

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Opportunities For Learning William S. Hart CDS Code: 19 65136 1996263

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

OFL - William S. Hart was identified for the Comprehensive Support and Improvement Plan based on our 4-year graduation rate average of 61.9% which is below the 68% ESSA requirement. The CSI plan in alignment with our LCAP will reflect and evaluate current programs and practices and will make needed adjustments to ensure an increase in our overall graduation rate. The LEA plans to continue its efforts outlined in our 2021-24 LCAP throughout the 2023-24 school year in order to move out of CSI identification as soon as possible. Through all of the efforts set forth in our 2021-24 LCAP the LEA has been able to maintain a one-year graduation cohort rate above 68% for the last 3 school years at 87.4%, 86.2%, and 85.15% respectively. In order to meet the minimum standard of having a 4-year average graduation rate at or above 68%, the LEA will continue refining and examining our instructional practices and procedures. Additionally, OFL WSH will address all other indicators on the CA Dashboard and CNA outcomes that are in need of improvement (very low/low) based on the 2022 dashboard as well as indicated in our CNA outcome areas of need: Math SBAC, ELA SBAC, and Chronic Absenteeism. Our CSI plan will include an analysis of this data reviewed throughout our CA, including identification of Evidence-Based Interventions (EBI) and resources inequities identified for implementation that will have positive student outcomes. Evidence-based interventions were identified and selected to address our performance indicators on the CA Dashboard to help boost our student performance outcomes.

LCAP goals that align to our CSI focus areas and are as follows: LCAP Goal 2 metrics and actions align to our CSI math, ELA, and grad rate focus areas, LCAP Goal 3 metrics and actions align to our grad rate and college/career CSI focus areas and our LCAP Goal 4 metrics and actions align to our grad rate and chronic absenteeism CSI focus areas.

Data Reviewed with all Educational Partners

Current data is shared with all educational partners from the Fall 2022 release through a collaborative process based on graduation rates, ELA and Math SBAC scores, EL progress, suspension rates, and chronic absenteeism. Annual Comprehensive Needs Assessments are conducted with our Educational Partners following a data dive protocol to facilitate productive dialogue about the school data highlighted above.

The following observations were noted based on the LEA's graduation data:

1. The LEA has had a 1-year graduation cohort rate in the high 80 percent range every year since the 2019-20 school year.
2. In the 2021-22 school year, there was a 21% increase in the graduation rate for EL students.
3. In the 2021-22 school year only 25% of Foster Youth students graduated which is down from 100% the previous school year.
4. In the 2021-22 school year the Santa Clarita Center increased its graduation rate by 15.22%, while the Canyon Center's graduation rate decreased by 6.73% and the Ridgecrest Center's graduation rate decreased by 12.1%.

The following observations were noted based on the LEA's ELA SBAC scores:

1. 37% of 11th graders tested in either the "Standard Not Met, or Standard Nearly Met" range on ELA SBAC.
2. 70% of Middle School students tested in either the "Standard Not Met, or Standard Nearly Met" range on ELA SBAC.
3. 100% of EL students tested in either the "Standard Not Met, or Standard Nearly Met" range on ELA SBAC.
4. 50% of Foster Youth students tested in the Standard Nearly Met" range on ELA SBAC.
5. 88% of SWD tested in either the "Standard Not Met, or Standard Nearly Met" range on ELA SBAC.
6. 62% of Low-Income students tested in either the "Standard Not Met, or Standard Nearly Met" range on ELA SBAC.

The following observations were noted based on the LEA's Math SBAC scores:

1. 90% of 11th graders tested in either the "Standard Not Met, or Standard Nearly Met" range on Math SBAC.
2. 90% of Middle School students tested in either the "Standard Not Met, or Standard Nearly Met" range on Math SBAC.
3. 100% of EL students tested in either the "Standard Not Met, or Standard Nearly Met" range on Math SBAC.
4. 92% of Low-Income students tested in either the "Standard Not Met, or Standard Nearly Met" range on Math SBAC.
5. 94% of SWD tested in either the "Standard Not Met, or Standard Nearly Met" range on Math SBAC.
6. 100% of Foster Youth students tested in either the "Standard Not Met, or Standard Nearly Met" range on Math SBAC.
7. Middle School students who completed EDM math courses reached the "Standard Nearly Met" range on Math SBAC.

The following observations were noted based on the LEA's Chronic Absenteeism:

1. Chronic Absenteeism increased by 8.4% amongst Middle School students from the 2020-21 school year to the 2021-22 school year.
2. Chronic Absenteeism increased by 4.92% amongst all students from the 2020-21 school year to the 2021-22 school year.
3. The LEA's 2022 CA Dashboard shows Chronic Absenteeism at 50%.
4. The LEA's 2022 CA Dashboard shows that Chronic Absenteeism is highest amongst Hispanic, Low Income, and White students.

The Comprehensive Needs Assessment Root Cause Analysis Findings pertaining to graduation rate were as follows:

1. The introduction of the AB104 bill caused a decrease in graduation rates for the Canyon Country and Ridgecrest centers.
2. Ridgecrest was without a dedicated in person Post-Secondary Counselor for several months in the 2021-22 school year.
3. The combination of iLit classes and the AB104 bill helped EL students meet graduation requirements.
4. The number of 12th grade Foster Youth students decreased in the 2021-22 school year negatively impacting the graduation rate; it only takes 1 or 2 students not graduating to drastically change that percentage.

The Comprehensive Needs Assessment Root Cause Analysis Findings pertaining to ELA SBAC performance were as follows:

1. Students are bringing in learning gaps from Covid learning loss.
2. Lack of intermittent benchmark is causing a loss of progress monitoring in the content area.
3. The middle school ELA curriculum is not adequately preparing students for SBAC testing.
4. The data showed that only a few EL students tested on SBAC, which may have skewed the growth percentage.
5. EL students do not always qualify to receive credit for intervention courses in Achieve 3000, so it is not a priority for students to complete or participate.

The Comprehensive Needs Assessment Root Cause Analysis Findings pertaining to Math SBAC performance were as follows:

1. Students are bringing in learning gaps from Covid learning loss.
2. EL students struggle with academic language, which may have contributed to their low performance in Math assessment.
3. Intervention courses only offer elective credit which may be a deterrent for student enrollment in these courses.

The Comprehensive Needs Assessment Root Cause Analysis Findings pertaining to Chronic Absenteeism were as follows:

1. The transition from distance learning to in-person instruction may have contributed to an increase in chronic absenteeism.
2. Covid illness may have contributed to chronic absenteeism
3. Middle School students have more transportation issues.
4. The shift to digital curriculum (EDM) during distance learning may have contributed to Middle School student chronic absenteeism.

The Comprehensive Needs Assessment Identified the following Next Steps to improve graduation rates:

1. Continue regular Post-Secondary Counselor check-ins with all Foster Youth students.
2. Continue to encourage SGI course enrollment for Foster Youth students.
3. Encourage special population students to participate in student engagement activities.
4. Continue monthly Post-Secondary Counselor tracking of 12th grade students' academic progress towards graduation.

The Comprehensive Needs Assessment Identified the following Next Steps to improve ELA SBAC performance:

1. Middle school students who did not perform or met standards will be enrolled in a direct instruction ELA course.
2. Middle school students will use writing protocol to meet writing standards on SBAC.
3. EL students who have not met ELA SBAC standards should be required to take iLIT or Achieve 3000 in a Hybrid setting.
4. Students who test in the “Needs Urgent Intervention” range during RenStar testing will be enrolled in an ELA Intervention cohort.

The Comprehensive Needs Assessment Identified the following Next Steps to improve Math SBAC performance:

1. Middle School students will need to either enroll in EDM math courses or take direct instruction Pre-Algebra.
2. Have Paraprofessional staff support SWD in direct instruction math courses.
3. Continue to implement SBAC type practice questions in direct instruction math courses.
4. Require all students to complete at least one math unit every school month.

The Comprehensive Needs Assessment Identified the following Next Steps to improve Chronic Absenteeism:

1. Offer more student engagement events geared for Middle School students.
2. Work with Middle School Teachers to identify the issues affecting middle school students’ attendance.
3. Establish Middle School Cohorts or direct instruction classes.

Resource Inequities identified and to be addressed through the implementation of the CSI Plan

Actionable inequities that were identified by the Charter during their Resource Inequity Review are as follows:

The Ridgecrest center has difficulty in recruiting qualified educators, specifically EL Specialist, Special Education Specialist, and English Teacher.

Since it is difficult to recruit qualified educators in the Ridgecrest area, the charter will utilize qualified staff from within the charter to provide support to the students in the Ridgecrest center until these positions can be filled by qualified candidates.

-The EL Coach will provide support to the EL students

-The Lead Special Education Specialist will assist the existing Special Education Specialist in supporting Students with Disabilities

-The Instructional Coach will provide support in English class instruction

Engaging Educational Partner Engagement

Educational Partner Engagement provides the LEA with vital feedback to reflect on and enhance our current practices in order to meet the needs of our students. In addition to participation in the Comprehensive Needs Assessment, our educational partners provided valuable feedback pertaining to graduation rates through engagement surveys, Achievement Chats, and various meetings including DELAC, staff meetings, and counselor meetings throughout the 2022-23 school year.

Our CSI plan was developed by our school leadership in conjunction with our educational partners using data and subsequent analysis, including the identification of evidence-based interventions and resource inequities identified for implementation. The LEA has integrated feedback that was given through educational partner surveys as part of our educational partner engagement events which effectively meets ESSA requirements. School staff were given access to publications on evidence-based interventions through the implementation of action research study teams to evaluate current evidence-based interventions that meet the needs of the students. Research studies included from What Works clearinghouse are described below. Since the LEA was placed on CSI due to our low 4-year average graduation rate, we felt it was important to select an intervention plan that directly targeted graduation and the prevention of dropouts. While other interventions might affect graduation rates indirectly and correlation is assumed, we decided to select the intervention that showed evidence of directly affecting graduation positively. It was decided with input from staff, leadership, and feedback from our educational partners, to select evidence-based interventions that showed a direct correlation to increased graduation rates.

Evidenced Based Interventions -Curriculum

Expository Reading and Writing Curriculum (ERWC), a tier 2 intervention, is a grade 12 English curriculum that emphasizes rhetorical analysis of compelling issues and interesting texts, and it has been shown to positively impact students' English language arts academic achievement. The ERWC was originally developed in 2004 by California State University and had been adopted by over 950 schools in California by 2017. It was chosen as an evidence-based intervention for our school because it improves reading and writing skills for twelfth-grade students. Not only does this translate to greater success on benchmark assessments, but also increased reclassification rates for English Learners. ERWC as an intervention also significantly increases reading and writing skills, which are crucial to the success of students in an independent studies program, as reading and writing are a large portion of what is required to complete coursework and earn credit toward graduation.

iLit, a tier 1 intervention, is a reading intervention program designed to comprehensively support comprehension and literacy gains for English Learners, in a fully digital platform. iLit uses high-interest texts, fiction and non-fiction texts to engage students. It also provides real-time student achievement feedback to teachers so that instruction is adjusted to differentiate for each student. In studies of iLit's effectiveness, the average iLit student saw an increase of 20 percentiles more than the average comparison student in vocabulary, 23 percentiles more than the average student on sentence comprehension, 5 percentiles more than the average student on overall comprehension. This program, and its unique design for improved English language acquisition, provides an additional curricular support for our English Learner population, which directly correlates to the increased success of English Learners in our program and increased skills necessary for English Learners to reclassify as Fluent English Proficient.

Exact Path aka My Math Path, a tier 1 intervention, is an online educational tool designed to support individualized student instruction through the Edmentum platform, which the LEA currently utilizes for digital curriculum. My Math Path includes a diagnostic assessment, individualized instruction and skill practice, progress checks, and additional supporting resources for students. My Math Path provides students with immediate feedback and adjusts in real time to student progress. My Math Path incorporates a formative assessment approach to monitoring student progress and adjusting instruction. Research on the

effectiveness of My Math Path revealed that there are statistically significant positive impacts on mathematics achievement, for students using My Math Path, compared to students who did not. Studies also suggest that My Math Path targets the skills that students need to develop in order to improve their mathematics achievement, making it a successful tool for personalizing instruction and intervention for students.

Achieve 3000, a tier 1 intervention, is a supplemental online literacy program that uses nonfiction texts to provide instruction for grades pre-k through 12. This program focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. It provides differentiated instruction based on each learner's current abilities and grade-level reading goals. In this way, teachers may use it with an entire class or cohort and still be able to tailor assignments to each individual student's learning needs. Achieve 3000 was created for diverse student groups, including general education students, readers who are in need of intense intervention, and English Learners. Research shows that Achieve 3000 has potentially positive effects on reading comprehension and general literacy for adolescent students. We chose to use this program because it addresses the needs of students who are reading below grade level in a way that is uniquely tailored to meet their instructional needs and goals. It provides a space for students to improve not only comprehension but also literacy, both of which in turn lead to reading success across all core content areas. Nonfiction texts also provide students with specific vocabulary that translates to increased access to core subject matter across the curriculum and helps students improve literacy skills having to do with real-world topics, which boosts their ability to find success in different areas of study.

The following strategies below were taken from What Works Clearinghouse Educator's Practice Guide from the US Department of Education - Preventing Dropout in Secondary Schools, which focused on 4 evidence-based strategies that specifically target graduation rates through dropout prevention.

Recommendations provided from the Educator's Practice Guide - **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 was shown to have tier 3, promising level of evidence. It was also pointed out in the literature that this recommendation, when paired with the others, the studies demonstrated positive effects. The intervention also incorporates Recommendation 2: Provide intensive, individualized support to students who have fallen off track and face significant challenges to success, which was shown to have tier 2, moderate level of evidence. The LEA has developed a menu of support options that are used by the teacher and counselor to help students in the school community and the community at large. The monitoring and weekly tracking, allows the LEA to identify and assign intense interventions to support academic, personal, and emotional needs. As a result, the charter will also implement the following 1-4 strategies in order to prevent drop-outs and help increase overall graduation rates.

William S Hart's Implementation of those Strategies:

1. Intentional and individualized tracking, monitoring, and support for seniors centered on strategic planning and academic progress. All seniors meet with their school counselor at least once a semester for academic and graduation planning.

School counselors are tracking the academic progress of every senior on a monthly basis and implementing intervention strategies with any senior who did not meet their monthly goal. All students are also monitored and tracked weekly by teachers and assigned immediate individualized interventions such as, but not limited to extra appointment, strategic planning sessions, unit chunking, individualized tutoring, mental health resources and referrals, home visits, My Math Path, and iLit or Achieve 3000. As described in the Reflections: Identified Needs section, My Math Path and Achieve 3000 cohorts will be established for students who are testing in the “Needs Urgent Intervention” category during RenStar assessments. Placement with a designated Intervention Teacher is offered when students continue to struggle. Based on Preventing Dropout in Secondary Schools, four evidence-based recommendations were cited.

2. Increasing WIOA and career awareness to engage students to connect to schoolwork and college/career success. WIOA implementation provides students with information on different career pathways and the avenues to pursue those careers through exposure to industry professionals at workshops, in career chats, and on field trips. The LEA created a position, Career Pathway Coordinator (CPC), to engage students to connect schoolwork and college/career success. Newly enrolled students meet with the CPC to help guide them into a desired career path. The CPC also provides each student with resources for the selected career path to engage students in college and career readiness, through career chats, WIOA inclusion, career fairs and community outreach, and internship opportunities. The CPC provides resources and workshops such as CTE specific courses based on construction, nursing, information technology, and offers life skill workshops at each learning center. The LEA is working to increase these opportunities for students. The LEA also incorporated entrepreneurial opportunities such as Shark Tank and elective classes focused on career exploration. Following recommendation 3: Engage students by offering curricula and programs that connect schoolwork with college and career success and improve students’ capacity to manage challenges in and out of school, which showed tier 1, strong level of evidence, the LEA is offering these opportunities to all students.

3. Following Recommendations 3 and 4: For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support, which demonstrated moderate evidence and falls into tier2, the LEA aims to increase student and family engagement in order to provide students with a community of support that ultimately encourages school membership and inclusion in the school community. The LEA offers many engagement opportunities which include, but are not limited to: Pathways trips, sports, Student Council, Wellness groups, a senior cohort, Back to School Night, Open House, Senior Social, and student achievement celebrations. Additionally, families are asked to engage in strategic academic planning sessions twice a year where collaboratively, the student, parent, and instructional staff go over the individual student data, progress towards graduation, establish an academic and social-emotional road map for the upcoming semester, and address any needs and concerns.

4. Each learning center utilizes a Math Intervention Specialist. This position works with targeted students to increase math proficiency and course completion during additional appointment times. The LEA feels having additional and targeted math support along with assigned interventions throughout the year will increase student math skills so they are better prepared to take the SBAC. In line with Recommendations 1 and 2, the LEA feels the Math Intervention Specialist position with additional support

and appointments addresses students' intervention needs and targets students who are struggling with courses and subject matter by offering intensive and individualized support.

Evidence-Based Interventions incorporated into our CSI Plan:

1. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf
2. iLit: <https://www.pearsonschool.com/index.cfm?locator=PS3zYd>
3. Achieve 3000: <https://www.evidenceforessa.org/programs/reading/middlehigh-school/achieve3000-secondary>
4. Expository Reading and Writing Course (ERWC): <https://www.evidenceforessa.org/programs/reading/middlehigh-school/expository-reading-and-writing-course-erwc>
5. Exact Path: <https://www.edmentum.com/products/exact-path>

Student Group	Pupil Achievement					School Climate		Pupil Engagement			
	ELPI	ELA (Academic)		Math (Academic)		Suspension Rate		Chronic Absenteeism		Graduation Rate	
	Status	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level
All Students		-7.8 DFS 56 Students		-125.8 DFS 56 Students		0% 5,811 Students		50% 80 Students		61.9% 257 Students	
English Learner	66.7% 15 Students	4 Students		4 Students		0% 433 Students		8 Students		50% 24 Students	
Foster Youth		4 Students		4 Students		0% 39 Students		3 Students		4 Students	
Homeless Youth		4 Students		4 Students		0% 85 Students		5 Students		38.9% 18 Students	
Socioeconomically Disadvantaged		-17.6 DFS 37 Students		-149.9 DFS 37 Students		0% 2,265 Students		57.1% 56 Students		58.7% 189 Students	
Students with Disabilities		8 Students		8 Students		0% 151 Students		54.5% 11 Students		40% 45 Students	
African American		7 Students		7 Students		0% 232 Students		9 Students		33.3% 12 Students	
American Indian		Student		Student		0% 11 Students		1 Student			
Asian		Student		Student		0% 448 Students		1 Student		7 Students	
Filipino						0% 205 Students				8 Students	
Hispanic		-13.7 DFS 26 Students		-128.3 DFS 26 Students		0% 2,742 Students		45.5% 33 Students		59% 105 Students	
Pacific Islander						0% 16 Students					
White		-20.5 DFS 20 Students		-128.6 DFS 20 Students		0% 1,852 Students		58.1% 31 Students		72.6% 95 Students	
Two or More Races		2 Students		2 Students		0% 305 Students		5 Students		47.4% 19 Students	

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Opportunities for Learning - William S. Hart will monitor the implementation and effectiveness of the CSI plan throughout the school year by regularly collecting data from various avenues, including but not limited to the outcomes from the CA Dashboard, internal data pulls, and individual student tracking and documentation.

Principal, Assistant Principal, and Coaches of each center will review and compile data to share with the team on the progress for each metric including achievement chats, graduation rate, intervention plan monitoring such as Math Intervention Specialist support during additional appointments and Homework Cafes, and professional development opportunities. This report will be compiled each quarter and submitted to the Director of Schools.

Post-Secondary Counselors, Teachers, Coaches, Career Pathways Coordinators, and Assistant Principals of each center will compile data to with the team on the progress of each metric, tracking, monitoring, and individualized support for seniors, strategic planning and goal setting, WIOA and career awareness, undecided rates, college and career events, A-G planning guide rate, and student and family engagement. This report will be compiled each quarter and submitted to the Director of Schools.

Educational Partners/ Goal data will be collected and tracked at the end of every school month and is shared with school staff at monthly staff meetings and at Area In-Services 3 times per year. This goal data will be monitored and analyzed every quarter by the AP and Instructional Coach and will be shared with all Educational Partners at the semesterly engagement meetings. Educational Partners will have the opportunity to discuss and offer feedback.

Post-Secondary Counselors at each center will utilize an internal tracking system to monitor the monthly academic progress of each senior. They will use the trackers and achievement chats to address and target students' career and educational paths multiple times a year. In addition, college tours and service learning trips, strategic planning and goal setting, and expansion of college/career events will be tracked and monitored. The LEA has already seen a marked improvement in its 1 year graduation cohort rate and expects to see continued improvement on the CA Dashboard in the future. The LEA uses StudentTrac, (the school's student information system), to monitor the percentage of students who are undecided in a career pathway. The LEA has been able to reduce the number of undecided students, which enables the Career Pathways Coordinators to provide meaningful career workshops and other resources to students. The LEA internally tracks the career chats/workshops, college and career fairs, WIOA services, and other college and career events that are being offered to students. The LEA monitors and evaluates the effectiveness based on student attendance and the number of students accessing these resources and services.

To effectively meet the ESSA requirement of having a 4 year graduation rate average at or above 68%, the plan will continue to reflect and evaluate current programs and practices to work toward an increase in our 4 graduation rate average. We have seen increases in our 1 year graduation cohort rates due to the effects set forth in our CSI plan. Current data will be analyzed with all

Education Partners through a collaborative process in order to make any necessary adjustments and ensure the effectiveness of the implementation of our CSI plan. The Parent Advisory Committee (PAC) will annually review the data and advise in the development of the SPSA. The PAC will be provided with progress updates at each meeting and will have the opportunity to provide feedback and suggestions regarding interventions and strategies to improve student outcomes. The LEA will continue to survey Educational Partners throughout each school year, and monitor the results to include the development of ongoing interventions and strategies.