



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hanford Joint Union High School District	Victor Rosa, Ed.D. Superintendent	vrosa@hjuhsd.k12.ca.us (559) 583-5901

Schools Identification

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

Earl F. Johnson (EFJ) Continuation High School.

Support for Identified Schools

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

HJUHSd met monthly with the Parent Advisory, composed of parents, and administrators, the committee to share the California School Dashboard data, and discussed the needs assessment tool with the team. We specifically discussed the graduation rate at Earl F. Johnson. As a result of the feedback, HJUHSd has hired three part-time instructional aides who are working with and supporting EFJ students four days a week by following along in class, completing daily assignments, checking grades weekly, setting goals for work completion, and

making a plan to help students catch up. The aides also collaborate and check-in with the teachers of the students on their caseload. This work will allow students to earn credits and complete the necessary classes that lead to earning a high school diploma.

During the engagement meetings and discussions amongst the administrative team, the team recognized that additional funds should and would be allocated to EFJ to support efforts related to the discrepancy of graduating 12th graders.

HJUHS, College of the Sequoias, Kings County Office of Education, and EFJ explored many options and interventions that could potentially support the students, but determined that exposing students to college-level, dual enrollment courses was the best option and would provide the students with the greatest chance at meeting the College and Career Indicator. We also discovered that EFJ students had no opportunities to experience college-level courses, we felt that was an inequity that would not be ignored. In response, EFJ and HJUHS have developed a two-course-combination for seniors to be dual enrolled in EFJ and in a course with the local community college, College of the Sequoias. The courses are Counseling in the Fall and Human Development in the Spring. If the students complete both courses and earn their high school diploma, they will earn a prepared designation in the college and career indicator. In order to offer this class as a hybrid at Earl F. Johnson, we had to buy-out the prep of our English teacher. She has and continues to work closely with the COS Admission Specialist and course teacher to ensure our students have access to the curriculum.

We are running a bi-weekly At-Promise meeting where our students who have met one or more criteria in the area of attendance, grades, and/or behavior are prioritized on a google sheet. Each meeting, the MTSS Site Team, which is comprised of a counselor, administrator, two teachers (Math, Special Ed., and English), Licensed Marriage & Family Therapist, School Psychologist, Administrative Assistant, School Social Worker, and School Resource Officer strategically share any information that would be pertinent to the student but also a targeted intervention that may benefit the student to gather more information or implement to improve the student's success.

Earl F. Johnson is also completing parent meetings every 6 weeks for any students who have more than 1 F and/or have completed no APEX courses for the grading period. These in-person meetings allow the school to take a team approach with the parents and students to resolve any issues, offer solutions, and build relationships to help the students succeed academically. In these meetings, we set updated goals, specific to the grading period.

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 aides started with us in September, so the effectiveness of their work with the students will be monitored by the number of classes the students passed for the grading period compared to the classes passed prior to the work with the aides. We will also look at hours spent on APEX comparatively between the two grading periods and classes completed. Lastly, we will look at missing assignments to see if there are fewer. We will continue this monitoring each grading period and compare them to the data we have collected from the first grading period. The administration and the aides meet weekly to discuss the progress of students and the effectiveness of assistance with specific students.

We adapt and change the schedule based on the needs of the students. The goal is to develop the habits of the students we work with so that we may continue to work with more students throughout the year.

For the COS hybrid course, we are monitoring the grades of the students each grading period. We will look at the student's grades for the COS course at the end of the semester to determine how many students were successful. It should be noted that while in Distance Learning, the success of our students is not as great as when we are in-person, at school, every day. This does make it more difficult for students.

The metrics being used for the At-Promise meetings are Attendance- Truancy letter 1 received, 2 absences in the same class, not attending Response to Intervention twice consecutively; Academics- any Fs, lack of weekly completion in APEX, 2-grade drop in any class; Behavior- placed on a contract, 3 removals from any specific class (by the teacher and/or self-checkout), and/or any suspension.

All students also took a Welcome Survey during their intake meeting that gathered basic information from them regarding their feelings towards subjects, if they attended school or if they didn't, and the reasons, as well as if they felt comfortable speaking to someone. Our counselor will include this information if the student took any remedial courses, which ones, their attendance percentage from last year, and how many credits they came to EFJ with. We will use this data to drive our focus and exact ways to support and whom to support. We will also use the data to see if there has been any improvement in any of the areas of attendance or credit accrual.

As part of the ongoing conversations and discussions with the Parent Advisory Committee, we will share our progress as to the specifics of the plans put in place. The team will also continue to monitor the allocation of state funds to EFJ to ensure equity.