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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Schools Identification

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

Support for Identified Schools

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

When finding that Enterprise High School was identified for CSI support, the District leadership immediately set up a meeting and created a CSI team. The team includes the school site administrator, the school site counselor, school site staff members, the Director of State and Federal Programs, and the Assistant Superintendent of Educational Services. A meeting with the FCSS CSI team assigned to Kerman Unified was then held to begin a root cause analysis and determine the next steps in creating a CSI Plan. During the first meeting, it was determined that the major area of need was the suspension rate. The process used by the district to support the school site in coming to the conclusion that there would be a focus on Tier 1 strategies included meetings with FCSS personnel and researching Tier 1 best practices. The Director of State and Federal Programs attended a workshop reviewing CSI and the criteria for determining which strategies were in Tier 1. The Director then worked with the CSI team at Enterprise to select the most appropriate strategies that will address the needs identified through the needs assessment process.

Local Needs Assessment
The committee delved into the California Dashboard which indicates that Enterprise High School is in the RED level in the area of suspensions. The 2019 Dashboard shows 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 the previous year. When compared to the state suspension rate of 3.4%, Enterprise High School suspended 6.8% more students than the state average. The subgroups in the RED level include Hispanic (11.2%, an increase of 3.5%) and socioeconomically disadvantaged students (11.7%, an increase of 2.3%). The three-year trend shows the suspension rate decreasing from 18.4% in 2017 to 8.5% in 2018, then increasing to 10.2% in 2019. 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 began 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 began networking with other local continuation school leadership that are also implementing CSI goals. We also reviewed the CSI planning timeline and

evidence-based interventions under ESSA strategies to ensure we selected Tier 1 strategies that will meet the unique needs of our students and continue to decrease the suspension rates.

All of this data was shared with several stakeholders for a needs assessment. The feedback came from WASC parent and teacher surveys, California Health 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: a mentoring program for students, additional academic support, mental health support, creating a more positive and safe environment for the students, and providing parent education workshops. 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 meet the needs of the unduplicated students at Enterprise and Special Education students (i.e., SPED, English Learners, and foster/homeless). We noted that there are not enough students in Special Education to make a subgroup on the dashboard; however, in reviewing site data, this subgroup is in need of support as well.

Resource Inequities were Identified

When selecting the 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 of the 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 as 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, parent 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 Director of State and Federal Programs, who has a working knowledge of the district budget.

The goal is to build capacity for the students and staff while addressing these inequities. We will build capacity by ensuring the staff have access to high-quality training and ongoing coaching (e.g., PBIS), and building trust with all stakeholders (e.g., parent workshops, mentoring for students).

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

CenCal Mentoring Program - The program has a great deal of experience working with "at-promise" students. The mentors will be able to relate to the students and provide realistic solutions to them. Student education workshops will be scheduled for the following topics: life skills, leadership skills, driver's license preparation, and resume/job employability skills. The goal of the Mentor Program will be to build effective relationships and make meaningful connections with students.

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.

PBIS 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.

Parent Education workshops will be scheduled for the following topics: drug education, gang awareness, anger management, distance learning, parent-student communication, higher education opportunities, and human trafficking. 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.

Add an ROP course on the Enterprise campus. This step is on hold due to COVID-19.

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.

Strong district support has been crucial to developing the CSI implementation plan and in meeting the goals. Meetings were 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. Weekly engagement summaries and parent contact logs will be reviewed as well. The CenCal mentoring program will maintain its own data, which will be shared with the site. PBIS has its own built-in self-assessment system, which will also be shared with the site. The data will be evaluated with 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, 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.

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.