

# 2020–21 Every Student Succeeds Act

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
LA’s Promise Charter Middle School #1	Donna Jacobson, Director of Schools	<a href="mailto:donnaj@lapromisefund.org">donnaj@lapromisefund.org</a> 213.745.4928

## Comprehensive Support and Improvement Prompts Form

### Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
LA’s Promise Charter Middle School #1

### Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>LA’s Promise Charter Middle School (LAPCMS) #1 has implemented a schoolwide system of supports to effectively complete the requirements of the <b>Comprehensive Support &amp; Improvement</b> status including conducting a needs assessment, identifying root cause analysis, engaging stakeholders in planning, selecting and implementing evidence-based interventions, identifying resource inequities, and ensuring alignment with our ongoing schoolwide improvement cycle as part of WASC Accreditation.</p> <p>LA’s Promise Charter Middle School’s Mission is to provide an outstanding public education in South LA that fully acknowledges and incorporates our students’ variety of backgrounds to achieve academic excellence. Through innovative and culturally responsive teaching we aim to provide authentic learning and promote respect for ourselves, our school, and our community.</p> <p>LAPCMS #1 has <b>engaged and consulted with stakeholders</b> (staff, teachers, parents, students, and governing board) with numerous opportunities to dialogue and to solicit input and feedback through surveys, and virtual meetings, with the</p>

development of the school's Needs Assessment, CSI/SPSA Plan, assess the effectiveness of the school's program, and to identify and address factors between current outcomes and desired student outcomes. LAPCMS reviewed data from the CA Schools Dashboard, progress on the 8 State Priorities, and internal benchmark assessments (NWEA MAP results).

LAPCMS #1 was identified for Comprehensive Support & Improvement based on its Fall 2019 Dashboard for receiving a red performance level for the **Chronic Absenteeism** State Indicator, and the **English Language Arts** and **Mathematics** Academic Indicators.

Our school's Leadership Team comprised of the Director of Schools, Principal, SPED Teacher, Social Worker and Lead Teachers collected, disaggregated and analyzed multiple types of data, that was shared with stakeholders to develop the **needs assessment**. Data analysis included the Fall 2019 California Schools Dashboard (Academic and state indicators), local indicators, CA state long-term goals, stakeholder survey results (teacher, parent and student), in addition to internal assessment data, NWEA Measures of Academic Progress (MAP) for Reading and Math.

LAPCMS #1 has implemented a data-driven culture in alignment with our school's WASC Schoolwide Improvement cycle and our Multi-tiered System of Supports to ensure the academic, social-emotional and behavioral needs of our students are met. Our Leadership Team meets regularly to review and analyze multiple forms of data and assessments which inform the allocation of resources (physical, human, fiscal); our professional development plan, and our CSI/SPSA Plan.

LAPCMS #1 determined the underlying causes of low-performance by conducting a **root-cause analysis** which identified the following needs:

- Strengthen the quality and delivery of the instructional program and build capacity among our educators by providing a robust evidence-based professional development program with ongoing Instructional Coaching. Teachers are not implementing high quality and rigorous curriculum with fidelity. There is a need to hold all teachers accountable for implementing evidence-based pedagogical strategies during daily instruction and for the Principal to provide teachers with feedback on a regular basis.
- Continue to strengthen and expand our Multi-Tiered System of Supports (academic, behavioral, social-emotional), especially since incoming students are performing significantly below grade level.

- Increase student engagement, and participation especially with distance learning.
- Continue to support and strengthen SPED Program that serves our increasing percentage of Students with Disabilities 24.1%.
- Continue to implement PBIS schoolwide to decrease suspension rates, and improve school culture
- Continue to strengthen Power Hour Academic intervention built into the instructional day
- Continue to expand social-emotional and mental health supports for our highly vulnerable students
- There is a need for Administrative Support to create, implement, and maintain critical systems that support the instructional program.

During our review process the Leadership team identified the following **Resource Inequities** by looking at ways in which a program may be unfair or lack inclusion. We utilized the toolkit provided by the [Alliance for Resource Equity](#), a collaboration between Education Resource Strategies (ERS) and The Education trust, that developed the [Education Resource Equity Framework](#). Resource inequities identified in our program in connection with our school's needs assessment includes:

- Positive & Inviting School Culture: need to continue to strengthen PBIS, and create a positive and welcoming school environment that will impact attendance rates, reduce chronic absenteeism rates, and decrease suspension rates.
- Empowering Rigorous Content: Teachers are not implementing with fidelity high quality rigorous curriculum
- Student Supports & Intervention: continue to provide academic intervention built into the instructional day and provide teachers with professional development on differentiation/scaffolding
- Teaching Quality & Diversity: Continue to recruit experienced teachers that are appropriately credentialed and assigned that will impact student learning, engagement, participation, and outcomes. Teachers are not receiving regular feedback on their instruction.
- School Leadership Quality & Diversity: Provide leadership with professional development and coaching so they can support teachers as instructional leaders.

LA's Promise Charter Middle #1 Leadership Team utilized the following sites to ensure adoption and implementation of **evidence-based interventions** for the school's CSI Plan. The sites we researched include:

- [Evidenceforessa.org](#) website

- [What works Clearinghouse](#)

- Research studies that demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on strong, moderate or promising evidence (Tiers of Intervention 1-3).
- U.S. Department of Education [Resources to Support Next Generation High Schools](#): Using evidence to create next generation High Schools
- U.S. Department of Education: [Using Evidence to Strengthen Education Investments](#) (Non-regulatory guidance)

**CSI Funds** will be used to implement the following to address our school's Dashboard findings:

- Provide ELA & History teachers with a robust evidence-based Professional Development from Loyola Marymount University's (LMU) CA Reading and Writing Project.
- Instructional Coaching and Professional Development for all Math Teachers to improve quality and delivery of Mathematics instruction and improve student academic outcomes.
- Intervention Coach that will provide all teachers and paraprofessionals with evidence-based strategies to provide effective intervention.
- Additional Instructional Aide will provide push-in academic support for students who are struggling academically as identified on CAASPP ELA/Math assessments, NWEA MAP Assessments, student work and/or academic grades.
- Purchase and implement Cengage ELD Kits for English Learners.
- Subscription for BrainPop tools that provides students the opportunity to deepen their understanding of topic across the curriculum.
- Purchase & implement Wilson Reading Intervention for "beginning level" readers (Lexile <200) that will focus on the fundamentals of reading; including phonemic awareness; and Word Identification and Spelling Test (WIST).
- Reading Books of various genres to support literacy and reading comprehension skills.
- Continue to research other methods to support students academically.

## 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.**

LA's Promise Charter Middle School #1 Leadership Team comprised of the Director of Schools, Principal, SPED Teacher, Social Worker, and Lead Teachers will monitor and evaluate the effectiveness of the CSI/SPSA Plan, to ensure actions are implemented with fidelity to improve student academic outcomes and schoolwide improvement.

The Leadership Team will meet bi-weekly to review internal assessment data (ex. NWEA Measures of Academic Progress, Achieve 3000, academic grades, student work), schoolwide data (attendance rates, chronic absenteeism rates, suspension rates); state mandated assessments (CAASPP, CAST, ELPAC assessments); Professional development and coaching hours, and findings from teacher observation tool. The Principal will monitor and implement the tiered reengagement strategies to ensure all students are participating and attending daily distance learning. An analysis of the findings will be shared with staff, parents and students.

The Principal and Instructional Coaches will conduct daily classroom walkthroughs and observations using an observation tool, to ensure strategies taught during professional development are implemented and effective in addressing student needs and learning gaps. The Principal will oversee all professional development and evaluate all teachers.

Stakeholder surveys (teachers, parent, student) will be administered at least twice during the year (November & May) to measure school climate, satisfaction and identify areas of concern.

The Leadership Team will use the data from these reports to assess the implementation of these actions, services and program and will evaluate the effectiveness of the CSI Plan to support student and school improvement. Quarterly reports will be developed for each of these actions and presented to the LA Promise Charter Middle School's Board of Directors by the Director of Schools & Principal.

## 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](mailto: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](mailto: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.**

**California Department of Education  
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