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 Connections Academy @ Central

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
Needs Assessment: Our graduation rate is below the ESSA defined threshold of 68%. This rate is not only below the ESSA identified graduation rate, but also below the rate considered satisfactory by the staff within our organization. In order to complete the following plan several groups were consulted, including but not limited to: school wide leadership, high school specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee. These groups were consulted at regular intervals throughout the school year in order for all voices to be heard in the decision making process. The annual planning cycle starts each year in the spring (April/May) for the school year to come. The following is a sample of the data analyzed. As reported by the California Dashboard, in 2018, the all students graduation rate is 47.4%, with the socioeconomically disadvantaged group at the lowest rate (47.1%). In 2019 the all students graduation rate raised to 58.1%, which is encouraging but still not at the 68% threshold. The only group is the socioeconomically disadvantaged student group at 54.8%. This increase in gradation rate is encouraging but the school is still below 68%. Currently, the school tracks the change in the percent of students on track for graduation. In 2019-2020, the current 1920 cohort (last year's 9th graders) dropped to 74.5% on track for graduation after the conclusion of the first semester. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must be addressed. In addition to low graduation rates, the school's mobility remains high. Our intent to return declarations of yes, have decreased from 53.49% in 2016 to 31.25% in 2017 to 4.75% in 2018. The high mobility rate and decrease in affirmative intent to return, make providing consistent services to our students, especially those in their 4th year of high school, increasingly difficult. These rates are also contributing to a high number of students enrolling credit deficient.

As an educational organization focused on continuous improvement, interventions to address graduation rate have begun prior to being identified as CSI. These two interventions are the transition to a homeroom model and the conceptualization and implementation of the credit recovery program known as Project Success. Initial results of both programs are encouraging. As a result of the homeroom model, students have received an increase in successful contacts from staff from an average of 17.7 contacts in the first semester of 2017-2018 to an increase of an average of 19.7 during the first semester of 2018-2019. An increase in successful contacts relates to an increase of active engagement with our school program. In addition, throughout the 1920 school year, high school students received biweekly successful contacts (i.e. phone call, small group lesson) at a rate of 82% to a peak of 86% as the year progressed. Being fully aware of the realities of graduation rate, the high school staff has also began the implementation of an internal credit recovery program called Project Success. During the 2019-2020 school year, historically at risk high school students passed an average of 75% of their classes in the Project Success program. These early successes are providing the the justification and motivation to continue and expand these programs.

As a result of the schools struggles with graduation rate and the potential for learning loss due to the pandemic, our school ran its own in house summer school program for the summer of 2020. This was the first in its history. Prior to the summer of 2020, credit deficient high school students were sent to a third party program with a success rate of an average of around 50% pass rates. We had a 77% pass rate and an 85% summer graduation rate for those in their last year of high school.

Root Cause Analysis:
-A graduation rate below 68% for all student groups needs to be addressed.
-Too many students are falling off cohort early in high school, including the 9th grade year, contributing to the decline in 4 year cohort graduation success.
-A high mobility rate is contributing to a large number of students enrolling deficient in credits.
-There has been an increase in students' non indication of their intent to return contributing to a difficulty in providing consistent services to our students, especially those in their 4th year of high school.

Evidence-Based Interventions:
In order to make the best plan to meet our students' diverse needs, we utilized an evidenced based decision making process with stakeholders. In this case "The Practical Decision Maker" (Harvey, Bearley, Corkrum, 1997) was consulted. In order to choose our evidenced based interventions, we required the solution criteria be a strategy that can contribute to achieving a 68% graduation rate or higher. The possible solutions, i.e. the possible evidence based interventions were all the interventions listed below. As we identified our solution choices we decided to use all interventions considered being that the needs of the students varied greatly. As a result of this needs assessment, root cause analysis, and decision making process, the following evidence based interventions will be implemented and/or continued:

-Early Warning and Response System: The Everyone Graduates Center at the Johns Hopkins University's School of Education (http://new.every1graduates.org/), describes tools and models to help schools increase graduation rates, among these is the Early Warning and Response System. "Early warning systems use readily available data to alert teachers and administrators to students who are on the pathway to dropping out." Based on the school's numbers of students falling off cohort as early as the 9th grade, the school will formally implement such a system. Implementation of this system involves:
1. Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores;

2. Identifying the threshold level of each predictor that gives students a high probability of dropping out; and
3. Checking that the predictors identify a high percentage of the students in that district who drop out of school. (http://new.every1graduates.org/tools-and-models/early-warning-and-response-systems/)

-Homeroom Model: Based on the encouraging initial results of the increase in engagement metrics, the school will continue the implementation and refinement of the homeroom model. The homeroom model in the virtual setting looks very similar in a traditional brick and mortar setting. Students are assigned in small groups to specific teachers, these teachers may or may not teach them an academic subject. It is all teachers' responsibility to track and assist all their students, except that this burden is increased for the students in their homeroom with the overall outcome of deeper and more authentic relationships with the students and their families.

-High School Credit Recovery Program (Project Success): Another layer of the homeroom model, is the high school credit recovery program known as Project Success. Within this program, credit deficient students are clustered within a specific homeroom. Homeroom teachers are strategically selected from the four core subject areas and electives in order to accelerate the credit recovery of the school's students most at risk of not graduating on time.

-College and Career Access Pathway (CCAP): With the recent expansion of CCAPs to charter schools, the school will begin the process of creating such an agreement with a community college partner. According to http://cacareerpathways.clasp.org, "this joint initiative of the California Community Colleges Chancellor's Office and the California Department of Education allows high school students to dual enroll in up to 15 community college units per term; students may enroll in no more than four courses per term. Program goals are to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, or help high school students achieve college and career readiness."

-In House Summer School: Building off the success of the 2020 program, we will continue to refine our summer school program. We will work to better identify the students in need of summer school. We will also work to refine course offerings. In addition, planning has begun to develop a study skills class for at risk 9th graders to help them better access our unique online program. Summer school will focus on both higher grade students needing credits and lower grade students needing foundational skills.

Identification of Resource Inequities:
The mission of California Connections Academy seeks to provide "a more personalized approach to learning to maximize these students' potential and meet the highest performance standards." In this case, students not achieving the basic requirement for a high school diploma are not "meeting the highest performance standards." Resource inequities are therefore another contributor to this reality. As a result, we will work to bridge these inequities by lowering student to teacher ratios for those at greatest risk of not graduating through the combined efforts of the homeroom model and the Project Success credit recovery program. Also, material and human resources will be allocated to the implementation of the college and career access pathway, the early warning and response system, and in house summer school.

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 CSI plan will be monitored following the stages of implementation described by Fixsen, "exploration, installation, initial implementation, and full implementation; the stages are dynamic within organizations such as schools and clinics, moving back and forth among stages as personnel and circumstances change." (https://nirn.fpg.unc.edu/) The plan will be monitored at all times, with formal quarterly reports on the following data points:

-The percentage of all students who are on track to graduate, with the goal of all those in the current 4 year cohort to be above 68%.
-The percentage of underclassman remaining on cohort to increase, i.e. more than 74.5% of 9th grade students to remain on track after the first semester of the 2020-2021 school year.
-The CCAP will be fully planned and ready for full implementation for the fall of the 2021-2022 school year.
-In house summer school program refinement.

We will progress monitor these data points, at a minimum quarterly. School leadership, staff, and community will be included in these progress monitoring sessions. All feedback will be considered for further programmatic refinements. All of these efforts will help the school determine the effectiveness of the selected evidence based interventions and this feedback and data will be utilized in future evidenced based decision making.