

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vista Real Charter High School	Corrine Manley Area Superintendent	cmanley@vrchs.org (805) 486-5449

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Vista Real Charter High School

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>Vista Real Charter High School is a Dashboard Alternative School Status (DASS) independent study program for at-risk youth in need of credit recovery. The school has been identified for Comprehensive Support and Improvement (CSI) under the federal Every Student Succeeds Act (ESSA), because the single year cohort graduation rate was 67.8% for a two-year average (2018 & 2019), which is below the federal threshold of 68%. Through a collaborative process involving parents, students and staff, the school developed improvement strategies after doing a school-level needs assessment, determined evidence-based interventions, and examined the program for any resource inequities. Additional details of this process are described further in this plan.</p> <p>As an alternative school under DASS, Vista Real specifically seeks out students who are at risk of not graduating high school through the traditional high school setting. In addition, the personalized learning program developed is unique to each student and is specifically designed to create an optimal path toward graduation. The independent study model assigns each student a supervising teacher who develops a close relationship with each student and that teacher is</p>

supported by all the other teachers and staff as the need arises. The identification of the school for CSI status under ESSA was not attributed to resource inequities but in fact was attributed to the new way in which DASS schools' graduation rates would be calculated under the state and federal accountability systems. Analysis of data around state indicators, including graduation rates and policies, such as student placement, led to the actions described in this plan, which were implemented prior to CSI identification and have already resulted in positive increases in the graduation rate. The school will monitor and evaluate the effectiveness of their improvement plan throughout the school year. Furthermore, because the charter school accepts no federal funds and did not accept any CSI funding all the actions taken will be paid out of LCFF funds.

Vista Real was identified for CSI, because the one-year graduation cohort rate, over a two-year average, was below 68% for two student groups, white and socioeconomically disadvantaged. After examining the data, Vista Real had shown a 13.7% increase in graduation rate and initiatives implemented prior to the CSI identification had already had a positive effect and would be continued this year. The focus of the data examination was the one-year graduation rate and the correlation to the proper grade level identification of incoming students according to the number of credits received prior to enrollment. Both classified and certificated staff were involved in the analysis of the data.

Guiding principles from the Professional Learning Community (PLC) process, as conceived by Richard DuFour, were employed through a data dive protocol. The PLC protocol helped to guide our stakeholders in a collaborative, thoughtful and outcomes-based manner. The framework for guiding our process was also based on Improvement Science in Education from the Carnegie Foundation for the Advancement of Teaching (2015). The Plan, Do, Study, Act (PDSA) model, when done frequently and in collaboration with a network will help our school improve its outcomes on multiple metrics. Showing our stakeholders that there are multiple drivers that lead to the outcome of a graduation, helped us to define the problem we would like to address. This led into a discussion on what changes we wanted to introduce and why. We plan to collect and share data around credit completion, attendance, and senior graduation progress to help answer the question: "How will we know what change is an actual improvement?" The Six Principles of Improvement from the Carnegie Foundation helped provide a foundation for our analysis.

Stakeholder Input:

Graduation rate and methods to improve Vista Real's graduation rate were put forth to stakeholders at staff PLC meetings, Parent Advisory Committee (PAC) meetings, and English Learner Advisory Committee (ELAC) meetings. Conversations between school staff (including counselors, social workers, and student retention support staff) and students and stakeholders are held on a continual basis. Senior events and information nights are held throughout the

year to seek input directly from students and parents of students who are close to graduating. Additionally, we gather input from regular parent and student surveys as well as student graduate surveys and exit surveys.

Data gathered from stakeholder input indicate the following:

- * Parents find senior parent meetings and events to be valuable and would like to continue having them on a regular basis multiple times annually.
- * Parents find the one-on-one support from teachers and counselors important and beneficial and would like more opportunities for weekly for one-on-one counselor support.
- * Parents like that their students are receiving college and career support, including support with financial aid and resume building.
- * Parents appreciate community resources offered to their students.
- * Students enjoy the senior events offered and would like more frequent “large-scale” events like “grad night” at Disneyland or Magic Mountain.
- * Students find value in goal setting and personalized learning plans.
- * Graduate and Exit Surveys indicate graduates felt supported by staff and appreciated the flexible, one-on-one, personalized model. The surveys also indicate that graduates felt like they could utilize more support in computer skills, organizational skills, and career planning.
- * Staff appreciate the tracking and support of seniors by the counselors and social workers.
- * Staff appreciate the collaborative team approach to support seniors.
- * Staff would like to see a formalized process to support seniors after graduation.

Needs Assessment Informed by State and Local Indicators:

In the spirit of continuous improvement, Vista Real used this as an opportunity to examine the school program. For Vista Real’s needs assessment, we used the resource guide provided by the Los Angeles County Office of Education and examined both quantitative and qualitative data. We examined all of the state indicators and many local indicators in a collaborative team. Graduation data was disaggregated by student groups, as well as attendance and drop-out data. As a collaborative group of stakeholders, which included parents, staff, students, PAC, ELAC and the leadership team, we used a Professional Learning Community protocol to drill down on data and elicited productive conversations around graduation. We reviewed data from our LCP and prior LCAPs and 8 state priority data, as well as School Dashboard and WASC data. Internal personal learning plans and student contact information, as recorded in SIS, were also examined.

California School Dashboard graduation data analysis reveals that in 2019 the All Student group for graduation was 73% and our performance color was green. Our socioeconomically disadvantaged students were in the green and graduated at a 70.1% rate and our Hispanic students also earned green and graduated at 70.8%. White students were green at 77.8%. Other student groups did not receive scores, because there were not enough students to make a valid calculation on the California School Dashboard.

Student group data shows that there were three groups far below the All Student graduation rate. English Learners, students with disabilities and homeless students are of concern, as there was a gap of 10-28 percentage points for these groups. English Learners had a 45.8% graduation rate and the rate for foster youth students was 48%. Students with disabilities were in the red with 62.9%. African Americans, Asian, Filipino, and American Indian students did not have enough students to report a percentage or earn a color.

Our internal data collection and reporting system uses metrics that are aligned with state indicators and local performance indicators. We regularly monitor and evaluate our identified outcomes, so that we can make program adjustments in areas that require improvement. The school data demonstrates that we will need to take additional action in the areas of attendance, credit completion and supports for students who are inline to graduate.

In the 2019-2020 school year Vista Real had a significant decrease in our attendance rate as a result of COVID-19. Although our attendance rate increased from 2018 to 2019, it declined by 11.83% at the end of June 2020. Surprisingly, our retention rate increased last year by 3.4 percentage points, and our dropout rate improved by 1.5 percentage points. We are showing good improvement in those local indicators for student engagement. However, we have a highly mobile population, so to address this we will make sure that students have more buy-in to the programs that connect them to school.

Although our credit completion decreased by 0.75 overall, we expect credit completion to continually improve throughout the school year. One step we could take is to build on our student engagement programs. We will work to increase the interest and participation of students in social activities that enhance connectedness to their school and graduation goal.

State performance indicators from the California School Dashboard shows the following:

* Graduation Rate increased +9.2 points to 73% which earned us a green status.

- * Suspension Rate was green, because there was an increase from 0% the previous year to 0.3%. Homeless students were in the blue range, and Hispanic, along with socioeconomically disadvantaged students were in the green. Of concern, were our EL student and students with disabilities in the yellow range, and foster youth in the orange. There were no expulsions.
- * English Learner reclassification rate increased from 18.3% and is above the CA average of 14.6%. The English Learner Progress Indicator shows 54.6% of students making progress. The progress level was medium.
- * Our Academic Indicator for English Language Arts increased by 3.4 points and had a yellow status. Most of our students come to us deficient in credits and skills and they score at the 7th grade level in ELA. The average score for 11th graders in ELA CAASPP was 53 points below standard and the lowest student group was students with disabilities at 104 points and English Learners in the orange with 102 points below the CA standard. This is because we serve students who are traditionally 3-4 grade levels behind in their schooling. White students scored 26 points below standard and were in the yellow. Socioeconomically Disadvantaged students were in the red and Hispanic students scored in the red.
- * The Academic Indicator for Mathematics maintained its average score. Our 11th graders in Mathematic CAASPP scored 150 points below standard. and the lowest student group was students with disabilities at 193 points an English Learners were orange with 19 points below the CA standard. This is because students enroll with us who are 3-4 grade levels behind in their schooling. White students scored 122 points below standard and were orange. Socioeconomically Disadvantaged students were in the orange with 157 points below and Hispanic students scored in the yellow, with 158 points below.
- * The College/Career Indicator increased by 3.7%, which yielded an orange for our program.
- * Results from Vista Real's climate survey demonstrated that students have changed how they feel safe and connected at school. Prior school climate surveys show that 99% of the students felt safe and 98% felt connected. More recent school surveys show that as a result of COVID-19, 87% of them feel safe and just 70% feel connected. This concerns us and we are taking steps to mitigate as outlined in our Learning Continuity Plan.

Standards were met for the following state indicators:

- * Parent Engagement,
- * Local Climate Survey,
- * Access to a Broad Course of Study,

- * Basic Teacher and Instructional Materials, and
- * Implementation of Academic Standards.

The chart below describes the graduation rate over two year and the student group data for 2017- 2018 to 2018-2019, the years in which the CSI Graduation rate was calculated by the CDE two-year graduation formula.

VISTA REAL TWO YEAR CALCULATION (CDE) WAS UNDER 68% THRESHOLD.

	2019	2018	Two-Year	Two-Year Rate	2020	2020
N	165	185	350	67.8%	133	61.01%
D	226	290	516		218	

N=Numerator; D=Denominator

California Dashboard Data 2017 -2019

Graduate Data	2017-2018	2018-2019	2 Year CDE Grad. Calculation	Progress
Increase Graduation Rate - DASS 1 Year Cohort	63.7% Overall	73% Overall	Green 67.8%	Increased +9.2%%
Student Groups Graduate Data for 2018-2019				
Student Groups	English Learners:	Low Income	Foster Youth	Homeless
Indicator Color	45.8% No color	70.1 Green	Less than 11 No color	48% No color
Student Groups	Students with Disabilities	African American	American Indian	Asian
Indicator Color	62.9% No color	Less than 11	Less than 11	Less than 11
Student Group	Filipino	Hispanic	Two or More Races	White
Indicator Color	Less than 11	70.8% Green	Less than 11 No color	77.8% Green

The CDE will not report performance scores for a group with less than 11 for privacy. If a group has a percent, but no color, then there was not enough students in both years to calculate a growth rate which would yield a color.

The needs assessment informed the CSI plan by defining which specific metrics are the key drivers towards the graduation rate. Attendance and credit completion for seniors will be monitored frequently with the Plan, Do, Study, Act (PDSA) model. Our collaborative team has a solid understanding as to the impact those data drivers have on our school improvement. Additionally, in response to the analysis, new procedures were developed for intake of new students and

the examination of their transcripts. The one-year cohort rate calculation depended heavily on the students who had been identified in our system as 12th grade students for the given school year. Prior to this methodology there was not great emphasis placed on student placement in a grade level according to the credits earned prior to their enrollment into our school. Students were predominately placed into a grade level according to their chronological age. Staff, in discussing this shift, made it clear that the school would be placed at an extreme disadvantage if students who were not close to earning enough credits for graduation were placed in 12th grade simply because of their age. Staff developed a new system to ensure that all staff connected with student enrollment would place students into the grade level based solely on credits earned at the time of enrollment and that students already enrolled would not be advanced in grade level unless the appropriate number of credits were earned in the prior year.

Evidence-Based Interventions:

We investigated best practices for improving graduation through our DASS Professional Network and we were guided to the following evidence-based research to help guide our analysis and selection of strategies to improve graduation. We considered and identified the following evidence-based research interventions from the following sources:

- Evidence Based Resources Keeping Students on Track to Graduation (2012) – Center for Equity and Excellence in Education (LACOE Resource)
- Department of Education: Using Evidence to Strengthen Education Investments (2016)
- What Works Clearinghouse: The Path to Graduation materials:
<https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Path-to-Graduation>. WWC Evidence Review Protocol for Dropout Prevention Interventions (2014).

Our team and our stakeholders through our Professional Learning Community process selected the following research-based strategies that we are committed to doing:

- * We are to provide one-on-one tutoring,
- * We are to provide positive social incentives for good attendance
- * We are going to track specific data for our seniors through a team of teachers, counselors and student retention support staff.
- * We are going to continue seeking stakeholder involvement and input.

Resource Inequities: We are a charter school, so as a single school LEA, we are not required to do a resource review.

We did, however, use the inequities rubric, provided by the Los Angeles County Office of Education, and considered the following for any identifiable barriers to:

- Access to Highly Qualified Teachers
- Access to Counselors
- Access to Student Retention Services
- Access to Tutors
- Access to interventions both socioemotional and academic
- Access to incentives for attendance, graduation, and retention
- Access to support for high needs English Learners, foster youth, special education, homeless
- Access to technology and instructional materials

The very structure of Vista Real's program ensures that all students enrolled in our program have access to the same support from administration, counselors, tutors, teachers and support staff. In addition, the personalized learning program developed is unique to each student and is specifically designed to create an optimal path toward graduation. The independent study model assigns a supervising teacher to each student, who develops a close relationship with the student, supports the student from enrollment to graduation, and brings in resources and support staff as needed.

The Plan, Do, Study, Act (PDSA) model is our system for continuous improvement. The Six Core Principles of Improvement from Improvement Science in Education from the Carnegie Foundation for the Advancement of Teaching (2015) were utilized. The guiding principles helped us define the problem, examine performance variations, understand what produces the outcome we want, track the process, employ PDSA, and use our PLCs to promote sustained growth. We know that using PLCs improves schools through collective inquiry around best practices. To ensure that we stay grounded in effectively implementing evidence-based strategies, we will continue using Richard DuFour's Professional Learning Community (PLC) process, a data dive protocol was developed and continues to be a key tool for furthering our continuous improvement efforts.

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 Plan, Do, Study, Act (PDSA) model is our process for continuous improvement, within a Professional Learning Community framework. Through a collaborative team of school educators, we will use school data, such as attendance, credit completion and graduation progress to inform our inquiry and focus on results. Monitoring our evidence-based interventions, we can see how seniors are utilizing the one-on-one tutoring and social incentives for good attendance. We will also continue to monitor the placement of incoming students ensure proper grade level placement and the correlation to the one-year cohort graduation rate.

Since the CSI status of the school was based on this one indicator, it will be the sole measure of success for the improvement plan. Since each student is assigned one-on-one time with an individual teacher all students who are identified in the system as 12th graders are monitored closely by their teacher for progress toward graduation. In addition, counselors monitor all seniors for credits earned. We plan to monitor students early and often so that we can be proactive in responding to student academic needs. We can build the capacity of our teachers and tutors so that they are able to do this. We also plan to do the following: Provide support staff to work with students falling behind on a regular basis and address their specific needs; Ensure students in need participate in tutoring with a tutor they can connect to regularly; Promote participation in small group instruction when possible.

To help monitor our plan and get their valuable feedback, we are partnering with stakeholders including our teachers, students, parents and school board in sharing our progress on our CSI plan at least twice a year. We can build the capacity of our Parent Advisory Committee (PAC) and English Learner Advisory Committee (ELAC), who are a central component of our stakeholder groups, by sharing the school data progress with them at their meetings and elicit their feedback as part of our PDSA model. Our school board learns about our progress towards graduation on a regular basis, but with the CSI plan in place, we will ask for their feedback and input as part of our process. We have regular reports that we can share out, collaborate and celebrate with student and parent groups throughout the year, as students make progress towards graduation.

Instructions

The Every Student Succeeds Act (ESSA) requires the local educational agency (LEA), in partnership with stakeholders, to develop and implement a plan to improve student outcomes in each school identified for Comprehensive Support and Improvement (CSI). The CSI plan must be approved by the school, LEA, and its state educational agency (SEA). For purposes of the ESSA, the State Board of Education (SBE) serves as California's SEA.

At its January 2019 meeting, the SBE took action to approve three CSI Prompts to be included in the Plan Summary of the Local Control and Accountability Plan (LCAP). The LEA would use the CSI Prompts to report how it was developing its CSI plans and monitoring improvement progress. The County Office of Education (COE) would then approve the CSI Prompts and submit a list of the LEAs with approved prompts to the SBE for final approval.

In response to the effects of COVID-19 on California's education system, Senate Bill 98 waives the requirement of the LCAP for the 2020–21 school year (SY). The attached form replaces, for the 2020–21 SY only, the CSI Prompts requirement in the Plan Summary of the LCAP.

Each LEA with schools identified on the 2019 California School Dashboard (Dashboard) for CSI, shall complete this form and submit to its COE for approval no later than **October 31, 2020**. The COE shall determine the method of submission that best meets its local context.

A COE that serves as an LEA with schools identified for CSI on the 2019 Dashboard and that generally submits an LCAP to the CDE, shall complete and submit the 2020–21 CSI Prompts form to the CDE at LCAPreview@cde.ca.gov no later than **October 31, 2020**.

The required details and prompts are as follows:

Provide the LEA's contact information in the space provided in the form:

- **Name of the LEA**
- **Contact Name and Title**
- **Contact email address and phone number**

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 LCAPreview@cde.ca.gov no later than **October 31, 2020**.

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