

For **Chronic Absenteeism Indicator**, the following chart reflects the 2017-18 and 2018-19 chronic absenteeism rates school wide and for all student groups: African American, Hispanic, English Learners (EL), Socioeconomically Disadvantaged (SED); and Students with Disabilities (SWD).

| LA's PROMISE CHARTER MIDDLE SCHOOL | | | | LA's PROMISE CHARTER MIDDLE SCHOOL | | | |
|------------------------------------|-------------|-------|-------|------------------------------------|-------------|-------|-------|
| 2017-18 CHRONIC ABSENTEEISM RATE | | | | 2018-19 CHRONIC ABSENTEEISM RATE | | | |
| | ELIG ENROLL | COUNT | RATE | | ELIG ENROLL | COUNT | RATE |
| SCHOOLWIDE | 204 | 33 | 16.2% | SCHOOLWIDE | 274 | 64 | 23.4% |
| AFRICAN-AMERICAN | 72 | 18 | 25.0% | AFRICAN-AMERICAN | 92 | 29 | 31.5% |
| HISPANIC | 126 | 14 | 11.1% | HISPANIC | 173 | 32 | 18.5% |
| ENGLISH LEARNERS | 65 | 7 | 10.8% | ENGLISH LEARNERS | 89 | 19 | 21.3% |
| SOC. ECON DISADV. | 191 | 27 | 14.1% | SOC. ECON DISADV. | 251 | 57 | 22.7% |
| SWD | 48 | 7 | 14.6% | SWD | 68 | 14 | 20.6% |

In 2018-19, members of our leadership team participated in the California Association of Supervisors of Child Welfare and Attendance (CASCWA) to learn about strategies to improve student attendance and root causes. An office coordinator was hired to identify, monitor and report to the leadership team, student attendance rates, and those at-risk for chronic absenteeism. The Leadership Team has implemented strategies recommended by CASCWA which include, daily calls to families, conducting parent meetings with the Principal to identify root causes and develop and implement an action plan, including a SART.

The 2020-21 school year started with all students participating in distance learning. In order to improve student attendance, participation and engagement LAPCMS staff will utilize ParentSquare to send schoolwide, class-level or grade-specific messages. All families will receive weekly announcements via phone call, ParentSquare, our school's website, and Facebook Social Media as requested by families. All announcements are also translated to Spanish based on the 15% minimum language translation requirement.

LAPCMS has developed and implemented the following tiered reengagement strategies for students who were absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

Tier 1:

- Teachers take daily attendance within 10 minutes of the start of the synchronous period. A roll call can be taken through audio, visual, or typed responses.
- Students attendance is recorded directly through the SIS system, Power School.
- Teachers will document/report students who are present during a synchronous session, but do not actively complete assignments.

- School team members will contact families to alert them of the student absence and consider personalized solutions for re-engagement purposes.

Tier 2:

- Daily attendance and participation data will be reviewed on a weekly basis, by the LAPCMS Attendance Team, consisting of school leaders and support team members.
- Additional follow-up actions will be determined through outreach and intervention (Student Success Team, counseling support).
- Additional academic counseling, intervention, and support provided.

Tier 3:

- Increased follow-up communication by the school team may include personal phone calls, meetings, or home visits.
- Referrals will be made to counselors or outside agencies, to access information and additional mental health resources.
- Parent team can work with families to attain resources within the community.

All teachers documented daily attendance using PowerSchool, Student Information System based on participation in synchronous, asynchronous instruction. To measure engagement, asynchronous and synchronous lessons and activities were assigned a time value. In the SIS, teachers assigned a time value for each activity, indicated whether the activity is synchronous or asynchronous, and documented each student's participation and engagement in each lesson and activity for each day of the week.

LAPCMS ensured that a Weekly Engagement Record was completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

The SART program remained in effect to target students who were not present/engaged. Interventions were implemented including counseling, increased family outreach, referral to community agencies, and rewards for improvements in attendance and participation. As a result, our school implemented a School Attendance Review Team (SART) that met weekly to review student attendance rates, develop and implemented action plans, monitored students at-risk, conducted home visits and implemented strategies to decrease chronic absenteeism rates, including creating a safe and positive school culture and climate.

LAPCMS utilized the RTI system to support disengaged learners. These tiers involved the development of a culture focused on the advancement of student learning through targeted, systematic interventions that were tailored to individual student needs, and remediation and enrichment that were embedded within the school day.

LAPCMS continued to implement Positive Behavioral Interventions and Supports (PBIS) a proactive approach to improve school safety, promoted positive behavior, and decreased suspension rates. Our school's PBIS team continued to participate in PBIS training at LACOE, and implement evidence-based strategies to decrease suspension rates. Our tiered system of supports for students focused on behavior prevention and intervention.

| 2017-18 SUSPENSION RATE | | | | | | |
|-------------------------|------------|---------|-------------|------|------------------|----------------------|
| ETHNICITY | CUM ENROLL | TOTAL # | UNDUP COUNT | RATE | % STUD. W/1 SUSP | % STUD. W/MULT. SUSP |
| SCHOOLWIDE | 211 | 5 | 5 | 2.4% | 100% | 0% |
| AFRICAN-AMERICAN | 75 | 4 | 4 | 5.3% | 100% | 0% |
| HISPANIC | 129 | 1 | 1 | 0.8% | 100% | 0% |
| ELL | 66 | 0 | 0 | 0% | 0% | 0% |
| SOC. ECON DISADV | 197 | 5 | 5 | 3% | 100% | 0% |
| SWD | 48 | 2 | 2 | 4% | 100% | 0% |

| 2018-19 SUSPENSION RATE | | | | | | |
|-------------------------|------------|---------|-------------|------|------------------|----------------------|
| ETHNICITY | CUM ENROLL | TOTAL # | UNDUP COUNT | RATE | % STUD. W/1 SUSP | % STUD. W/MULT. SUSP |
| SCHOOLWIDE | 287 | 3 | 3 | 1.0% | 100% | 0% |
| AFRICAN-AMERICAN | 98 | 1 | 1 | 1.0% | 100% | 0% |
| HISPANIC | 180 | 2 | 2 | 1.1% | 100% | 0% |
| ELL | 91 | 2 | 2 | 2.2% | 100% | 0% |
| SOC. ECON DISADV | 262 | 3 | 3 | 1.1% | 100% | 0% |
| SWD | 71 | 0 | 0 | 0% | 0% | 0% |

For the *Academic Indicators* on the CA Schools Dashboard, the following chart reflects the Spring 2019 *ELA and Math CAASPP Scale Scores* Distance from Standard and the scale score change from Spring 2018.

| SPRING 2019: ELA CAASPP SCALE SCORE | | | SPRING 2019: MATH CAASPP SCALE SCORE | | |
|-------------------------------------|----------|------------|--------------------------------------|----------|------------|
| | 2019 DFS | Δ18 to Δ19 | | 2019 DFS | Δ18 to Δ19 |
| ALL STUDENTS | -87.2 | -4.8 | ALL STUDENTS | -131.1 | -5.6 |
| EL | -110.6 | -0.9 | EL | -151 | -3.8 |
| SOC ECON DISADV. | -85.9 | -2.9 | SOC ECON DISADV. | -130.9 | -3.7 |
| SWD | -130.2 | -6.5 | SWD | -159.3 | 12.1 |
| AFRIC. AMERICAN | -88.7 | -6 | AFRIC. AMERICAN | -142.4 | -10.4 |
| HISPANIC | -87.1 | -5.3 | HISPANIC | -127.1 | -4.9 |

The following chart provides the 2019-20 Fall-to-Winter NWEA MAP assessments in reading and mathematics. Grades 6-7 made at least one year's growth in reading; and grade 8 demonstrated a one-year decline, with the exception of Students with Disabilities. In Mathematics: Grades 6 and 8 made a one-year growth, and grade 7 did not.

| 2019-20 NWEA MAP RESULTS: READING | | | | | | | | | | | | | | |
|-----------------------------------|----------|-----|-----|----------|-----|-----|------------------|-----|-----|-----------------|--------------------|---------------------|--------------------------|------|
| GRADE LEVEL | FALL | | | WINTER | | | WINTER INTERIM 2 | | | MEAN RIT GROWTH | MEAN EL RIT GROWTH | MEAN SWD RIT GROWTH | MEAN SCHOOL GROWTH NORMS | SD |
| | MEAN RIT | EL | SWD | MEAN RIT | EL | SWD | MEAN RIT | EL | SWD | | | | | |
| GRADE 6 | 193 | 188 | 180 | 197 | 191 | 186 | 197 | 191 | 186 | 4 | 3 | 6 | 3.64 | 1.02 |
| GRADE 7 | 195 | 184 | 182 | 202 | 194 | 193 | 202 | 194 | 193 | 7 | 10 | 11 | 2.87 | 1.02 |
| GRADE 8 | 206 | 192 | 192 | 203 | 192 | 197 | 203 | 192 | 197 | -3 | 0 | 5 | 2.51 | 1.18 |

| 2019-20 NWEA MAP RESULTS: MATH | | | | | | | | | | | | | | |
|--------------------------------|----------|-----|-----|----------|-----|-----|------------------|-----|-----|-----------------|--------------------|---------------------|--------------------------|------|
| GRADE LEVEL | FALL | | | WINTER | | | WINTER INTERIM 2 | | | MEAN RIT GROWTH | MEAN EL RIT GROWTH | MEAN SWD RIT GROWTH | MEAN SCHOOL GROWTH NORMS | SD |
| | MEAN RIT | EL | SWD | MEAN RIT | EL | SWD | MEAN RIT | EL | SWD | | | | | |
| GRADE 6 | 197 | 194 | 193 | 201 | 197 | 195 | 201 | 197 | 195 | 4 | 3 | 2 | 4.81 | 1.28 |
| GRADE 7 | 202 | 194 | 186 | 204 | 197 | 191 | 204 | 197 | 191 | 2 | 3 | 5 | 3.83 | 1.19 |
| GRADE 8 | 203 | 196 | 196 | 207 | 199 | 198 | 207 | 199 | 198 | 4 | 3 | 2 | 3.20 | 1.38 |

As a result of the dashboard performance levels, CAASPP Performance and the 2019-20 NWEA MAP Assessments results, there was a need to implement a clear and robust distance learning platform that provided step-by-step instructions on how to participate in distance learning; including norms that must be adhered to and submitting completed assignments. This was the planning that took place during the Summer 2020 in preparation for the 2020-21 school year.

For the 2020-21 school year NWEA MAP assessments were mostly administered remotely since hybrid instruction did not start until April 26th. According to the following chart, students across all grade levels demonstrated a one-year growth in Reading with the exception of 6th grade Students with Disabilities. In mathematics, all grade levels demonstrated at least a one-year growth, with the exception of 7th grade Students with Disabilities. The largest growth was among 6th grade English Learners and Students with disabilities student groups, as evidenced below. LAPCMS has administered the CAASPP ELA & Math assessments this Spring 2021, and results are pending.

| 2020-21 NWEA MAP RESULTS: READING | | | | | | | | | | | | | | |
|-----------------------------------|------------------------|-----|-----|-----------------------------------|-----|-----|---------------------------------|-----|-----|-----------------|--------------------|---------------------|--------------------------|------|
| GRADE LEVEL | Baseline - August 2020 | | | Interim #1 - Fall 2020 (November) | | | Interi #2 - Winter 2021 (March) | | | MEAN RIT GROWTH | MEAN EL RIT GROWTH | MEAN SWD RIT GROWTH | MEAN SCHOOL GROWTH NORMS | SD |
| | MEAN RIT | EL | SWD | MEAN RIT | EL | SWD | MEAN RIT | EL | SWD | | | | | |
| GRADE 6 | 188 | 184 | 183 | 189 | 185 | 184 | 192 | 189 | 185 | 4 | 5 | 2 | 3.64 | 1.02 |
| GRADE 7 | 194 | 185 | 182 | 197 | 187 | 187 | 199 | 191 | 188 | 5 | 6 | 6 | 2.87 | 1.02 |
| GRADE 8 | 201 | 191 | 187 | 201 | 190 | 194 | 205 | 196 | 198 | 4 | 5 | 11 | 2.51 | 1.18 |

| 2020-21 NWEA MAP RESULTS: MATH | | | | | | | | | | | | | | |
|--------------------------------|------------------------|-----|-----|-----------------------------------|-----|-----|---------------------------------|-----|-----|-----------------|--------------------|---------------------|--------------------------|------|
| GRADE LEVEL | Baseline - August 2020 | | | Interim #1 - Fall 2020 (November) | | | Interi #2 - Winter 2021 (March) | | | MEAN RIT GROWTH | MEAN EL RIT GROWTH | MEAN SWD RIT GROWTH | MEAN SCHOOL GROWTH NORMS | SD |
| | MEAN RIT | EL | SWD | MEAN RIT | EL | SWD | MEAN RIT | EL | SWD | | | | | |
| GRADE 6 | 193 | 189 | 183 | 194 | 191 | 186 | 198 | 198 | 193 | 5 | 9 | 10 | 4.81 | 1.28 |
| GRADE 7 | 199 | 194 | 190 | 202 | 197 | 192 | 203 | 197 | 191 | 4 | 3 | 1 | 3.83 | 1.19 |
| GRADE 8 | 205 | 198 | 195 | 207 | 198 | 197 | 209 | 200 | 199 | 4 | 2 | 4 | 3.20 | 1.38 |

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.

As a result of our **needs assessment** for the 2020-21 school year, our teachers are implementing targeted small group instruction through guided reading groups, especially with Distance learning.

The following includes programs and supports that will be implemented for 2021-22 school year to improve student academic outcomes and reduce chronic absenteeism rates.

- Provide ELA & History teachers with a robust evidence-based Professional Development from Loyola Marymount University's (LMU) CA Reading and Writing Project. (CRLP) (CSI Funds)
- Instructional Coaching and Professional Development for all Math Teachers to improve quality and delivery of Mathematics instruction and improve student academic outcomes. (CSI Funds)
- Intervention Teacher (credentialed) to provide Tier 2 reading supports for students reading 4+ years below grade level. Over 50% of our students are reading 4 or more years below grade level.
- 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. (CSI Funded); and additional Instructional Aide will be funded with Title I Funds.

- NWEA MAP Assessments (Reading & Math) will be administered 3 times/year to measure and monitor student academic progress. Results will be used to inform instruction and/or identify student academic needs, learning gaps, and provide targeted academic supports. (Title I funded)
- Achieve 3000 is an evidence-based intervention with a rating of “strong” for ESSA, that has demonstrated accelerated literacy growth for students across grade levels and abilities. Continue to implement Achieve 3000 for all grade levels for assessments (reading Lexile level) and to accelerate reading comprehension. (Title I funded)
- Social Worker to provide counseling services for students with personal and psychological issues that impact their academic performance, behavior, and socialization at school. Counseling sessions will take place including workshops and establish and implement prevention programs and intervention plans. The Social Worker will communicate with students to assess whether counseling is needed; and assist teachers and administrators with the identification of root causes of behavioral issues. In addition, will develop partnerships with community-based organizations that can further support the economic, social-emotional and/or mental health issues of our students through referrals for such services. The Social Worker will provide evidence-based strategies for school staff to implement to address student behavior and/or social-emotional issues. The Social Worker will also communicate with families to provide referral services for social services including shelters, access to food banks, and medical services. (Title I funded)

Monitoring and Evaluating Effectiveness

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

LA Promise Charter Middle School #1’s Leadership Team will serve as the “CSI Team,” who will monitor and evaluate the implementation and effectiveness of the CSI Plan to support overall schoolwide improvement.

The CSI Team will be comprised of the Director of Schools, Principal, Assistant Principal, SPED Coordinator and the Director of Operations (finances). The CSI team will meet on a monthly basis.

1. Mid-year and Annual growth targets will be developed for each student in ELA and Math; based on Spring 2021 CAASPP ELA/Math results and most recent NWEA MAP results (ELA/Math). This process will take place during the summer by the Leadership Team and during summer Professional Development with the entire teaching staff. Learning Outcomes will be developed and monitored on a quarterly basis to ensure accountability from our Leadership team & educators for improving student outcomes. MTSS will be systematized and strengthened to ensure services are provided to students based on identified academic, and/or social-emotional need.
2. During parent/student orientation: Principal, Assistant Principal and Teachers, will meet with families and discuss their child’s academic performance, action plan with mid-year and annual growth target expectations) and explain resources available and that will be provided. For families that fail to attend the parent/student orientation, home visits by the Leadership team will take place to ensure all stakeholders are informed; provided mid-year and end-of year growth targets, and expectations. The Principal will be responsible in monitoring this process and ensure a meeting takes place with every student. Documentation will include a roster of every enrolled

student, academic grades, NWEA results, CAASPP results, resources and interventions provided, and mid-year and end of year growth targets. This document will be reviewed and discussed during each Monthly Leadership Team meeting.

3. The Assistant Principal and Principal will conduct bi-weekly classroom observations using an Observation Tool that will focus on specific pedagogical strategies that all teachers must implement (based on evidence-based practices) and professional development provided to teachers. Upon the completion of the classroom observation, feedback will be provided to each teacher, and shared with the instructional coach. Results and findings will be shared at monthly Leadership Team meetings.

4. For students participating in Summer Program & Summer Bridge (2021) – pre/post assessments will be administered to assess and monitor student progress. The Principal will be responsible for the collection of this data; that will be presented at the Monthly Leadership Team meetings.

5. A survey will be administered to each teacher where they will evaluate Professional Development; and the coaching they receive. Results from the surveys will be reviewed and discussed during Monthly Leadership Team meetings, and used to identify whether modifications/changes need to be made mid-year to improve student outcomes and support our teacher's needs.

6. The Principal will also collect and monitor: on a weekly basis: student attendance, identify each student (and the total number of absences to-date), steps taken (phone call home, meeting with student and family, resources provided, and adherence to action plan for each student). The counselor will provide the principal with behavior (referral) incidents on a weekly basis. These reports will be compiled and presented by the Principal to the Leadership Team (Monthly).

7. The Leadership Team including the Director of Schools will use the data from these reports to assess the implementation of these actions, services and program and 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.