



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

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).

California Pacific Charter School - Los Angeles (Community Collaborative Charter School)

Support for Identified Schools

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

Support for Identified Schools

At CPCS, it is a priority that the staff have the opportunity to weigh in on school practices that impact student learning. Teachers provide feedback during monthly staff meetings with administration which are held regularly and discuss school practices and initiatives in monthly PLC committee meetings. In collaboration with the Program Director and support staff, the LCFF Dashboard provided the data that was reviewed as identifying California Pacific Charter School as not meeting the 67% graduation rate. Support included data support from the Director of Student Services and LCAP goals and action steps that support ensuring that students are on-track to graduate was provided by the Coordinator of Special Projects.

Building Partnerships with Stakeholders: Executive Director, Asst. Director, Teachers, Parents. Stakeholder meetings were held to share and provide opportunities to provide input in the the School Plan for Student Achievement draft that includes the LCAP, LCP, WASC, and CSI. The CSI prompts were shared at staff meetings and parent meetings as an opportunity to develop a partnership with stakeholders in the development of the actions/strategies to provide student academic support.

Process for engaging stakeholders in the planning and decision making:

California Pacific Charter School has elicited stakeholder feedback through surveys and online meetings with administrators, teachers, staff, students and parents, including the Parent Advisory Committee meeting in English and separate Parent Advisory Committee meeting offered with translation. CPCS solicited recommendations and comments from all stakeholders regarding the specific actions and expenditures proposed to be included in the school plan. Being that CPCS only offers a virtual program, internet access is required for participation in our parent choice virtual Charter School program. Families who advise the school that they do not have access to technological devices are provided with a device and low income households that report not having access to internet are loaned a hotspot so that they are able to participate in the school program, communications, and related activities. CPCS presented the Learning Continuity Plan at two separate Parent Advisory Committee meetings for review and comment. Translated information was provided for CPCS parents who are Spanish speaking only. Stakeholder feedback was reviewed by CPCS administration and considered before finalizing the Learning Continuity and Attendance Plan.

Meetings with staff and parents to notify them of the school's CSI status were held 2/24/20. CSI Input meetings with staff and parents to review data and develop strategies were held 3/02/20. Meetings with Board of Directors to notify them of the school's CSI status were held by the Director on 4/16/2020. School Board Meeting to review the CSI plans was held 5/14/20. Support with the alignment of the CSI plan and the LCAP was provided by the Special Project's Coordinator 2/14/20, 2/15/20, 2/16/20, 2/17/20, 2/18/20, 3/19/20, 3/27/20. Meetings with staff and parents were held 2/24/20. School plan Input meetings with staff and parents to review data and develop strategies were held 3/02/20. Meetings with Board of Directors to notify them of the school's CSI status were held by the Director on 4/16/2020. School Board Meeting to review and approval of the school CSI plans was held 5/14/20. Virtual staff meeting and staff development on August 24, 2020. Virtual Parent Advisory Committee (PAC) Meeting and translated (PAC) meeting on September 1, 2020 Virtual staff meeting to review School Plan for Student Achievement on September 28, 2020. Virtual PLC committee meetings met to discuss on October 5, 2020 and October 12, 2020. Virtual School Site Council Meeting to review and approve School Plan for Student Achievement (SPSA) on October 28, 2020. The Governing Board held a virtual meeting for the adoption of the School Plan for Student Achievement on November 12, 2020.

Types of data and information examined and how the data informed the development of the CSI plan:

Assessments

CPCS students take diagnostic assessments in Edgenuity and Edmentum at the beginning of each school year and throughout to assess understanding. Teachers of Record continue to grade, give feedback, and support students virtually throughout the week as they regularly do in CPCS's virtual independent study program model. Students identified as having learning gaps via prescriptive testing are provided with targeted support and monitoring to address the identified skills gaps.

CPCS uses multiple progress monitoring tools to evaluate student academic progress and achievement. To identify the areas that need to be addressed to support student progress toward graduation and to increase our graduation rate, we reviewed the data available on the LCFF Dashboard and DataQuest to review ethnicity and student group graduation rates, and attendance to identify student groups to monitor. School Wide goals are addressed through the monthly collection and analysis of various data by teachers. Support included data support from the Director of Student Services and LCAP goals and action steps that support ensuring that students are on-track to graduate was provided by the Coordinator of Special Projects. The Board of Directors meets monthly to be brought up to speed on current school progress.

Achievement data is shared, as well as the school's proposed action, to address any barriers to learning or gaps in achievement. The board and the CEO then work with staff to create goals and plans and allocate resources (funding, materials, or teachers) to address the needs.

Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Home room teachers, subject area teachers, intervention teachers, and counselors work to support and monitor the progress of students who fall behind or who are not making expected learning gains. Targeted supports for English Learners will be provided by grade level ELD coordinators and tutoring with credentialed teachers. Low income students will be supported with targeted interventions through an intervention coordinator and credentialed teachers. Homeless and Foster Youth students will be supported with targeted interventions through the homeless youth liaison, credentialed teachers, school counselors, the school psychologist, and school administration. Students with exceptional needs will be provided with targeted interventions and supports outlined in Individual Educational Programs (IEPs) and will have the support of SAI providers, case managers, a program specialist, credentialed teachers, school counselors, a school psychologist, related service providers and school administration.

Needs Assessment

High School Graduation Rate, California Pacific Charter School (2018-19), DataQuest, Four Year Cohort, Graduation Rate: 39.1%

California Dashboard, Graduation rate: 2018: 57.3%, 2019: 48.7%.

California Dashboard, Graduation Rate: Socioeconomically Disadvantaged, 2018: 37.5%, 2019: 50%

California Dashboard, Chronic Absenteeism: 2018: 1% Blue, 2019: 2% Green.

2019-20 Student Group Enrollment: African American, 7.4%, American Indian 0.3%, Asian 2.1%, Filipino 0.6%, Hispanic 48.5%, White 32.5%, Two or More 7.4%, Not Reported 1.2%

Enrollment indicates that 79.1% of our student population are among the following student groups: 59.5% socio-economically disadvantaged, 5.5% English Learners, 1.2% Homeless Youth, and 12.6% Special Education student populations.

Based on our enrollment and needs of our at-promise students, we recognize the importance of continuing our dedication to providing high-quality instruction, an emphasis on monitoring and evaluating progress of our student groups, timely application of Multi-Tier System of Supports (MTSS); and, to increase our support for professional development. For our EL students, translated curriculum and documents and a translator for meetings can be provided as needed.

Additionally, review of the needs assessment data, a focus on increasing the ALL students and Socioeconomically Disadvantaged student graduation rate to move them from the RED performance level requires monitoring of student's work completion records and assessments. Providing-evidence based interventions based on student need(s) in a timely manner to support student success and course completion will help students to stay on-track to meet graduation requirements.

Root Cause Analysis

CPCS receives students who transfer into the program as 11th, 12th or 2nd year seniors who are credit deficient, meaning that they are 60 or more credits away from graduating. This contributes to a larger senior class every year and impacts the percentage of graduates. At California Pacific Charter School's (CPCS) online school is often the choice for families to meet the needs of their students for a defined amount of time before returning back into the traditional local school system. As a result, due to rolling enrollment, CPCS has a continual influx of students throughout the school year. Additionally, having been unsuccessful in school elsewhere, the credit recovery high school program at CPCS Online results in the ongoing enrollment of students to make up credits. These students also withdraw at a higher rate than the average population, to return to their traditional school (after making up credits), continued attendance issues, or because online independent study is not the right fit.

Chronic Absenteeism

The 2019 All Students Chronic Absenteeism rate is 2% - Green. 5.4% of our enrolled Socioeconomically Disadvantaged students were noted as chronically absent which designated that student group in the color Orange, a significant color that draws our attention to engagement and monitoring of this group to improve attendance. We recognize that students that attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school. Our LCAP Goal 2.1 focuses on school climate and student engagement to increase our average daily attendance. Maintaining our all student low chronic absenteeism and improving our Students with Disabilities and Socioeconomically Disadvantage students chronic absenteeism rate requires that we also monitor student attendance during the review of students work records and coursework.

Evidence based interventions:

Evidence Based interventions were identified through a collaborative effort of the Executive Director, Assistant Director, Teachers-of-Record, and LCAP Coordinator to determine the resources available and goals and actions in the LCAP that support the CSI plan. Through a collaborative effort, the Executive Director, Assistant Director and teachers identified and shared best practices that teachers identified as yielding good results with their students; moreover, accessing, the SDCOE Multi-Tiered System of Support (MTSS) and the CDE MTSS websites provided guidance in identifying evidence-based interventions that would support identified student groups.

Collaboration on how to help students learn, complete coursework, and earn credits to graduate from high school has been at the core of our discussion and in the identification of the strategies and interventions to increase academic achievement and success. As a result of our needs assessment we recognized that our commitment to helping all students learn required a multilayered response that would guarantee that all students who struggle will receive additional support through research-based strategies and interventions.

The What Works Clearinghouse (WWC), U.S. Department of Education, was a resource for evidence-based recommendations for, "Preventing Dropout in Secondary Schools." Recommendation 1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems. Focusing on improvements in monitoring at-risk students to identify early warning indicators, we selected having an administrative professional whose duties include the maintenance of student records,

grades, and transfer information. To ensure that students are on track to graduation and college readiness, having a designated person to monitor students by analyzing student data, identifying students who are struggling in their courses, missing school, and showing early signs of falling off track, allows us an opportunity to intervene with individualized interventions to get students back on track.

California Pacific Charter School closely analyzes student performance data collected from a variety of sources such as CAASPP, California Dashboard, Dataquest and local measures. CPCS identifies patterns in areas of need, according to subject area and grade level. The team researches appropriate interventions to best provide instructional support and progress monitoring in the areas of need. These interventions are assigned to the different levels of support outlined by the MTSS guidelines provided by the state. Tier 1 provides schoolwide support, such as extra support embedded in core curriculum. Tier 2 provides additional support to a smaller group of students that shows a greater gap in achievement. These interventions may include extra learning subscriptions and more frequent monitoring of student progress. Tier 3 focuses on individual students that need intense intervention to reach grade-level standards. Typically, these students are supported through the Student Success Team (SST) process. Through the SST individual goals are set and progress is monitored closely through follow-up meetings every 6-10 weeks, depending on the level of support needed.

The What Works Clearinghouse (WWC), U.S. Department of Education, Recommendation 3. Engage students by offering curricula and programs that connect schoolwork with college and career success. "Check & Connect," model to promote students' engagement with school, reduce dropout, and increase high school graduation requirement completion is an evidence-based intervention identified to monitor and evaluate students' levels of academic performance and provide targeted interventions for struggling students.

CPCS-Los Angeles CSI Evidence Based Interventions:

Multi-Tiered System of Supports (MTSS): Integrated data system where staff collaborates to collect data that includes progress monitoring, teacher observations, and aligning supports and resources to support student success/graduation. "Setting higher expectations for students and intervention services that are sustainable based on standards-aligned curriculum and instruction, and graduation requirements," CDE MTSS.

Person(s) Responsible: Executive Director, Assistant Director, Teacher of Record (Bi-weekly/Monthly staff meetings)

Resources: LCFF

Methods to Measure Success: Graduation Rates Annually

Professional Development: (LCAP 1.4 Identify professional development opportunities for teachers to equip the with information and resources to better serve their students)

- Teacher and parent training on how to monitor academic success.
- Teacher training and collaboration on the use of local assessment results to inform teaching.

- Provide teachers with training that will support students with best practices thus improving student instructional strategies and development of creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.

Person(s) Responsible: Executive Director, Assistant Director (Annually)

Resources: LCFF

Methods to Measure Success: Graduation Rates (Annually)

“Recommendation 4: Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports,” What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance

LCAP 1.1 Evaluate students’ levels of academic performance and provide targeted interventions Support Struggling Students

Focus on transitioning freshman students (LCAP 4.2 Students transitioning from middle to high school will be monitored to keep students “on-track” to graduate from high school by monitoring attendance data, providing collective support from teachers for academic success, raising the academic bar, and fostering support to ease transition through middle and high school).

“Preventing Dropout in Secondary Schools” Recommendation 2: Provide intensive, individualized support,” What Works Clearinghouse (WWC), IES National Center for Education Evaluation and Regional Assistance.

Person(s) Responsible: Teacher of Record, teacher/student/parent meetings

Resources: LCFF

Methods to Measure Success: Monitoring of teacher of record meeting calendar, monitoring of students identified as being "at-promise" of achieving grade level standards and high school graduation, School Plan for Student Achievement Annual Review.

Recommendation 1: Continual monitoring of school and student data to identify when and where interventions should be applied prevents students from falling off track for graduation,” What Works Clearinghouse (WWC), NCEE 2017-4028 U.S Department of Education.

Counselor: Administrative professional whose duties include the maintenance of student records, grades, and transfer information to ensure that students are on track to graduation and college readiness.

“As the school official responsible for maintaining the academic records of its students, the Registrar plays a critical role and has specific opportunities to help the school, and its students, achieve positive and desired outcomes,” credentialssolutions.net.

Person(s) Responsible: Executive Director, Assistant Director, Intervention Specialist (Monthly, Trimester)

Resources: LCFF

Methods to Measure Success: Monitoring of teacher of record meeting calendar, Executive Director and Assistant Director review of the process of monitoring of students on-track to graduate and steps taken to ensure students are on-track to graduation and college readiness.

“Continual monitoring of school and student data to identify when and where interventions should be applied prevents students from falling off track for graduation,” What Works Clearinghouse (WWC), NCEE 2017-4028 U.S Department of Education.

Counselors: Integral to the total educational program by implementing a comprehensive school counseling program to support students through completing required high school graduation requirements and credit recovery as needed. School counselors provide counseling programs in three domains: academic, career, and personal/social. Their services and programs help students resolve emotional, social, or behavioral problems and help them develop a clearer focus or sense of direction. CPCS has a dedicated 12th grade counselor who is monitoring progress of seniors and holding meetings when students fall behind to identify supports to ensure students graduate on time with their 4 year cohort. 2 home room teachers are assigned to 12th graders to help support and monitor progress of 12th graders to coach to course completion and on time graduation.

“Effective counseling programs are important to the school climate and a crucial element in improving student achievement,” cde.ca.gov.

Person(s) Responsible: Executive Director, Assistant Director, Counselor (As needed/Ongoing)

Resources: LCFF/CSI

Methods to Measure Success: Monitoring of teacher of record meeting calendar, Executive Director and Assistant Director review of the process being implemented to support students in completing required high school graduation requirements.

“Recommendation 2: Provide intensive, individualized support to students who have fallen off track,” What Works Clearinghouse (WWC), NCEE 2017-4028 U.S Department of Education.

YUP Tutoring: YUP offers 24/7 instant access to homework help with no scheduling needed - entirely via mobile messaging app. Every student is supported by a personal tutor at their own pace. Tutors are continuously trained and all sessions are evaluated in order to maintain the highest quality teaching standards.

Person(s) Responsible: Teacher of Record, Intervention Specialist (As needed/Ongoing)

Resources: CSI

Methods to Measure Success: Monitoring the effectiveness of the tutoring as evidenced by student progress in area(s) of need.

Response to Intervention for students scoring 2 years or more below grade level per the Edmentum diagnostic assessment:

ELA: Reading

Virtual 1 - on - 1 Math Tutoring

M.A.R.S. (Reading and Math Success) program supports students that are performing below grade level. Intervention teacher meets with students in small groups and provides 1:1 tutoring and support.

Person(s) Responsible: Each learning period meeting, Teacher of Record evaluates student engagement in educational activities, checks in on their use of interventions, progress in course completion, providing mini-lessons, and giving assessments to monitor success.

Resources: LCFF/CSI

Methods to Measure Success: Performance on grade level formative and summative assessments, progress in classes, attendance at intervention meetings, parent teacher conferences, course grades and completion rates.

Identify Resource Inequities:

A review of the resources available to all students revealed there are no resource inequities for any student group. The Comprehensive Support and Improvement planning process included the review of the CPCS budget and the funds available to provide resources for our ALL students and Socioeconomically Disadvantaged students as indicated in the above evidence-based intervention plan. We did not find resource inequities that would inhibit our use of the identified evidence-based interventions planned to support students' academic needs, interventions and monitoring to support student success in high school graduation.

All students have access to technology and hotspots as needed.

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 LEA must provide a summary of how it supported school site staff regarding the local need assessment included in the School Plan:

Evaluating the effectiveness of the CSI plan will be an ongoing process that includes weekly teacher monitoring of student work and course completion. Annual input surveys and the annual review of the school plan for student achievement that focus on ensuring students are on-track to graduate from high school are monitored and reviewed. The LCAP input survey and annual review of the Goal and action steps that focus on ensuring students are on-track to graduate from high school are reviewed by the Executive Director and Assistant Director and

reported out at Parent and Teacher meetings. Data from the input surveys and input meetings are collected by the Executive and Assistant Directors and. The LCAP, LCP, WASC and CSI are aligned in the School Plan for Student Achievement. Support from the Director of Student Services with student performance data and support from the Special Projects Coordinator with support in the completion of the prompts was provided.

How will we monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement:

CPCS uses multiple progress monitoring tools to evaluate student academic progress and achievement. Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Home room teachers, subject area teachers, intervention teachers, and counselors work to support and monitor the progress of students who fall behind or who are not making expected learning gains. Targeted supports for English Learners will be provided by grade level ELD coordinators and tutoring with credentialed teachers. Low income students will be supported with targeted interventions through an intervention coordinator and credentialed teachers. Homeless and Foster Youth students will be supported with targeted interventions through the homeless youth liaison, credentialed teachers, school counselors, the school psychologist, and school administration. Students with exceptional needs will be provided with targeted interventions and supports outlined in Individual Educational Programs (IEPs) and will have the support of SAI providers, case managers, a program specialist, credentialed teachers, school counselors, a school psychologist, related service providers and school administration. The review of the School Plan for Student achievement will be utilized by the Executive Director, teachers, staff, and stakeholders to monitor and evaluate the effectiveness of the plan.

Training that supports continuous improvement:

LCAP 1.4 Identify professional development opportunities for teachers to equip the with information and resources to better serve their students

- Teacher and parent training on how to monitor academic success.
- Teacher training and collaboration on the use of local assessment results to inform teaching.
- Provide teachers with training that will support students with best practices thus improving student instructional strategies and development of creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners.
- CPCS offers synchronous and asynchronous professional development to support staff with engaging students in a virtual, independent study program.
- CPCS has a technological support department that can help troubleshoot common technological issues for staff and families.
- Teachers participated in the SDCOE: Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice on September 25th at 11:00am.
- Staff participated in CDE EL Updates and webinars, Student Support Services webinars, and Joint Homeless & AB 490 Foster Care services. The Director and Assistant Director participated in
- Leadership meetings focused on COVID-19 updates and plans and shared information during staff virtual weekly meetings and individual check-ins.

- Teachers, counselors, administrators, and support staff are highly-qualified and receive on-going training in evidence-based practices to support the online instruction of our students and trained in supporting students and their parents/families in the area of social/emotional well-being. Additionally, all staff receive ongoing training on suicide prevention, included in the school safety plan, and on trauma informed instruction.
- Staff receive training on how to engage students through live meetings and to maintain regular communication with students and families via email, texts, and/or Virtual Classrooms for regular check-ins for support with lessons, coursework; and, more importantly, an opportunity to connect emotionally with students and families and to do wellness checks.