

2020–21 Every Student Succeeds Act

Comprehensive Support and Improvement Prompts Form

The instructions for completing this form will begin on page 2.

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).

Chautauqua High School; Suspension Rate

Support for Identified Schools

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

On the 2019 CA Dashboard, Chautauqua High School (CT) was identified as a Comprehensive Support and Improvement (CSI) school for suspension rate in the 2018-2019 school year. In order to develop the CSI plan, we used a multifaceted framework which integrated the American School Counselor Association's (ASCA) comprehensive schools counseling program and the Collaborative for Academic, Social, and Emotional Learning (CASEL) to address students' needs with a focus on social emotional learning, mental health, trauma informed practices, increasing engagement and attendance, and decreasing student suspensions. Social emotional learning skills will contribute to reduced risky behaviors and the need for disciplinary actions and suspensions. As well as shifting the mindsets of students, a focus will be placed on shifting the mindsets of teachers and administrators. In order to ensure a holistic approach, this framework includes collaboration with community service providers to identify wrap around services for students.

To engage multiple stakeholders in development of the plan to address suspensions, meetings were held with counselors, administrators, safety assistants, and district support staff to conduct a root cause analysis to determine the challenges faced by our CT students. Suspension data, attendance, and alternatives to suspension practices were discussed. The plan was developed based on the evidence based practices listed above and implementation decisions were made based on the use of the frameworks derived from ACSA and CASEL.

Chautauqua High School completed a comprehensive needs assessment survey of all students enrolled, which included the analysis of student performance in relation to the state academic content standards. In addition to the meetings listed above, during staff development activities, staff meetings, and on early release days, school administrators and the leadership team considered the results of two student surveys, as well as academic data, suspension rate, and drop out and graduation rates to identify areas of need and add to the development of a specific plan of action.

Then, in the spring of 2019, Chautauqua students were informed that for the 2019-2020 school year, they had to leave the original Chautauqua High School site and transition to the Big Bear High School site due to declining enrollment at Chautauqua. They were to be housed in portables located in the back of the campus. This inevitable culture shift and the accompanying anxiety that comes with change is evidenced in the results of the surveys listed below.

The Youth Truth Survey was administered to all 36 students. This survey assessed student opinions in six different areas: Student Engagement, Academic Rigor, Relationships with Teachers, Relationships with Peers, School Culture, and College and Career Readiness.

Based on the results of the Youth Truth Survey in 2019-2020, all six domains needed to be addressed. 53% of the students believed they try their best at school but only 8% said they enjoyed coming to school. 60% believe that they have to work hard to get a good grade while only 44% believe the work that they do for their classes makes them really think. 51% of the students believe that their teachers think they can get a good grade if they try, however only 40% believe that teachers give them assignments that help them to better understand the subject. Only 14% feel like a part of their school's community, 26% of students believe that most adults at school treat them with respect, however only 11% believe that most students at school treat adults with respect. And finally, only 26% of students believe that school has helped them understand the steps they need to take in order to have the career that they want and which careers match their interests and abilities.

In addition, data related to School Engagement, Safety, Substance Abuse, and Mental Health was collected through the CA Healthy Kids Survey. The results of this survey showed few students expressed an interest in school engagement with 42% admitting to chronic truancies. Only 36 % of the students believed there were caring adult relationships and only 15% believed their participation in their education was meaningful. Substance Use and Physical/Mental Health needs raised additional concerns with 83% expressing that they currently use alcohol or drugs and 75% said they were vaping.

As well as discussion of the data and survey results, resource inequities were discussed in terms of having two counselors dedicated to serving the students at the Comprehensive High School and while these counselors also supported Chautauqua students, Chautauqua did not

have a counselor dedicated to the specific needs of students at the site. A full time counselor at Chautauqua would allow the students to have personnel on campus with whom they can meet immediately and develop a personal relationship to provide timely interventions. Previously, students had to walk across the comprehensive high school campus for access to the counselors or wait for the counselors to come to them. Based on anecdotal data from students and a conversation with the comprehensive high school counselors, it was evident that Chautauqua students were not comfortable with walking across campus to meet with the high school counselors and therefore, they didn't.

After multiple meetings with Site and District Leadership teams and discussions surrounding the survey results in conjunction with CAASPP scores, suspension rates, and dropout/graduation data, this information was brought to the LCAP committee via Zoom which included students, parents, teachers, administrators, community members, and Association Presidents. This data was what led to the decision to use the CSI grant money to support all Chautauqua students with their own counselor dedicated to offering trauma and mental health support, Social Emotional Learning, College and Career Education and individualized support for students' personal growth. In addition, in order to create smaller class sizes for more individualized support and to meet the needs of the growing population, an additional temporary part time teacher will be added beginning in January, 2021, for the remainder of the year.

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 new counseling position is focused on social emotional learning, trauma-informed practices (within the limits of the PPS credential), behavioral intervention support, college, vocational preparation, and career readiness. The Chautauqua (CT) counselor collaborates with CT staff, BBHS staff, administration, school mental health staff, district personnel, and community agencies for student referrals to create wraparound supports. The CT counselor offers direct and indirect services, responsive services, as part of an American School Counselor Association (ASCA) driven comprehensive school counseling program to address students needs. The counselor is a student advocate and works closely with law enforcement and social services to perform wellness checks and connect students to necessary resources and services. The counselor attends professional development opportunities to keep up to date on counseling practices, student wellness initiatives, and college/career opportunities. The CT counselor collaborates and consults with CT staff daily to support students and parents in order to be successful while at Chautauqua High School. This is done through individual meetings, presentations, workshops, and school events. The CT counselor is available to students before school, during break, after school and whenever requested throughout the school day. The CT counselor is also available to parents and community members during the school day as well.

The CT Counselor reviews attendance, academic and discipline data from the school's data system in addition to reviewing the school's improvement plan helps inform and identify students' needs. Using multiple methods will help the counselor effectively address the needs of

CT students. Intentionality collecting and using data from a variety of perspectives allows the CT counselor to identify the goals of the program, track student change, assess the program's interventions and demonstrate the positive outcomes of the school counseling program to important stakeholders - students, parents, teachers, administrators, and community leaders. When evaluating CT counselor and staff interventions through the use of data-driven decision-making, data is assessed in three primary categories: process, perception and outcome data. This data is reviewed by stakeholders including the CT leadership team. The Chautauqua High School's Leadership Team and School Site Council (SSC) are the groups that work together to oversee the implementation and monitoring of the school-wide-action plan. The School Leadership Team includes administration and teachers. These two teams review all relevant data to set School Plan for Student Achievement (SPSA) goals. Chautauqua High School's Leadership team meets weekly while the School Site Council meets quarterly to review data, progress, and respond to new needs.

CT Counselor utilizes ASCA Model templates for the purpose of school counseling program accountability. The Annual Calendar planning direct services, indirect services, and program planning/school support is established at the beginning of the year and adjusted as needed. The Annual Student Outcome Goal Plan is created for the academic year, by identifying outcome data (achievement, attendance, discipline) that serves as a basis for goals. The Annual Student Outcome Goal plan is time specific for a target group and is informed by supplemental data from stakeholders (ie. parents, students, teachers, administrators, etc.) to identify possible factors that are contributing to the problem/issue. ASCA Mindsets and Behaviors that are most relevant for this targeted group and goals are identified. Based on the selected ASCA Mindsets & Behaviors, there are two learning objectives/competencies students need to learn. Possible activities/strategies/interventions taken by the school counselors, including the two comprehensive high school counselors, are recorded. The learning objectives/competencies are converted to a Likert-scale measure and/or brief answer assessment. The Annual Student Outcome Goal Plan aligns with goals identified in the CT School Plan for Student Achievement (SPSA).

In addition to the Annual Student Outcome Goal Plan, CT Counselor utilizes the ASCA Model Closing-the-Gap Action Plan/Results Report. The Closing-the-Gap Action Plan/Results monitors the following items: Annual Student Outcome Goal, identified ASCA Mindsets & Behaviors, Interventions (Direct and Indirect Student Services), Data Collection Plan (ie. anticipated participation data plan and actual participation results data), and Implications (ie. using current data to inform future practice). This action plan and results reported is utilized for each annual student outcome goal.

At the beginning of the school year, the CT counselor utilizes a comprehensive needs assessment with questions sourced from the Collaborative for Academic, Social, and Emotional Learning (CASEL) and Panorama Education in order to establish baseline data, identify areas that need the most support, prioritize time, inform direct/indirect services and resources to high-needs areas. This assessment also acts as a screener to identify students at risk for poor outcomes; Identify students who may need targeted support or intervention (ie. chronic

behavioral issues, emerging adjustment problems); Identify personal strengths/wellness as well as risk factors/emotional distress.

This comprehensive needs assessment will also be given to CT students at the beginning of 3rd quarter to evaluate change in perception data. Any time a new student is added to the CT student body the comprehensive needs assessment is given and recorded. Information will be shared with stakeholders (ie administration and teachers) as needed and if appropriate. Counselor analyzes data responses and will follow up with students accordingly.

Universal SEL Curriculum: Chautauqua High School will reduce suspension and expulsion by implementation of School-Connect (Optimizing the High School Experience). This curriculum is for boosting Social Emotional Learning for all students. At the beginning of the 2019-2020 school year, teachers, counselors and staff, district-wide, were introduced to the principles of Social-Emotional Learning via a presentation by Keeth Matheny. Again in August of 2020, Keeth Matheny returns to further train the staff in strategies that help foster a positive environment in the classroom which elevates student engagement. Furthermore, through SEL, students acquire social skills that contribute to the reduction of risky behavior and reduced need for disciplinary actions such as suspension and expulsion, further affecting the development of their academic skills by being in consistent attendance. By focusing on promoting a positive environment, students are more apt and able to improve their depth of knowledge and understanding of the California State Standards.

The School Connect activities and lessons are evidence based on the CASEL five SEL competencies and is intended to be a Tier I or universal support to students. Keeth Matheny also released a new product called "EQ@Home" which is a platform very similar to School Connect but is aimed at supporting students during distance learning and be a resource for teachers and counselors during the uncertainty of the pandemic. While SEL is not inherently trauma informed, the five competencies of SEL do allow and support students to practice skills that build areas of resilience and grit, which are two important outcomes of trauma-informed practices to ensure lifelong wellbeing as CT students graduate.

Before starting the School-Connect Curriculum, the counselor will give an initial assessment that will be used to create baseline data. Assessment provides baseline information on student understanding, comprehension, and familiarity with the CASEL five competencies of social emotional learning that will be discussed and practiced in the School-Connect Lessons. There is a check for understanding quiz or set of questions at the beginning and end of each School-Connect and EQ@Home lesson. Data will be collected and reviewed to track student progress from beginning to end of program and to inform improvements if needed.

Trauma-informed practices are truly a mindset and the new CT counselor is working to help shift the CT staff and stakeholders towards this perspective in how students are supported. Working towards establishing a strong foundation that can better support social emotional learning and integrating with Positive Behavioral Interventions Supports (PBIS) that the district is already implementing. Enhancing CT students' social emotional skills is a trauma-informed

practice, and although PBIS may not always be directly trauma-informed, there are several components that are possibly overlapping. All of these practices build, strengthen, and support one another. Many interventions are effective in improving social and emotional competencies, increase prosocial behaviors, and help in reducing levels of negative behaviors at home, in school, or in the local community. Social emotional learning provides the tools to better identify, understand, express, and manage emotions. Experiencing trauma affects these social emotional skills and abilities.

Targeted SEL Curriculum: “DBT Skills Training for Emotional Problems Solving for Adolescents (DBT STEPS-A) is a program for developing emotional management, interpersonal, and decision-making skills in middle and high school students. DBT STEPS-A is based on the skills training component of Dialectical Behavior Therapy (DBT), an empirically supported psychological treatment” (Mazza, J.J., 2016, pg. 3-4). The four skill modules are Mindfulness, Emotional Regulation, Interpersonal Effectiveness, and Distress Tolerance. DBT STEPS-A is not a therapy program but can be used for the purpose of more intensive services for students in Tier II or Tier III alongside additional support services for each student’s unique needs. An initial assessment is given to students to establish baseline data and a benchmark assessment is given after every module completed. After the last module, the initial assessment is repeated and the data responses compared for mastery of comprehension, skill set development, and program goal attainment.

College and Career: In order to meet the LEA/LCAP goal of increasing the percent of students by 10% who are on track to graduate college and be career ready, the CT Counselor is implementing strategic informational student/parent workshops, collaborating with school staff, offering evidence-based aptitude/career assessments, and partnering with local community members. The CT leadership team is working to create a college-going and career-ready culture/climate on the CT campus. “College Talk Thursdays” are being implemented in order to have a committed day each week to discuss college/career readiness in order to better prepare students for post-graduation opportunities. A variety of College presentations from Junior Colleges, State Universities, UC Universities and Private Universities are given. Counselors provide grade-level focused evenings for parents and students, providing guest speakers for topical events regarding College applications. BBHS Counselors will monitor overall academic course completion and A-G Completion, increase Partnerships with Community Colleges and pathways. Counselors continue to attend UC and College Board Conferences and make Financial Aid Presentations to parents and students and provide an annual four-year plan meeting with students and invite all parents.

Workshop presentations focus on topics such as FAFSA and Financial Aid, California Community Colleges, Degree for Transfer, California College Promise Grants, Career Education and Exploration, Military Options, Life Skills, and Career Preparation (ie. interviewing, resume drafting, networking, etc.). Before each presentation, a short survey is given to those attending to assess their level of knowledge in the various areas and to establish baseline data. Once the presentation is completed, the survey is given again to assess what students learned from the presentation. This helps the counselor better understand who needs to be followed up with or what kinds of supports a student might need with various topics.

The CT staff and counselor are working to partner with local members of the community to provide students with opportunities to practice job interviewing skills, apply for a job, and to network. Members of the community (ie. RIM Family Services, Big Bear Career Center, Armed Forces Recruiters, Rotary Club, Big Bear City Hall Board Members, Community Business Owners, Parents who want to share about their trade/profession, etc.). These important stakeholders will be giving a presentation about their profession/trade, how they got there, what they learned along the way, and support students in their own pursuits.

For students who are not sure what they want to do after high school, the CT counselor provides career development interventions better help students plan. Aptitude tests are utilized (ie. Holland Code Career Aptitude Test, Myers-Briggs Type Indicator (MBTI) Career Aptitude Test, Motivational Appraisal of Personal Potential (MAPP) Career Aptitude Test, Keirsey Temperament Aptitude Sorter, Career Attitudes and Strategy Inventory (CAS)). These interventions focus on orienting a students' comprehension of careers, developing planning and exploring competencies, coaching students to develop effective career management techniques, and guiding students in behavioral practice to become prepared for coping with job problems. Interventions that focus on these areas effectively address the ASCA standards in the Career development domain. In order to better meet the needs of career development for at-risk students, the CT counselor is utilizing a career development program that was created to influence dropout rates of at-risk students. It consists of four components: mentorship, small group solution focused counseling sessions, psychoeducational career lessons, and implementation of solution-focused skills within the classroom.

The CT counselor will be holding parent/student meetings to review academics, attendance, social/emotional areas (if applicable), as it relates to post-high school planning. These will be conducted throughout the 1st and 2nd quarter of the academic year. Parents are invited to attend to hear feedback and be involved in students 4 year planning. The CT counselor will also be meeting with seniors for individual planning meetings. These will take place depending on when the student is set to graduate (many CT students graduate in December). Parents are invited to join the meeting to review students academic progress, attendance, and post-graduation planning. CT counselor offers individualized career/college counseling for all students at any time and it is encouraged throughout the year.

Parent engagement is critical to student success, and the CT leadership team is working to better a partner with this important stakeholder. One of the LEA/LCAP Goals is to improve school environment and school engagement, and parents are included in this goal. The CT counselor is putting out a monthly newsletter to parents to update them on events and information about college/career planning, counseling, school announcements, etc. Parent engagement through email is tracked via google analytics and MailChimp data analytics for open rates, links clicked within the email, and response rates. Resulting data will be shared with CT leadership team for analyzing and improvement based on ongoing results.

