

Prompt 1

Identify the schools within the LEA that have been identified for CSI.

Zoe Barnum High School

Prompt 2:

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

As described on the application for funding, Zoe Barnum High School's WASC Action Plan is being used as the site's CSI plan.

As part of its WASC mid-cycle check, the LEA supported Zoe Barnum High School as the team reviewed previous progress and prepared the CSI/WASC plan similarly to how we conducted the self-study, as a "committee of the whole," using methods of collaboration only possible at a small school like ours. Administration, teachers, and non-certificated staff gave input in a series of meetings. Student input was also achieved through focus groups who met with administration to provide input into the school. Parent and student input was collected via two google forms. Administration conducted a random survey of 39% of our students who were able to give a student perspective to the progress the school is making. Parents were asked to respond via the school's Facebook page and at our Open House Night. Items reviewed included state assessment data. Scores were reviewed by staff members using MMARS, a district consulting firm that disaggregates our data and creates usable reports to determine trends of achievement for our students. This data informs our teachers and enables them to tailor their instruction to what their students specifically need. The LEA provides time during scheduled professional development to review this information. This input was included in each element of this mid-visit/CSI report.

Looking at the results of the feedback, the LEA and school team disaggregated five major issues that Zoe Barnum is experiencing. They are: supporting pathways to careers, maintaining a positive school culture, student motivation, feeling safe at school and communication of student support services. We found that these issues were the root cause of our low graduation rate of 66.7%.

The LEA had success using the "Student Services Coordinator" positions (which were classified positions) in terms of mitigating behavioral and social-emotional issues. However, in reviewing these positions, the LEA determined that a teacher/certificated employee could expand this position to include supporting teachers in providing more engaging and effective lessons in support of academic achievement. The CARE Specialist positions were rolled out first in the elementary schools. The CARE Specialists provided student support as well as professional development and coaching cycles to teaching staff. In reviewing the efficacy of this practice, the LEA looked at school attendance, staff retention, school climate (CHKS), and CAASPP interim assessments. Principals reported that the CARE Specialists were an integral part of supporting the social-emotional and academic growth of students. Due to its small size, the LEA was unable to provide funding for this position at Zoe Barnum High School.

In April of 2020, we were made aware that Zoe Barnum was eligible for CSI (Comprehensive Support and Improvement) funds that enabled us to use evidence-based practices to confront this challenge. Eureka City Schools District administration in collaboration with the Zoe Barnum team, made the decision to hire a "CARE (Comprehensive Approach to Responsive Environments) Specialist." At Zoe Barnum High School, the CARE Specialist will work with teachers on evidence-based pedagogy and engagement strategies, improving attendance, leading to an improved graduation rate. Professional Development sessions will be presented during bi-weekly staff meetings, with coaching cycles implemented for teachers as requested or determined by administration. The CARE Specialist will work with the attendance team in reaching out to families to support students in increasing their participation in on-line learning. In discussions between the principal and the LEA, two class sections of AVID (Advancement Via Individual Determination) will be added to Zoe Barnum's master schedule and taught by the CARE Specialist. AVID is a College & Career Readiness system that "provides educators with proven, real-world strategies to accelerate the performance of underrepresented students so that these students and all students across the entire campus succeed in college, career, and life." (AVID California snapshot)

Prompt 3: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

1. The LEA will monitor implementation of the CSI plan by collecting evidence regarding the effectiveness of the interventions to improve student outcomes. Quarterly meetings between the CSI Team (site administrator, the CARE Specialist and the LEA (Assistant Superintendent for Educational Services) will be held to review this information to consider if changes are needed as other interventions may be implemented based on this feedback. If the CSI Team feels changes or additional actions are needed, surveys will be sent to stakeholders (students & teachers), to gain updated info regarding needs.
2. The following data will be shared in the quarterly meetings (in person or electronically as needed) with the LEA **and** with the site administrator every two weeks:
 - a. Weekly Attendance reports will be tracked and compared.
 - b. Agendas from staff meetings/training will be reviewed.
 - c. Feedback from teachers participating in trainings and coaching cycles will be collected via Google Forms.
 - d. In addition, a weekly call/home visit log will be maintained and available for review.
 - e. Student progress (credit earning comparison with previous weeks prior to enrollment in AVID) will be reviewed and reported every two weeks with site administration and also shared with the LEA at our quarterly meetings. We will track students not in AVID as well, and then compare the data.
 - f. If CAASPP Interim Assessment data is available, the CARE specialist will compile and share these outcomes at the Quarterly meetings with the CSI Team.