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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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 (SIATech)

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

SIATech has been identified as a CSI school based on our graduation rate. The school’s graduation rate increased from 35.5% in 2018 to 62.4% 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 .2% for 2019 and includes this measure in the evaluation of school climate.

SIATech serves students aged 16-24 who have dropped out of high school and are returning in order to complete their diploma requirements. The majority of SIATech students are adults, with 85% being aged 18 or older. Prior to COVID 19, the school operated both classroom-based and Independent Study programs. 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 adult 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.

The school conducted the following strategies to engage stakeholders in evidence-based planning and decision-making:

- 2019-2020 Parent Survey
- 2019-2020 Staff Survey
- 2019-2020 Student Survey
- 2019-2020 Student Gallup Poll
- 2019-2020 ARTIC Survey for staff
- 2019-2020 ORIC Survey for staff
- 2020-2021 Real Learning for Real Life course for students that includes SEL check-ins after every course.
- 2020-2021 Student SEL assessment quarterly
- 2020-2021 Individual parent conversations quarterly to inform the CSI plan
- 2020-2021 Parent, Student, Staff Equity Audit (Nov)
- 2020-2021 Parent, Student, Staff survey (April)
- 2020-2021 Year 3 of the ARTIC Scale for staff
- 2020-2021 Student Gallup Poll
The school leadership team meets quarterly to review student and families’ feedback to identify evidence-based strategies in the CSI Plan development along with student achievement data related to the Schoolwide Action Plan that includes 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 stakeholder groups include staff, students, parents, board members, and community members. The school also works in partnership with several WIOA agencies including the Federal Job Corps program and includes partner staff in 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 strategies implemented.

SIATech 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 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.

Evidence-based professional development provided to all staff included 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 online 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.
All SIATech students have barriers to their education. The data did not reveal resource inequities by sub-group. One prominent inequity that was identified through survey data was the need for counseling staff at each school site to provide support for students who had experienced and in some cases are currently experiencing trauma. For this school year, the school has been able to leverage grant funds to support 4 credentialed counselor positions as well as 7 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.

According to a remote readiness survey conducted in August, 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

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

SIATech 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 addition to the school wide continuous improvement cycle, the school has a
three-year Trauma Informed Systems implementation plan and a committee meets quarterly to update the plan, analyze data and determine next steps.

In order to monitor implementation, the school has a three year contract with the Traumatic Stress Institute to conduct the ARTIC Scale Annually. 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.

The results of the ARTIC Scale are made available to all staff and were presented at board meetings, leadership team meetings and in a recorded webinar for all staff to review the data and provide input. This year, the CSI committee determined that, based on the findings, the CSI plan will include more resources for teachers experiencing secondary trauma and how to better practice self-care. All reports and quarterly data meetings are posted on the Data Party website that all staff can access.

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.

Supports, resources, and services the school is using to build school and stakeholder capacity for continuous improvement:

- 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
- Adding trauma informed and social justice elements to the curriculum
- Revamping the Teacher Evaluation Process in a Trauma Informed Framework
- Focusing, evaluating, and tracking TIS Professional Development for staff