

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Loleta Union Elementary School District	Autumn L Chapman Superintendent/Principal	achapman@loleta.org 707.733.5705 Ext. 100

Schools Identification

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

Loleta Elementary School

Support for Identified Schools

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

Loleta Union School District is a single school district hosting Loleta Elementary School. The school has about 100 students and is located in the town of Loleta in Humboldt County. Being a single school district all provisions being made with CSI monies will directly impact the entire school. The stakeholder input is from the community and staff of our school and all groups have been included as the plan has been developed for the direction of the school. Loleta Elementary serves two Native American Communities, the Bear River Rancheria and the Wiyot Tribe at Table Bluff We have an active English Language Acquisition Committee. About 45 percent of the students who attend Loleta are Native American; 38 percent of our student body is Hispanic, 4% is Black and the remainder of students are Caucasian or of mixed race. Loleta School's free and reduced lunch rate is 95%.

Our California dash board indicators in 2017- 2018 and 2018 - 2019 identified Loleta as having a need to decrease chronic absenteeism and high levels of suspensions at the school. We are also in need of improvement for our academic dashboard indicators in math and English Language Arts. School climate surveys indicated students did not feel safe during this time as well. Meetings were held with stakeholders (Bear River Tribal Council, LES Stakeholders, Wiyot Table Bluff Tribe, English Language Acquisition Council, and the Community) to exchange ideas about the causes. HCOE collaborates with us and using scientific analysis for school improvement began. A root cause analysis was done with stakeholders, staff, ELAC and students. Improvement of School Climate was identified as a critical aspect we could change. We also saw the need to address the social/emotional support of students of trauma and the development of a culture of restorative practices and support; including self regulation education; culturally appropriate curriculum and enrichment for students daily. Continuing to improve student/teacher, staff/community and student/student interactions. Continuing the development of student and teacher awareness and practice of strategies for student's needs for self-regulation. The interfacing of wraparound services connecting the community, support teams, families, staff, stakeholders and students to create a seamless support system. The team saw adding enrichment programs to school making school more enjoyable to come to would encourage student attendance. Helping families overcome obstacles to coming to school through flexible and improved transportation options was another idea.

Our first year of CSI funding was focused on establishing a welcoming environment, educating our students and staff about using restorative practices and teaching self regulation for our students. As described in previous reports, we hired a temporary certificated instructor who was

funded by CSI acted to instruct and define what a restorative culture should look like on campus. She ran our newly constructed Zen Den and the Sensory Room. This veteran instructor taught all staff and children on campus how to use techniques and strategies for self-regulation. Once the Covid 19 closure was put in place during March, she participated in developing and teaching professional development for all staff. The professional development centered around trauma informed care, restorative practices and family/children support during the crisis. Lastly, she was instrumental in modelling family outreach to at risk students in all our specialized groups: ELA, SPED, foster youth, McKinney-Vento and Socio-economically disadvantaged. From the end of summer until mid February of last year, our school staff, studied the "Love and Logic Curriculum for Educators." The staff had two full days of instruction before school began in 2019 and then monthly continued with a module checking in on how it was being implemented and coaching each other as necessary. This curriculum along with practicing circles in the classroom was facilitated by a consultant to the school. The staff learned the vocabulary required to address students in a less authoritative way to guide them to self regulation and behavior resolution. It is the way to institute restorative language in staff-staff and staff-children interactions at our school. Money also went to the services provided by our on-site intern psychologist. He supported the work in the Zen Den and Sensory room and was there to counsel in real time when student behavior needed addressing. During the Covid 19 shut down, the intern traveled to family homes for welfare check-ins, delivered lunches and worked to support students and families with the on-line learning transition facilitating our wrap around support services. He gave socio-emotional support and worked to provide strategies in self-care and self-regulation for our families. This gentleman continued the learnings from Zen Den and the Sensory Rooms, extending it out to the children's homes. We also supported a temporary School Climate Director who worked with our Zen Den Staff, the regular school staff and our community to support the work to make the school culture more welcoming, consistent (with PBIS implementation) and provides family support and contact with our most at risk students- those most subject to chronic absenteeism. During this time our surveys indicated a change in attitude among the students to one of feeling safer and indicating that they felt there was now an adult on campus with whom they felt they could go to in times of need and for support.

Regular progress and discussion of the CSI plan has occurred in our monthly meetings with the Stakeholder Group, our ELAC, Staff Meetings, with the tribes and with our Board. We are focusing on the following goals this year: 1. Continuation of last year but with amplification of wraparound services interacting with the community and their needs; building relationships through a temporary position Student Support Coordinator. Besides supporting and building relationships this person brings the cultures of the area to the school with activities and encourages more parental involvement. The second temporary position we have implemented will focus on use and maintenance of the Zen Den and Sensory Room. The position of Student Support Specialist will act to continue supporting teachers, staff and students on a daily basis with personal interactions through the lens of decreasing trauma and encouraging continued use and education of self-regulation using the Zen Den and Sensory rooms; restorative practices. We are supporting more time for our behaviorist/psychologist for personal coaching at all levels; especially with COVID interventions.

2. Increasing the academic enrichment offered by the school. Using a series of temporary positions, we have funded an art aide working to support staff, teachers and students to bring art projects and enrichment activities to the school. Another to bring dance to school. We have created an outdoor classroom; are improving our outdoor facilities and are partnered with an outdoor education environmental grant. Plus specialty programs involving Salmon science (a basic cultural tradition for our Native Americans); purchasing a high standard curriculum for ELA and culturally responsive curriculum based on the Native American Story. Spanish instruction is being offered to bring cultural enrichment and validation to the Spanish Community. We are partnered with the local Wiyot Table Bluff Tribe to bring instruction of the Wiyot language to the school. LES is in partnership with the Loleta Community Resource Center to develop a gardening education program using the two mature garden areas at the school to excite students and families to attend school. We are looking at an online music program if we cannot hire a music teacher. Two of our teachers are working to integrate art into their lessons. The afterschool program is bringing STEAM

and coding to its program. Our recent ability to have students at a 1:1 ration for chromebooks helps students feel better/successful academically and improves their motivation to achieve at school.

Because we are a one school district, all interventions affect all students so there is not an issue with resource inequity.

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.

Assessment will be completed interim reports identifying progress in meeting goals; these reports will be shared with all the stakeholders mentioned previously. We monitor the use of the Zen Den and Sensory Rooms. We are documenting parent contacts and problem solving with families to facilitate attendance. Monitoring attendance, school climate surveys for families, community and students are being given in periodic intervals to determine attitudes towards the school and to communicate with all stakeholders. Using school wide academic monitoring with IXL and for K-6 with Core Growth standards assessments, we hope to monitor improvement in academic performance; along with state assessments. During the Covid crisis monitoring students participation in online learning is also a metric we are using to determine attitudes towards school and academic improvement.

All metrics associated with CA School Dashboard outcomes are being used along with . Classroom visits, observations, attendance records, SWIS data, and school/community climate surveys will be used to determine efficacy of our plan.

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Plans for 2020-2021 CSI funds

The Board, Stakeholders and Staff have been kept informed of the new plan development through reports at our Board meetings. Our chronic absenteeism did not decrease as we would have anticipated but extreme behaviors have decreased with fewer outbursts in the classrooms. As we discovered with our analysis of the many causes of chronic absenteeism, the team felt adding a depth to school through an enrichment program making school more enjoyable to come to would encourage student attendance and thereby decrease absenteeism. This years focus will be on two goals:

1. Continue what we have set into place with the practice of wraparound services interacting with the community and their needs; building relationships. We plan to do this through a temporary position Student Support Coordinator. This person will also work to bring the cultures of the area to the school and encourage more parental involvement. The second temporary position will focus on use and maintenance of the Zen Den and Sensory Room. The position of Student Support Specialist will act to continue supporting teachers, staff and students on a daily basis with personal interactions through the lens of decreasing trauma and encouraging continued use and education of self-regulation using the Zen Den and Sensory rooms. Finally supporting more time with our behaviorist/psychologist for personal coaching at all levels.
2. Increase the academic enrichment offered by the school. This will happen through a series of temporary positions. We have funded an art aide who works to support staff, teachers and students to bring art projects and enrichment activities to the school. This coupled with Spanish instruction to bring cultural enrichment and validation to the Spanish Community. We have recently entered into a partnership with the local Wiyot Table Bluff Tribe to bring instruction of the Wiyot language to the school. LES in their partnership with the Loleta Community Resource Center have developed a gardening education program using the two mature garden areas at the school to excite students and families to attend school. In two recent hires, we now have an adult who wishes to teach dance and dance activities and the other new hire could develop a music program. Two of our teachers are working to integrate art into their lessons. The afterschool program is bringing STEAM and coding to its program. With the Covid money we have been able to bring our student computer ratio to 1:1 which opens a new world when it comes to improving academic prowess, which creates success making our students feel better and we hope improves their motivation to come to school. We envision have hourly rotations of enrichment activities at the end of each day during which these enrichment activities will be held.

Presently we are on a 100% Distance learning program but the hope is to have more students back on campus so we can begin implementing these amazing programs. All the staff mentioned above continue to do outreach and support for our students and their families by coordinating wraparound services for them through the pandemic. We have moved to a hybrid model with each class divided into two cohorts or Distance Learning. One cohort attends two days a week with the other being in class in the afternoon through DL. Fridays is a DL day.