

2022-2023 Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Enterprise High School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Enterprise High School is starting its third year with CSI support. New leadership took over at the school at the start of 2021-2022. District leadership immediately began working with the new CSI team, which includes the principal, counselor, school site staff members, and the Assistant Superintendent of Educational Services. The principal attends the FCSS CSI meetings each month to ensure the plan meets to requirements. The suspension rate is the primary focus of the CSI plan, with the graduation rate a secondary focus. It was determined that Enterprise will implement a variety of Tier 1 strategies to address the suspension rate and graduation rate for the 2022-2023 school year.

Local Needs Assessment

The committee reviewed the most recent data on DataQuest and the Dashboard. The 2019 Dashboard showed that 10.2% of the students at Enterprise High School were suspended at least once during the school year, which is a 1.7% increase from 2018. The suspension rate for 2020-2021 decreased to 1.9%. It is important to note that this data is not comparable to 2019 due to the COVID shutdown. When compared to the state suspension rate for 2020-2021, the average was 0.2%, so Enterprise still suspended more than the average number of students in 2020-2021. Upon reviewing the graduation rate for the past three years, it was 57.7% in 2018-2019, 59.3% in 2019-2020, and 75.9% in 2020-2021. The rate is steadily increasing but is still behind the District and State averages. In addition to the Dashboard, Enterprise examined discipline data in Aeries, grades, chronic absenteeism, the number of mental health referrals, and academic achievement.

The process of continuous professional development/coaching continued this year with the FCSS CSI collaborative Team and our district CSI team, utilizing our LCAP goals to ensure alignment with our school site plan. In addition, the Enterprise High School Principal networks with other local continuation school leadership that are also implementing CSI goals. Evidence-based intervention strategies under ESSA were selected that will meet the unique needs of our students and continue to decrease the suspension rates.

All of this data was shared with educational partners for a needs assessment. The feedback came from WASC parent and teacher surveys, California Healthy Kids parent, student, and staff surveys, student committee feedback, and School Site Council input.

Evidence-Based Interventions

Based on the data and the feedback, it was determined that the following areas would be addressed with the implementation of evidence-based interventions: additional academic support, mental health support, creating a more positive and safe environment for the students, an opportunity for students to take dual enrollment classes, FAFSA training for students and parents, and providing parent education training.

The process used by the district to support the school site in selecting the proposed evidence-based interventions was to work with the site

team and the FCSS CSI team to review possible research-based interventions and then select those that best fit the needs of the site. These interventions will also support the Kerman Unified School District LCAP goals and the goals in the Enterprise School Plan for Student Achievement. The focus for the implementation of the strategies will be to ensure the needs of the EL, LI, FY, and SWD at Enterprise are being met.

Resource Inequities were Identified

When selecting evidence-based interventions, special care was taken to ensure the interventions would match the identified needs of the students. As a continuation school, many students come from single-parent homes and lack a positive role model. Gangs and drugs are also part of the lives of many students. Due to Enterprise High School's small and transient population, the annual budget does not necessarily reflect the number of students it serves throughout the year, which results in some resource inequities. The students do not have the same opportunities for courses like those at the comprehensive high school in Kerman and there are not as many staff members to provide the extra support the students need. There is also limited parent involvement due to the demographics of the school. Based on parent feedback (one-one meetings, phone contacts, surveys) challenges include socio-economically disadvantaged families, language barriers, single-parent homes/foster care/homeless families, students raised by grandparents/guardians, Internet connectivity issues, parents' lack of technology/email accounts, parent educational levels that hinder being able to help their children with homework, parent work schedules (night shifts, multiple jobs), and parent lack of transportation/child care, which makes attending workshops and meetings difficult. The process used by the district to support the school site to identify the stated budget inequities was to work closely with the Assistant Superintendent of Educational Services, who has a working knowledge of the district budget and the LCAP.

The goal is to build capacity for the students and staff while addressing these inequities. We will build capacity by ensuring the staff has access to high-quality training and ongoing coaching, and by building trust with all educational partners.

The following evidence-based interventions have been/will be implemented:

- *Professional Learning opportunities will be available for counselors, teachers, and instructional paraprofessionals.

- *Teaching Fellows will provide additional college students who will support the students academically, especially in the areas of science and math (two of the areas of need for students).

- *The All4Youth Mental Health Program will continue, in coordination with the Enterprise High School counselor, to support the mental health of the students.

- *Positive Reinforcement strategies will be implemented to improve behavior on campus and create a safe, welcoming environment, as a means to prevent/reduce suspensions. Teachers will be trained on strategies to create alternative means of discipline, promote a safe environment, and provide incentives for improved attendance, behavior, participation, and academics. There will also be a focus on teaching students to develop a growth mindset. Each Friday, staff and students will participate together in an activity (such as soccer or basketball) to enhance positive connections on campus. Students will earn points for academics, behavior, and attendance, which can be used at the student store for prizes.

- *Parent Education training will be scheduled for the following topics: drug education, gang awareness, anger management, parent-student communication, higher education opportunities, dual enrollment, and FAFSA. This will provide parents and guardians with strategies to monitor and assist students at home. Meals and babysitting will be provided free of charge so that the parents can focus on the workshops. Transportation will also be provided as needed.

- *Dual enrollment will be offered to students so that they can get a head start on college and provide them the opportunity to take various elective courses.
- *The school will work "With coach Q", an inspirational speaker who also works with students to develop leadership skills.
- *Career Awareness Days will be scheduled during which representatives from local colleges and businesses will meet with the students and share their experiences.
- *Technology and online programs will be utilized to allow students to explore a variety of careers.
- *Additional supplemental programs will be purchased to support academic subjects.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Strong district support has been crucial to developing the CSI implementation plan and meeting the goals. Meetings continue to be scheduled with the FCSS Executive Leadership Coaches, district personnel, and the school's CSI collaborative team to ensure that Enterprise High School had the resources and support to implement the CSI plan. The CSI team will continue to receive coaching from the Executive Leadership Coaches, continuously analyze the data and make the needed changes to ensure the success of the plan.

The KUSD and EHS CSI teams will monitor the progress of the interventions by examining the data at least quarterly. Data from Aeries in the areas of attendance, discipline/number of suspensions, and academic performance will be analyzed at the end of each quarter. Benchmarks will be taken three times per year in ELA and Math and the results will be analyzed to inform instruction. Weekly engagement summaries and parent contact logs will be reviewed as well. The data will be evaluated by teachers, students, and parents (e.g., School Site Council) to determine the effectiveness and make any needed adjustments. Meeting agendas will be maintained for all meetings. Parent sign-in sheets and evaluation forms from the parent workshops will be maintained and reviewed after each event.

In addition to the more formal evaluations, the principal and counselor will complete ongoing informal checks on individual students. The principal, counselor, and teachers will continue to meet on a regular basis to discuss school-wide, targeted/small group, and individualized behavior data, allowing for data to be used to provide interventions for students by name, by need, as a preventive/de-escalation measure to the next level of discipline.

Qualitative data includes (but is not limited to):

- *Parent contacts: home visits, phone calls/conferences, workshops
- *Mental Health Support: Referrals, follow-up, staffing with MH school-based programs.
- *College/Career Readiness: utilizing/KUSD partnership with CCGI, career interest inventory, counselor workshops, classroom lessons embedded, and launching college/financial aid applications will be used. Readily accessible reports (monitoring, tracking).
- *Sign-in sheets, reports, along with data will be used to evaluate CSI goals.
- *Number of students who sign-up for and successfully complete dual enrollment courses.

All data (quantitative and qualitative) will be analyzed, monitored, and evaluated by the KUSD CSI Team and the EHS staff to determine the success of the intervention programs. Modifications and adjustments will be made as needed.