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

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<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
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<tbody>
<tr>
<td>School for Integrated Academics and Technologies Academy South (SIATech Academy South)</td>
<td>Darrick Rice, Principal</td>
<td><a href="mailto:Darrick.rice@siatech.org">Darrick.rice@siatech.org</a>  (213) 444-9842</td>
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**Schools Identification**

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

School for Integrated Academics and Technologies Academy South (SIATech Academy South)

**Support for Identified Schools**

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

SIATech Academy South has been identified as a CSI school based on our graduation rate. The school’s graduation rate increased from 14.9 % in 2018 to 26.7% in 2019. Much of this growth is attributed to the implementation of Trauma Informed Systems that began in the 2018-2019 SY. The school has also maintained a low suspension rate at 0% for 2019 and includes this measure in the evaluation of school climate.

The school leadership team meets quarterly to review student achievement data related to the Schoolwide Action Plan that include the CSI plan elements. Based on the results of the schoolwide analysis, the school is implementing an MTSS model to ensure that student needs are identified and that interventions are implemented and monitored for effectiveness. Each school site has developed its own plan, based on stakeholder feedback, to best meet the needs of the students.

SIATech Academy South offers an Independent Study program that serves students aged 16-24
who have dropped out of high school and are returning in order to complete their diploma requirements. Since March 15th, all schools have operated in a purely online environment. The school engages its stakeholders through meetings, surveys and workshops. The majority of the stakeholders involved are students and staff with some parental involvement. Each year, the school holds open houses at all of its sites in the spring where the current goals and actions are shared and feedback is solicited. This feedback is used to guide the CSI plan. Additional surveys have been added to address specific components of the plan. This school year, an equity audit is being conducted that will include all stakeholders. The audit includes an initial survey that will be provided to parents by teachers in a one-on-one format to solicit more involvement and to ensure that parents who do not speak English are provided with the questions in their native language.

SIATech Academy South stakeholder groups include staff, students, parents, board members, and community members. The school also works in partnership with several WIOA agencies and includes partner staff in its decision making processes. As part of the CSI plan, the school has adopted Hoonuit as its data management program. This program provides all staff with real-time access to student achievement data. All data collected from stakeholder groups is used to inform the CSI plan. This year, survey data will be entered into Hoonuit to allow for better disaggregation of data and to measure the impact of the strategies implemented.

In order to identify and select evidence-based practices to be included in its plan, SIATech Academy South conducted an extensive school-level needs assessment during the 2019-2020 SY that consisted of the Attitudes Related to Trauma-Informed Care (ARTIC) Scale, The Organizational Readiness for Change (ORIC), and a comprehensive needs assessment by Dr. Amy Lansing, a clinical psychologist from UCSD. Dr. Lansing met with 90% of staff in person or virtually throughout the year to conduct the assessment. The ARTIC Scale is a tool that measures professional and para-professional attitudes related to trauma-informed care (Baker, Brown, Wilcox, Overstreet, & Arora, 2015). It is one of the only, and most widely used, validated measures of trauma-informed care currently available. Results of the scale include recommendations for evidence-based strategies that may be employed to support staff in being more trauma-informed.

The school is moving from Phase 1 (increasing Trauma Awareness) into Phase 2 (moving towards Trauma Sensitivity) of the TIS rollout in the 2020-2021 school year based on the assessments conducted and the data collected in the previous year.
Narrative therapy was identified as an evidence-based intervention for students who are struggling with expressing their feelings and feeling connected to school. Gallup Poll results show that students do not feel connected to other students at the school. A survey conducted in the spring found that students were not connected to other students at their school site.

Based on data from the ARTIC Scale and Dr. Lansing’s assessment, the school is providing evidence-based professional development to all staff, including initial foundational trainings that addressed (a) trauma’s impact on the brain; (b) how trauma, adversity and loss impact student engagement and academic functioning; (c) the core cognitive domains impacted by developmental traumas; (d) trauma informed strategies that promote engagement, benefit all students, and enhance relationships and build trust; (e) introduction of Positive Behavioral Interventions and Supports concepts and (f) staff self-care and self-compassion (basic self-care, mindfulness self-compassion, contributors to, and indicators of burn-out, vicarious trauma). These workshops were delivered in a whole group setting during two virtual conferences and on a weekly basis to staff who sought more evidenced-based strategy training. The weekly sessions were added after the transition to an on-line environment to support staff in their transition to a virtual environment.

Core training around specific evidence-based strategies will continue in 2020-21, virtually and in-person, once students may return to learn at school sites. Additional TIS trainings will focus on the other most urgent needs identified by School Site staff: (a) Development of Coping Skills, Resiliency, Anxiety Reduction and Help-Seeking behaviors; (b) Use of Motivational Interviewing and rapport building techniques to improve student engagement (includes a deeper understanding of communication styles and common “traps and triggers”); and (c) Understanding Grief and Loss. Professional Development includes demonstration of techniques, coaching and observation in an interactive format as well as more standard all staff presentations.

Dr. Lansing’s report identified the need for a Diversity, Equity and Inclusion (DEI) team, workgroup or taskforce to be created that fosters an Inclusive Workplace Model. The DEI team is in the planning stages this year and Dr. Kimberlee Armstrong has been contracted to lead this work. The school will conduct a comprehensive equity audit to determine issues that need to be addressed.

One prominent inequity that was identified was the need for counseling staff at each school site. For this...
school year, the school has been able to leverage grant funds to support 1 credentialed counselor position as well as 2 Student Support Specialists. These staff members reach out to students on a weekly basis to check on their well-being and help connect them to resources.

The school also identified that many students did not have access to technology and/or the internet to access the curriculum in a completely online environment. As students moved into a purely virtual learning environment, it was also discovered that many of them did not have a quiet place to work. The school conducted an extensive technology audit to determine which students needed devices and then provided a safe way for the students to obtain the devices. Currently, the majority of the students who needed devices or internet access have been provided with them. School staff continue to communicate with students and their families as needs change. The school is also exploring additional resources, such as laptop desks and headphones to provide students with a safe, comfortable, quiet place to work.

**Monitoring and Evaluating Effectiveness**

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<th>Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.</th>
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SIATech Academy South follows an annual continuous improvement cycle that includes the quarterly evaluation of student achievement data, goal setting, planning and monitoring of progress. The school has a School wide action plan that includes goals that are measured by achievement on the CA Dashboard. The CSI goals fit within the school’s plan and inform multiple aspects to ensure that trauma informed practices are being implemented systemwide.

In August, the school conducted the second Attitudes Related to Trauma-Informed Care (ARTIC) survey and the results showed that overall staff attitudes that are supportive of Trauma Informed Care increased from the 45th percentile to the 59th percentile. The most growth was shown in subscale 2: Staff Responses to Problem Behavior and Symptoms which increased from the 52nd percentile to the 70th percentile. Higher scores in this area indicate
staff attitudes that support responses to problem behavior based on relationship-building, flexibility, and kindness. It is the school’s goal to reach the 75th percentile or higher when the assessment is given at the end of the school year. This is the “Thrive” range of the scale.

This year, the SEL inventory will be used to measure student’s SEL levels. Data from this survey will be available in Hoonuit and the results will be used to target support to specific school sites.

Students will also take the Gallup student poll this year and the school will use the results to measure Engagement, Hope, Belonging and Social Emotional Learning. Historically, SIATech students have scored higher than the national average in this poll in most areas. This year it will be critical to compare results to previous years to identify deficits in areas that may require additional TIS support.

The school will also review the graduation rate and suspension rate when they are made available.

Parental input, feedback and involvement in critical school initiatives, including the CSI plan, has been a challenge over the years. Minor students at SIATech make up less than 15% of the student population and many of their parents are not available to attend meetings. In order to elicit more parental involvement, this year the school is implementing a new system of one-on-one interviews with parents at entry, mid-year and end-of-year to ensure that this important stakeholder group is heard. This data will be captured in Hoonuit to help inform the effective implementation of supports and systems.

In order to support the school and stakeholder’s capacity for continuous improvement, the following supports, resources, and services have been provided:

- Spring 3 day leadership conference in May (virtual this year)
  - Goal setting and data review
  - Trauma Informed Analysis of Need
  - Trauma Informed Leadership
○ All staff conferences in August (virtual this year)
  ■ TIS/MTSS overview
  ■ Equity and Inclusion
  ■ Breakouts that focused on a variety of evidence-based strategies

○ Quarterly Data Reviews
○ Monthly All staff meetings
○ Monthly Board Meetings
○ Teacher book clubs
○ Student SEL Courses
○ Revamping the Teacher Evaluation Process in a Trauma Informed Framework
○ Focusing, evaluating, and tracking TIS Professional Development for staff
Complete each prompt in the space provided.

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**LEAs**: Complete and return this form to your COE no later than **October 31, 2020**.

**COEs that serve as an LEA with schools identified for CSI and that would normally submit an LCAP to the CDE**: Complete and return this form to the CDE at **LCAPpreview@cde.ca.gov** no later than **October 31, 2020**.

For questions, please contact the School Improvement and Support Office (SISO) at 916-319-0833.

California Department of Education
September 2020