

# 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
Pacific View Charter	Erin Gorence, Director of Curriculum	<a href="mailto:egorence@pacificview.org">egorence@pacificview.org</a> 760-757-0161

## Schools Identification

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

## Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
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Pacific View Charter School was targeted for CSI due to a low graduation rate. For the last 20 years, PVCS has primarily served students who are looking for an alternative to traditional school after being unsuccessful elsewhere. PVCS has attributed the low graduation rate to a lack of a consistent 4-year cohort and an overwhelming number of 5th year seniors. For this reason, PVCS applied and received approval to become a DASS school starting in the 20/21 school year. This means that the school's graduation rate will now be calculated as a 1 year cohort, reflecting the high needs population that is served by the school. In addition to this change, PVCS will continue to conduct needs assessments in the following areas to determine what other factors play a role in the low graduation rate and to analyze the root causes for the rate.

As a CSI identified school, PVCS conducted needs assessments in the following areas to determine what other factors play a role in the low graduation rate and to analyze the root causes for the rate.

1. Surveys were conducted with staff, students and parents in English and Spanish that included questions asking how prepared students were for college and career, what obstacles students faced in successfully graduating from high school and what additional steps PVCS should take to ensure students who do have barriers to graduation, are able to overcome those barriers. Although the majority of stakeholders surveyed reported that students feel prepared for graduation (88%, a

13% increase from the previous year), the school notes that many of the students most at risk for dropping out may not have participated in the survey or meetings.

2. PVCS held a stakeholder LCAP meeting to review the previous year's Goals and Actions and to gain additional input on the next year's plan with an emphasis on providing services to better prepare students for graduation and life beyond high school. Families felt strongly that the school was taking appropriate action to help students graduate from high school.

3. The school analyzed both CALPADs and internal data to make sure that students who were exited from the school prior to graduation were being coded properly, if and when they enrolled in another school. An analysis of the CALPADs data determined that students who left the school and did enroll in other schools out of state, as well as those students who graduated early were being counted as drop outs and the staff has taken measures to ensure that the data is properly reported in CALPADs going forward.

4. Additional information was/will be gathered by leadership through the analysis of the following data:

Analysis of progress towards graduation for all high school students

Analysis of Calpads data to ensure correct reporting of student data

Analysis of student performance data on internal and state assessments

Evaluation of how change to DASS status affects graduation rate for students

5. Stakeholders participated in a 5 Whys professional development session to examine root causes of the low graduation rate and the following interventions were/will be implemented for the 20/21 school year:

-Apply for and be accepted by CDE as a DASS school

-Identify credit deficient students on enrollment and track progress through counselor meetings, weekly schedule and learning planners

-Early SST/IEP meetings will be scheduled for students to set plan for success in school program

-IEPs are reviewed upon enrollment and strategies and SAI are put in place to align with PVCS program

-School counselor will host/schedule career presentations targeted at student interests. -Continue to host college and career presentations at both sites

-Continue to explore the possibility of offering credit for certificate programs offered by local community colleges

-Continue to send students on field trips to public and private colleges including Moreno Valley College

- The school counselor will target individual students to attend field trips and presentations based on their identified interests
- Ensure that students who leave the school are coded properly in SIS
- Explore how intersession is calculated in state graduation rate with the possibility of extending the school year
- Monitor effectiveness of new high school interventions for reading
- Increase the number of resume writing and interview workshops
- Continue to conduct financial aid workshops for families and individual counseling by appointment

When evaluating the graduation rate data, no one student group stood out as all PVCS subgroups are in the red as determined by the California school dashboard and so no specific resource inequities were identified. However, the school has identified that there needs to be an increase in services for English language learners to be successful in the school program and has targeted resources specifically to assist this student population. While this area was not identified as a part of the graduation rate analysis, additional support services for these students should help to improve their graduation rates, among other improvements. |

### **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 by the gathering and analysis of data during periodic administrative meetings. In order to engage student feedback, an exit survey has been developed and will continue to be assigned to all students exiting Pacific View to gauge future plans and determine levels of support provided to students while enrolled. These exit surveys will be analyzed in PLCs by teaching staff as well as during leadership advisory meetings. Parents will be engaged through the weekly meeting discussions with Supervisory Teachers, through meetings to review each student's Learning Plan with the school counselor and through bi-annual surveys. The weekly meeting with families is a fundamental component of the school's instructional model and is often where the most feedback from families is gathered. The Lead Teachers will take on the role of soliciting information from the Supervisory Teachers regarding feedback from families and presenting this information to the school administration. The school counselor will monitor the coaching and meetings held with those students most at risk of dropping out and that information will be shared with leadership at weekly advisory meetings. An evaluation of semester grades and STAR Enterprise scores will provide feedback to the school on the success of curricular interventions put in place to build on students' deficient skills. CAASPP and Dashboard data will be

analyzed once it is available. Other data resources will include a study of graduation cohort data, transfer data, and through mid and end of year surveys for all stakeholders. In addition, PVCS has targeted the 4 year cohort of students as a further area of study. Although this population of students is low, it will be important to track the progress of students who are attending PVCS for all four years of high school to ensure that they are staying on track for graduation and not falling behind in the school's program.

As additional evidence-based interventions are put in place, additional plans for monitoring the effectiveness of those interventions will need to be developed by the administration and support staff. The school will use a Logic Based Model to develop actions and outputs in relation to the interventions and then evaluate both short and long term outcomes of those actions. Any and all data studies will be shared with stakeholders at the periodic stakeholder meetings, including: staff meetings, weekly meetings with students and parents, LCAP stakeholder meetings, and bi-annual surveys to staff, students and parents.