by meeting together to identify those that can be remedied. For example, the site administrator will meet with those that schedule the IEP/SST Meetings to provide them the dates of the professional development and encourage them to schedule IEPs and SSTs on days that don't conflict with professional development. Also, the site administrator will record professional development for those staff that are unable to attend. The CSI Team will prioritize the remaining inequities and narrow the focus by prioritize the needs. Currently the Distance Learning and Support staff and administration are meeting weekly with staff to address the assessment and data inequity which will drive classroom instruction.

In order to assist the site in developing their Comprehensive Support and Improvement Plan, the District has entered into a contract with the Imperial County Office of Education (ICOE) to provide support and guidance during the process and to provide professional development in the area of science, the CAASPPP Assessment System, and distance learning strategies and techniques. The site has also been provided training through Capturing Kids Hearts in order to build a strong team that can direct the planning process and bring about change. The CSI Team is going through the CSI planning process based on the PDSA Cycle (Plan Do Study Act) and is being guided by facilitators from ICOE that are walking them through the needs assessment. Staff is involved in training and then brings the information to, and requests information from, staff based on the needs identified during the CSI Meetings.

San Pasqual Valley Elementary and San Pasqual Valley Unified School District strive to involve parents and staff in decision making. The District implements the use of surveys through Survey Monkey, Google Forms and Empathy Surveys to collect and analyze data from all stakeholders. These surveys are sent via social media and the District's web page ([www.spvUSD.org](http://www.spvUSD.org)). Due to the fact that many of our families do not have reliable internet, we also distribute the survey through the mail and engage staff in calling and personally collecting the data. The site principal holds Donuts with Dear Ones monthly to elicit feedback from stakeholders (parents/guardians) and feedback is also received through attendance at the DELAC/MPAC (District English Language Advisory Council/Migrant Parent Advisory Council) meetings as well as the DIPAC (District Indian Parent Advisory) meetings and School Site Council meetings. The data received from these stakeholder groups is analyzed and shared with the CSI Team as part of the local needs assessment. This assessment is what is driving the planning process.

Data from surveys has included data regarding the use of assessments, parents feedback regarding Distance Learning, parent/family needs for internet services, profession development needs, needs for social emotional support, and other needs expressed by the stakeholders. This data will be used during the planning process to drive the decisions based on local needs and to ensure the plan is meeting the needs of all stakeholders.

As there was a need for current and timely data that could be used to drive instruction in the classroom, the site researched and changed from using iReady as an intervention to utilizing IXL Learning. The team felt that the data provided was more useful in determining the needs of the students, and the program was one that aligned to both the site goals and the District goals. IXL Learning provides a real-time diagnostic assessment of each individual student in the key strands of Language Arts and Math, with Science and Social Studies incorporated in many of the lessons. Due to the fact that students spend a portion of their day in asynchronous (independent) learning, IXL allows the teachers to monitor progress and provide timely intervention based on the student's personalized action plan. Teachers can easily differentiate instruction for each student utilizing this plan. The staff has also chosen to collect data through the use of the Interim Assessment Blocks (IABs) in grades 3-5. The data will be coordinated by the 3-5 District Data and Distance Learning Support staff. This data will provide timely data that identifies students who are meeting standards, and those that need more support in meeting standards. The Needs Assessment indicated a need for a consistent SEL program, and the team identified Capturing Kids Hearts as an evidence based intervention to help support the SEL needs of the site.

## 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 LEA will monitor and evaluate the implementation and effectiveness of the plan by partnering with the Imperial County Office of Education to provide support and guidance to the site. The Superintendent will meet with the Principal to discuss the plan and the level at which it is being implemented. Plans for continued growth and/or needs for professional development will be discussed. The team will also meet on an ongoing basis, at least monthly, to discuss the implementation of the plan and to identify any needs that have arisen. The Distance Learning Data and Support staff will provide ongoing data reports to the Superintendent in order to allow the LEA to make informed decisions regarding progress.

The LEA will collect data regarding attendance, engagement, academic progress, discipline and chronic absenteeism. The District will review the results from the most current California Healthy Kids survey. All survey data gathered by the site will be presented to the District for further analysis and support. The LEA will also participate in stakeholder meetings to hear first hand the concerns of the site, staff, and students. By attending these meetings, the District is forming a partnership with stakeholders and establishing a two-way communication system that allows the District to be in the know regarding progress and areas of growth.

The LEA will monitor the implementation of supports provided to staff such as Capturing Kids Hearts, IXL training, Next Generation Science training, and all other trainings offered to the site via Imperial County Office of Education related to Distance Learning, Special Education, Social Emotional Learning, and English Language Learners, to determine the impact these professional development opportunities have had on staff and their work with students.