LA's Promise Charter Middle School #1

School Accountability Report Card
Reported Using Data from the 2018—19 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

David Carr, Principal

📍 Principal, LA's Promise Charter Middle School #1

About Our School

LA's Promise Charter Middle School #1 serves students in grades 6-8. The school features:

- a safe and nurturing environment
- a technology-based curriculum
- engaging, interactive and highly qualified teachers

Our goal is to ensure all LA's Promise Charter Middle School #1 students thrive academically, emotionally, and socially, and are inspired each day to be their best. Finally, the school will be your school- a place where parents are welcomed and given the tools needed to support their child's overall well-being and academic success.

David Carr
Principal

LA's Promise Charter Middle School #1 sirve a estudiantes en los grados 6-8. Las características de la escuela son:

- un ambiente seguro y acogedor
- un currículo basado en tecnología
- maestros dedicados, interactivos y altamente cualificados

Nuestro objetivo es asegurar que todos los estudiantes de LA's Promise Charter Middle School #1 prosperen académicamente, emocionalmente y socialmente, e inspíralos cada día para desempeñar sus habilidades lo mejor posible. Por último, la escuela será su escuela, un lugar donde los padres son bienvenidos y se les proveerán las herramientas necesarias para apoyar el bienestar general y el éxito académico de sus hijos.

David Carr
Director

Contact

LA's Promise Charter Middle School #1
4920 South Western Ave.
Los Angeles, CA 90062-2347

Phone: 323-403-0770
Email: info@lapromisefund.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	LA's Promise Charter Middle School #1
Phone Number	(323) 403-0770
Superintendent	Donna Jacobson
Email Address	donnaj@lapromisefund.org
Website	www.lapcms.org

| School Contact Information (School Year 2019—20)	
School Name	LA's Promise Charter Middle School #1
Street	4920 South Western Ave.
City, State, Zip	Los Angeles, Ca, 90062-2347
Phone Number	323-403-0770
Principal	David Carr, Principal
Email Address	info@lapromisefund.org
County-District-School (CDS) Code	19101990134361

Last updated: 2/1/2020

School Description and Mission Statement (School Year 2019—20)

The mission of LA's Promise Charter Middle School #1 is to promote every student with the skills and proficiency needed to succeed in high school, college, leadership, and life.

Our vision is to transform education in South Los Angeles and become a hub that graduates all students prepared for healthy and successful lives, thereby radically improving the future of an entire community. We are committed to ensuring that every child receives an excellent education at our school.

Last updated: 2/1/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	68
Grade 7	90
Grade 8	88
Total Enrollment	246
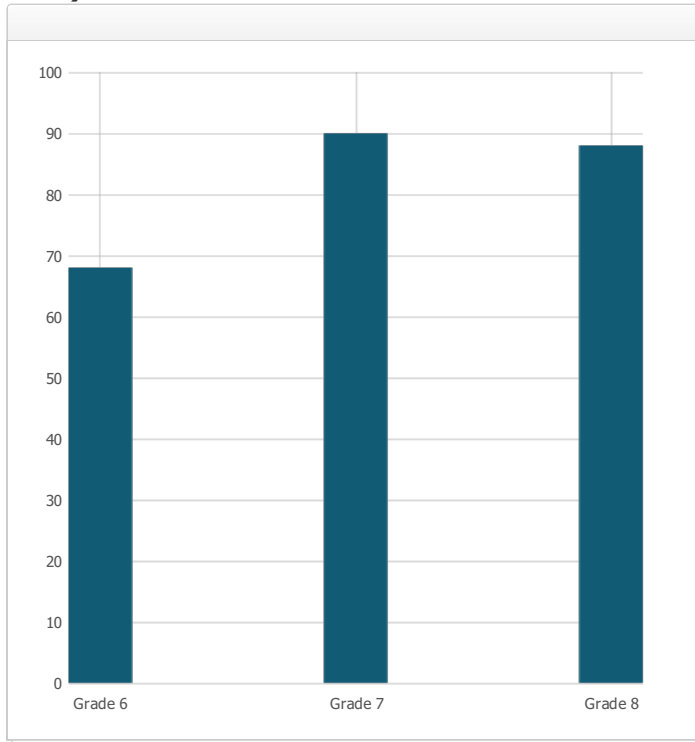
Last updated: 2/1/2020

Student Enrollment by Student Group (School Year 2018—19)

| Student Group	Percent of Total Enrollment
Black or African American	31.70 %
American Indian or Alaska Native	%
Asian	0.40 %
Filipino	%
Hispanic or Latino	65.90 %
Native Hawaiian or Pacific Islander	%
White	%
Two or More Races	2.00 %
Student Group (Other)	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	91.10 %
English Learners	32.90 %
Students with Disabilities	21.10 %
Foster Youth	0.80 %
Homeless	0.40 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

* Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
* Pupils have access to standards-aligned instructional materials; and
* School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	8	11	11	11
Without Full Credential	2	2	5	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
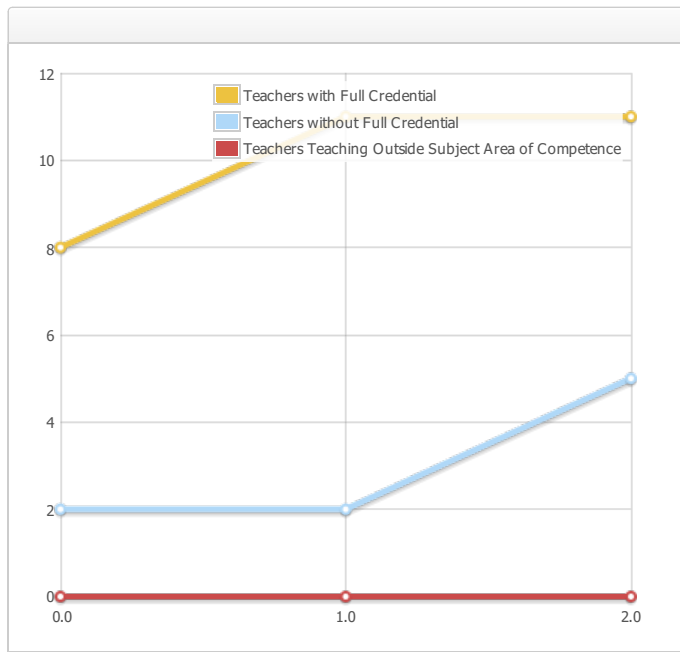
Last updated: 2/1/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	0
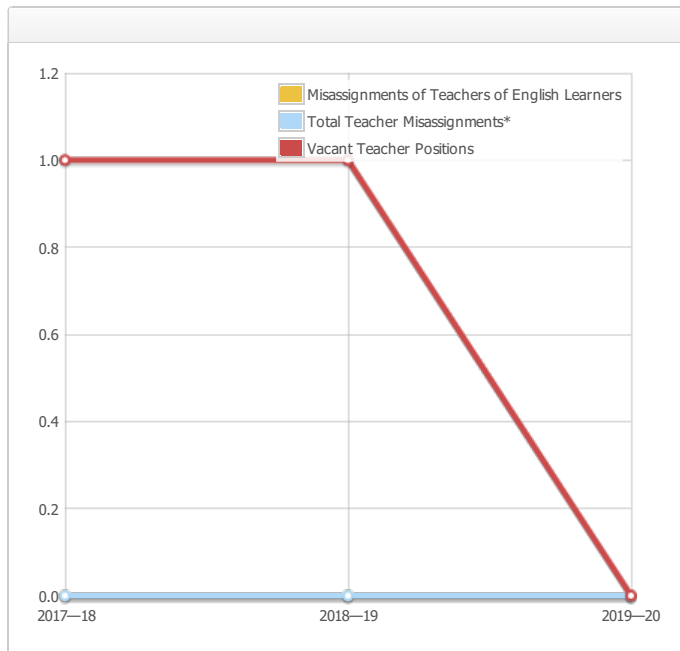
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/1/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	**EngageNY, Grade 6-8** Speak: **Bronx Masquerade** **Achieve 3000** **Cengage**	Yes	0.00 %
Mathematics	**Illustrative Mathematics, Grade 6-8** **IXL Math**	Yes	0.00 %
Science	**STEMscopes: NGSS, Grade 6-8**	Yes	0.00 %
History-Social Science	**History Alive! Grade 8** The DBQ Project: **US History, Grade 8**	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 2/1/2020

School Facility Conditions and Planned Improvements

LA's Promise Charter Middle School #1 satisfactorily met all requirements for a facility in good repair in the most recent inspection conducted by the Los Angeles County Office of Education (LACOE) on November 15, 2019.

The school grounds consist of one building built in 1984 with a total of 11 classrooms, one multipurpose room, and several administrative and service-provider offices. The building has an approximate square footage of 9,000 SF with a maximum occupancy of 217. During this most recent facilities inspection, LACOE found all aspects of the grounds satisfactory with no corrective actions needed.

Custodial staff cleans the grounds throughout the day with additional cleaning when required as determined by the Principal and School Business Operations Manager. Any needed repairs or improvements are identified by the Principal and School Business Operations Manager and communicated to LA Promise Fund's Operations team. The Operations team executes any needed repairs or improvements outside school hours, if possible, for safety reasons.

Last updated: 2/1/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2019

Overall Rating	Good

Last updated: 2/1/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	16.0%	15.0%	16.0%	15.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	9.0%	8.0%	9.0%	8.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 2/1/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	259	251	96.91%	3.09%	15.14%
Male	144	140	97.22%	2.78%	12.86%
Female	115	111	96.52%	3.48%	18.02%
Black or African American	84	82	97.62%	2.38%	13.41%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	167	162	97.01%	2.99%	15.43%
Native Hawaiian or Pacific Islander					
White					
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	237	230	97.05%	2.95%	14.78%
English Learners	105	102	97.14%	2.86%	7.84%
Students with Disabilities	66	65	98.48%	1.52%	6.15%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	259	252	97.30%	2.70%	7.54%
Male	144	140	97.22%	2.78%	7.14%
Female	115	112	97.39%	2.61%	8.04%
Black or African American	84	81	96.43%	3.57%	4.94%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	167	163	97.60%	2.40%	9.20%
Native Hawaiian or Pacific Islander					
White					
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	237	231	97.47%	2.53%	7.79%
English Learners	105	104	99.05%	0.95%	3.85%
Students with Disabilities	66	64	96.97%	3.03%	3.13%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 2/1/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	17.40%	29.30%	38.00%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

LA Promise Fund believes parents are key stakeholders helping us guide and prepare students within our network for success in college, career, and life. Our signature Promise Parent program is composed of various engagement opportunities for parents/guardians within the Promise network. Our Parent Centers serve as community hubs to provide such opportunities, which include but are not limited to: the Promise Volunteer Program, Promise Parent College, the School2Home workshop series, School Site Council and a diverse offering of academic and empowerment workshops and trainings. Our goal is to continue cultivating a college-going culture in South Los Angeles, by providing pathways to college and career-readiness. For more information contact Monica Cardona, Director of Parent Engagement for LA Promise Fund, at monicac@lapromisefund.org or (213) 745-4928 ext. 5131.

State Priority: Pupil Engagement

Last updated: 2/1/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.20%	2.40%	1.00%	2.20%	2.40%	1.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 2/1/2020

School Safety Plan (School Year 2019—20)

LA's Promise Charter Middle School #1 has a comprehensive safety plan in place. The current Safe School Plan was discussed and reviewed with the School Site Council consisting of various stakeholder groups - school leaders, teachers, parents, students- on 10/13/19, 11/13/19 and 1/16/20. The plan is pending final approval by our Schools Committee on February 6, 2020.

The LA's Promise Charter Middle School #1 School Safety Plan covers, among others, the following elements in detail:

- What to do in case of a fire

- What to do in case of a lockdown

- What to do in case of an earthquake

- What to do in case of a bomb threat

- What to do in case of a medical emergency

Specific instructions for the above scenarios as well as many others are laid out in detail. Additionally, emergency phone numbers, evacuation routes and instructions, building information, designated contacts, and log templates are included.

Last updated: 2/1/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	14.00	51	3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	20.00	17	24	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	18.00	22	1	2
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	15.00	15	1	
Mathematics	22.00	1		
Science	21.00	3	1	
Social Science	19.00	6		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	19.00	21	5	
Mathematics	21.00	6	4	
Science	22.00	4	5	
Social Science	22.00	4	4	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/1/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.
**Average Number of Pupils per Counselor

Last updated: 2/1/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12067.12	$5267.92	$6799.20	$52015.06
District	N/A	N/A	$6799.20	$52015.06
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	$7506.64	--
Percent Difference – School Site and State	N/A	N/A	9.89%	--

Note: Cells with N/A values do not require data.

Last updated: 2/1/2020

Types of Services Funded (Fiscal Year 2018—19)

The school climate improved through the implementation of a grant through the NOVO foundation to support social-emotional learning. The grant provided a part-time SEL coordinator, professional development for teachers to implement an Advisory (Promise Time) curriculum through a partnership with Facing History. The school also launched PBIS through a multi-year initiative through LACOE. The PBIS team is comprised of school leaders and teachers. The team is developing a plan to be shared and implemented with all stakeholders to integrate PBIS through all elements of the school. In order to engage learners and keep students safe and stimulated after school, the school received an ASES grant and partnered with After School All Stars for high quality after school programming. Over 90 students participate in the All Stars program, which includes homework assistance, sports, arts, and leadership. Through the greater LAPF organization, students and families are supported through mobile health clinics, Breakfast in the Classroom, and Promise Parent College. The implementation of the daily, morning chant and celebrations of learning, contributed to the positive school culture.

As a growing charter school, the school employs novice teachers that require ongoing feedback, coaching, and support. The school increased the manner in which teachers were supported through professional learning, observation and feedback, and increased opportunities for collaborative planning with peers. The 2017-18 CAASPP data underscores the need for support in mathematics. As a result, the school embarked upon a partnership with Loyola Marymount University (LMU), to provide bi-monthly professional learning to build content knowledge and develop teacher capacity in delivering rigorous, common core instruction across math classes. The LEA partners with LACOE for Teacher Induction, to clear preliminary teaching credentials, and provide new teachers with an additional layer of coaching. The school provides teachers with inspiring and impactful professional learning during the Summer Teacher Conference and on early release Wednesday. These efforts serve to support new teachers in developing their instructional capacity and retaining the most effective teachers to serve our high need student population. Our efforts to support new teachers are aimed at retaining talented educators.

Academic achievement for students was supported through school-based intervention programs and partnerships. The School2Home program provides every learner with a chrome book to take home, parent education relating to technology use, and professional development to facilitate engaging classroom learning. Power Hour provides learners with an hour of intervention four days a week. CAASPP data is used to group students for Power Hour according to need. To increase the effectiveness of Power Hour this year, the school leadership provided collaborative planning time during the professional learning block. Achieve 3000 was implemented to build students' lexile reading level, and monitor progress. IXL math is used to build foundational math skills. Additional intervention is provided during after school tutoring. English learners are supported through both designated and integrated ELD. The school serves a high number of special needs students. Special education students are clustered for inclusion and provided with an RSP Lab to meet instructional minutes as stated in their IEP.

Last updated: 2/1/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	40	38	55