

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
LA's Promise Charter Middle School #1	Donna Jacobson, Head of Schools	donnaj@lapromisefund.org 323.403.0770

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

LA's Promise Charter Middle School's charter petition was renewed for an additional 5 years by its authorizer, Los Angeles County Office of Education (LACOE).

LA Promise Charter Middle School #1 is operated through *LA Promise Fund*, a nonprofit organization dedicated to preparing students for success in college, career, and life. The Fund creates vibrant community hubs and partnerships that foster motivated, engaged, and directed students, who are poised for academic, professional, and personal success. The school is located in the Vermont Corridor in South Los Angeles. The students who attend the school primarily reside, within the SLATE-Z Promise Zone, a federally designated neighborhood that is severely affected by poverty, overcrowded housing, high rates of unemployment, and homelessness.

LA's Promise Charter Middle School #1 currently serves 169 students in grade 6-8 of with student demographics that include: 66% Hispanic, 27% African American, 2% 2+ Races, 34.3%% English Learners (EL), 19.5% Students with Disabilities (SWD), 0.5% Homeless, 0.5% Foster Youth (FY), and 97.6% Socioeconomically Disadvantaged (SED).

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; and ultimate to graduate from high school having successfully completed a college and career preparatory education.

More broadly, our vision is to transform education in South Los Angeles via a vibrant community middle school hub that graduate all students prepared for healthy and successful lives, thereby radically improving the future of an entire community.

Both our mission and vision are encompassed by the broader LA's Promise mission to graduate every student attending an LA's Promise neighborhood school college and career ready. Through a robust school turnaround model, LA's Promise will operate a portfolio of K-12 schools committed to ensuring that students growing up in poverty receive an excellent education.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

LAPCMS received a Red Performance level for the following State and Academic Indicators schoolwide and for each of its numerically significant student groups as seen on the chart on the previous page:

- Chronic Absenteeism
- English Language Arts
- Mathematics (The SWD student group received an Orange Performance Level)

For the Suspension Rate:

- English Learner student group received an orange performance level
- Hispanic student group received a yellow performance level

The following provides a description of the actions that have taken place to address these areas of critical need.

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
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LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

LA's Promise Charter Middle School's charter petition was renewed for an additional 5 years by its authorizer, Los Angeles County Office of Education (LACOE).

LAPCMS is in its initial phase of implementing a Multi-tiered System of Supports (MTSS). MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies, so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction

LCAP Goals were revised to reflect an equity lens, CSI Plan, alignment with WASC, and key areas of focus for LA's Promise Charter Middle School:

- Goal #1: Continue to implement a comprehensive assessment management system that includes the collection, disaggregation, analysis, application and reporting of multiple forms of data including student achievement data, in order to identify learning gaps in 'real-time.' Utilize data to continue to implement a Multi-Tiered System of Supports (MTSS) to identify and provide students with access to academic, social-emotional, and/or behavioral supports to increase student engagement and academic outcomes. (Aligns with WASC Action Plan #3)
- Goal #2: Continue to strengthen professional learning for all educators through ongoing coaching on evidence-based pedagogical strategies, to improve teacher retention, address the diverse learning needs of our student and improve academic outcomes for all students, including English Learners and SWD. (Aligns with WASC Action Plan #1 & 2)

- Goal #3: Engage parents, families, and members of the community as partners through education and communication to support student academic achievement, the school's mission/vision, and provide a safe, supportive, inclusive, and positive learning environment for all.

LA's Promise Charter Middle School has developed its 2021-22 LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

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GRADE 8	206	192	192	203	192	197	203	192	197	-3	0	5	2.51	1.18

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GRADE 8	203	196	196	207	199	198	207	199	198	4	3	2	3.20	1.38

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GRADE 8	201	191	187	201	190	194	205	196	198	4	5	11	2.51	1.18

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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.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The following chart provides a timeline of our school’s stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

LA's Promise Charter Middle School #1 engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP including the LCAP goals, actions and services. LA's Promise Charter Middle School #1 also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
9/12/20	Parents & Staff	LCAP Goals	School Site Council (SSC)
10/10/20	Students	School Safety: Bullying, Cyber-bullying, School Climate Anti-Defamation League	Assembly
10/30/20	Staff	LCAP Goal #1: Student achievement: CAASPP & NWEA	Staff Meeting
12/10/20	Governing Board	Update on LCAP Annual Measurable Outcomes (AMO) Chronic absenteeism	Board Meeting
1/20/21	Parents, Staff & Students	Panorama School Climate, SEL Survey Administration	Survey
3/1/21	Staff & Board	Transition to In-Person instruction, LCAP Actions, & AB86 Funding	Zoom meeting
3/15/21	Parents/families	Transition to In-Person instruction, LCAP Actions, & AB86 Funding	Parent webinar (Zoom) including PAC, ELAC/DELAC
4/5/21	Parents/families	Summer Enrichment & ELO Grant, in alignment with LCAP Goals	Parent webinar (Zoom) including PAC, ELAC/DELAC
1/28/21	Parents/families	LCAP Goal #3: Engage Parents as partners, sharing school Lexile data, and ADA. Solicit feedback on action plans	Zoom Meeting
2/25/21	Parents/families	Update on Goal #3: Lexile data and ADA	Zoom Meeting
3/25/21	Parents/families	Update on Goal #3: Lexile data and ADA, Steps for re-opening to Hybrid	Zoom Meeting
10/15/21	Parents/families	LCAP Goal #3: Engage Parents as partners, sharing kickbord culture data, school ADA data and Student grade distribution. Solicit feedback on action plans	Zoom Meeting
11/19/21	Parents/families	LCAP Goal #3: Engaging parents with SPSA and Petition renewal	Zoom Meeting
4/29/21	Parents/families	LCAP Goal #3: update on hybrid learning and feedback	Zoom Meeting
10/28/21	Governing Board	LCAP Goal #3: Sharing dashboard data, action plan, get feedback	Zoom Meeting
12/3/21	Governing Board	LCAP Goal #3: Update on NWEA, ADA	Zoom Meeting

A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss components of our LCAP on a regular basis and the following reflects their feedback by stakeholder group:

- Administrators/Leadership Team: would like to continue to strengthen academic, social-emotional and behavioral supports and fill vacant positions prior to the start of the school year, to ensure student needs are met.
- Teachers would like to continue to receive instructional coaching with ELA and Mathematics.
- Staff/paraprofessionals would like to continue with PowerHour to provide students with additional academic support and intervention.
- Parents including PAC, ELAC/DELAC & EL-PAC have shared concerns and indicated they would like Summer School and for the school to provide academic supports to accelerate learning.
- Students: would like to return to fully in-person instruction and interacting with their peers.
- SELPA consultation took place and no additional feedback was provided.

Description of the information from parent surveys that informed the plan: The top areas that were revealed through our Survey Data are as follows; barriers to engagement, family engagement, family support, school climate and school safety. These broad topics informed the plan, and are addressed through increased opportunities for family engagement, emphasis of culture and climate through PBIS and Multi-Tiered Systems of Support and Intervention, and enhances safety measures to make certain that students experience a safe return to campus. The school has focused on providing and sharing community resources with families to support with housing displacement, food insecurity, and access to healthcare.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The input of stakeholders has been instrumental in the development of our school's Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all feedback into consideration and have been embedded in the LCAP Actions & Services for the 2021-22 school year. They include but are not limited to:

- Tiered academic support and intervention (Goal 1, Action 2)
- Summer School academic program (Goal 1, Action 2)
- Social-emotional supports (Goal 1, Action 3)
- Student engagement and positive school climate (Goal 3, Action 1)
- Supporting Students with Disabilities (SWD) (Goal 1, Action 5)

- Instructional Coaching by content area (Goal 2, Action 2)

Parents are involved in evaluating and giving feedback to the overall impact of the plan, in a myriad of ways beyond individual conferences regarding their child's progress. The school provides ongoing engagement opportunities where there is time allotted for feedback. As part of our model for meaningful family engagement, the school creates opportunities to gather feedback including but not limited to; Parent Town Hall Meetings, 8th Grade Parent Meetings, English Learner Advisory Meetings, Parent Committees, sections of Parent Workshops, Special Education parent meetings. The principal engages parents in the formulation of the plan and many intervals throughout the school year. The school continually seeks increased opportunities to elicit parent feedback to result in higher outcomes for the school community.

Goals and Actions

Goal

Goal #	Description
1	Continue to implement a comprehensive assessment management system that includes the collection, disaggregation, analysis, application and reporting of multiple forms of data including student achievement data, in order to identify learning gaps in 'real-time.' Utilize data to continue to implement a Multi-Tiered System of Supports (MTSS) to identify and provide students with access to academic, social-emotional, and/or behavioral supports to increase student engagement and academic outcomes. (Aligns with WASC Action Plan #3)

An explanation of why the LEA has developed this goal.

There is a need to strengthen and formalize systems to identify students for academic, social-emotional and/or behavioral supports in a timely manner to improve student outcomes and Dashboard performance levels, and to adequately prepare students for College (post-secondary) success. In addition, there is a need to measure program effectiveness to ensure resources are maximized and implemented with fidelity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scale Score - DFS	2020-21 results pending				+15-point Scale Score growth
Math CAASPP Scale Score - DFS	2020-21 results pending				+15-point Scale Score growth
Gr 8: CA Science Test (CAST) Scale Score - DFS	* Not administered				+15-point Scale Score growth
Attendance Rate	93%				95%
Chronic Absenteeism Rate	14%				10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	0%				<1%
Suspension Rate	0%				<1%
Expulsion Rate	0%				<1%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%				100%
% EL who progress in English Proficiency (ELPI)	Fall 2019 Dashboard 52.5% Medium				55%
EL Reclassification Rate	4.2%				15%
% EL with access to CCSS & ELD Standards	100%				100%

* For the 2020-21 school year, CA Science Test (CAST) was not administered per SBE/CDE waiver but rather NWEA MAP Science Assessment was administered.

Actions

Action #	Title	Description	Total Funds	Contributing
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>In order to measure student academic performance, monitor student progress and identify learning gaps and accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support:</p> <ul style="list-style-type: none"> • NWEA MAP: Reading, Language & Math – administered 3 times/year • State mandated Assessments 	\$2,320	N

Action #	Title	Description	Total Funds	Contributing
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>An area of concern on the CA School Dashboard were the Academic Indicators for both ELA & Mathematics. Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. According to stakeholder survey findings, there is significant need to provide our students with additional academic supports and interventions built into the instructional day, after-school, summer school to further mitigate learning loss.</p> <p>Students struggling academically will receive academic support from content area Interventionists through small group tutoring, workshops, co-teaching using a variety of evidence-based pedagogical strategies to address the diverse learning needs of our students. There is a need to strengthen our MTSS program. LAPCMS will employ a Reading Interventionist (Fund w/CSI) to support students reading 3-4 years below grade level during Power Hour Intervention Block. An Instructional Aide (Title I Funded) will provide academic support through small group instruction during the instructional day. Approximately 50% of our students are reading 4+ years below grade level requiring substantial intervention in order to approach grade level mastery.</p> <p>LAPCMS students will access the following program to accelerate learning:</p> <ul style="list-style-type: none"> • iXL Math: provides differentiated math skills practice for students based on their performance level • Achieve 3000/Actively Learn (Title I Funded) – provides leveled texts to support student literacy at all levels 	\$242,594	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Wilson Reading Program: focusing on phonemic awareness and decoding for students reading 4 years below grade level. <p>LAPCMS will also provide the following summer programs to accelerate student learning in preparation for the upcoming school year:</p> <ul style="list-style-type: none"> • 4-week Summer Academic Program: June & July • Summer Bridge Program – in partnership with after-school All Stars which includes Art, Physical Activities (funded with ELO) • After-school tutoring (during the 2021-22 school year) by credentialed teachers (Funded with ELO) 		
3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>Another area of concern on the CA School Dashboard is the Chronic absenteeism rate schoolwide. LAPCMS is committed to providing social and emotional supports to support the mental health need of our students and identify the root causes of chronic absenteeism and suspension rates. This team will also participate in <i>PBIS training at LACOE.</i></p> <p>LAPCMS will employ an <i>Assistant Principal</i> that will lead PBIS, SEL curriculum, support a positive school climate and culture, and address root causes of behavior disruption. PBIS will be implemented schoolwide to ensure equity of instruction by focusing on teaching appropriate behaviors rather than punitive and reduce suspension rates.</p> <p>A <i>Social Worker</i> (Title I Funded) will be hired to provide resources for students and families to address social-emotional and mental health needs. LAPCMS will utilize <i>Kickboard or Suite 360</i> platform to monitor</p>	\$215,104	Y

Action #	Title	Description	Total Funds	Contributing
		<p>and track student behavior and provide a system of incentives and data collection.</p> <p>LAPCMS will also utilize Counseling Interns in partnership with USC to address the Social-emotional needs and attendance/chronic absenteeism issues.</p>		
4	STRENGTHENING EL PROGRAM & SERVICES	<p>LAPCMS will employ an ELD teacher to provide designated ELD, explicit language instruction to ELs, using Cengage ELD curriculum. The ELD Instructional Aide will provided small group and individualized support for ELs during designated ELD course, and ELA and Math. ELs will also utilize Rosetta Stone, a supplemental program to help ELs build language proficiency.</p>	\$62,100	Y
5	SERVICES TO SUPPORT SWD	<p>LACOE is the SELPA Provider for LAPCMS. The SPED Coordinator (split between LAPCMS & LAPCHS) will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services. Our SPED program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.</p> <p>The SPED Team comprised of the SPED Coordinator), (2) RSPs, Paraprofessional, School Psychologist, and contracted services (Expatiate) will provide all required</p>	\$559,143	Y

Action #	Title	Description	Total Funds	Contributing
		<p>services to SWD to ensure the academic, social-emotional and behavioral needs are met, and support services are provided.</p> <p>The SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning.</p>		
6	BROAD COURSE OF STUDY	<p>In order to prepare all students for the careers of the 21st century, it is critical that our school provide all students including Unduplicated Pupils and Students with Disabilities, with access to a broad course of study (ELA, Math, Science, PE & History/SS) including the following:</p> <ul style="list-style-type: none"> - Advisory: Facing History focus on CTE Standards & Promise Time - Enrichment Block: Film, Coding, Game Boards, Philosophy 	\$1000	N

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
2	Continue to strengthen professional learning for all educators through ongoing coaching on evidence-based pedagogical strategies, to improve teacher retention, address the diverse learning needs of our student and improve academic outcomes for all students, including English Learners and SWD. (Aligns with WASC Action Plan #1 & 2)

An explanation of why the LEA has developed this goal.

There is a need to strengthen the quality and delivery of instruction to meet the diverse learning needs of our students. There is a need to provide all teachers with Instructional Coaching, and feedback to ensure strategies taught in professional development are implemented with fidelity to improve student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
% of students with access to Standards-aligned materials	100%				100%	
Implementation of the Academic Content Standards: as measured by CDE’s Priority 2 Local Indicator rubric.	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS				OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS	
		2020-21				2023-24
	ELA	4			ELA	4
	ELD	4			ELD	4
	MATH	4			MATH	4
	NGSS	4			NGSS	4
	HISTORY	4			HISTORY	4
	CTE	3			CTE	4
	HEALTH	4			HEALTH	4
	PHYSICAL ED.	4			PHYSICAL ED.	4
VAPA	4	VAPA	4			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Teachers appropriately credentialed & assigned	58.3%				100%
Gr 7 PFT: % students meeting all 6 HFZ	**Not administered				30%

** For the 2020-21 school year, PFT was not administered per SBE/CDE waiver

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>LAPCMS will employ a <i>Principal and a total of 9</i> appropriately credentialed and assigned classroom <i>teachers</i> for students in grades 6-8, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program. LAPCMS will provide its students with 180 instructional days which exceeds CA state requirement of 175 instructional days.</p> <p>All teachers will participate in 10 days of intensive Summer Professional Development, to prepare for the 2021-22 academic school year, and an additional 7 non-instructional days during the academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development.</p> <p>Therefore a portion of salaries are being funded with LCFF S&C.</p>	\$842,353	Y
2	PROFESSIONAL DEVELOPMENT	LAPCMS educators will participate in a robust evidence-based professional development for 2-weeks	\$90,050	Y

Action #	Title	Description	Total Funds	Contributing
		<p>during the summer, weekly during the academic school year, and 7 non-instructional days during the academic year. In order to improve the quality and delivery of instruction and build capacity among our educators LAPCMS will provide a robust professional development and intensive specialized coaching. To address the learning loss and findings from the initial student achievement data, professional development areas of focus include:</p> <ul style="list-style-type: none"> • Data-driven instruction • Universal Design for Learning (UDL) • Interpreting and analyzing assessments – align to curriculum • Data Cycles <p>In addition, the following content/subject area coaching/training will also take place:</p> <ul style="list-style-type: none"> - Getting Reading Right Consortium (LACOE) training for ELA teachers - CA Reading & Literature Project (CRLP) (CSI Funded)– evidence-based training for Humanities teachers on Literacy strategies - Math Coaching (CSI Funded) – for Math teachers on evidence-based inquiry strategies. - Science Coaching - Facing History <p>The New Teacher Center will provide a coaching/training model for principals to align 6-12 practice:</p> <ul style="list-style-type: none"> • School leader convening 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Identifying resources and constraints Codifying academic strategy and system focus Determine alignment between curriculum, school assessment and state assessments <p>To support teacher effectiveness and credential clearance, LAPCMS will reimburse teacher induction expenses for 2 teachers. (Title II Funded)</p>		
3	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> - Class set Novels - Desmos Math Curriculum - TCI (History/Social Studies) - Amplify Science 	\$13,000	N
4	CLOSING THE DIGITAL DIVIDE	<p>LAPCMS will continue to close the digital divide and implement a 1:1 student to device ratio and will purchase Chromebooks for student use and install GoGuardian that allows teacher to monitor student activity remotely. Additionally, each classroom will be equipped with an Interactive Whiteboard.</p>	\$62,800	Y

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
3	Engage parents, families, and members of the community as partners through education and communication to support student academic achievement, the school’s mission/vision, and provide a safe, supportive, inclusive, and positive learning environment for all.

An explanation of why the LEA has developed this goal.

There is a need to engage, inform, communicate and educate parents on strategies to monitor and support their child academically and social-emotionally so they can thrive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facility FIT Report Score of “Good”	Exemplary				Exemplary
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met				Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met				Outcome Met
Increase parent satisfaction rate as measured in the annual survey.	Results pending				70%
Increase % of students who feel connected, safe and engaged at school as measured in the annual survey.	61%				80%
Increase % of staff who feel supported and connected as measured in the annual staff survey.	47%				70%

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>LAPCMS will provide all students with opportunities to engage in learning opportunities outside of the classroom (field trips) to further enhance the learning process, deepen student engagement and motivation.</p> <p>Our school will implement the following to provide all students and staff with a safe, welcoming and positive learning environment that will promote student academic growth and SEL needs:</p> <ul style="list-style-type: none"> - Update School Safety Plan - Assemblies - Student Store: students can redeem reward for positive behavior - Panorama SEL surveys: staff, students & parents - Field trips: provide outdoor learning experiences - Meal services for all students - Grade 8 Culmination (Promotion) <p>To maintain a safe school environment, LAPCMS will employ (2) campus aides. All staff will participate in Safe Schools training and will include student training materials (bullying, school climate, Health protocols).</p>	\$91,673	Y
2	PARENT INPUT IN DECISION-MAKING	<p>At LAPCMS, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) 	\$0	N

Action #	Title	Description	Total Funds	Contributing
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>LAPCMS will provide parents all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their student's education. To keep families up to date on school events, promote parent engagement and participation, our school's website will be designed to be parent friendly, and staff will utilize Parent Square to as an additional method to communicate with families. Parents will also have access to PowerSchool parent portal where they can view their child's academic grades, coursework completion, attendance and communicate with school staff. Parents/guardians will be surveyed annually to measure satisfaction and seek input on the school's LCAP, and our educational program.</p> <p>The Parent & Community Coordinator will communicate with families, provide translation services, facilitate Parent Townhall meetings, parent workshops and Coffee with the Principal.</p>	\$52,600	Y
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	<p>LAPCMS strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and will address any issues/findings.</p>	\$218,054	N

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.79%	\$456,285

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The following actions were principally directed towards and effective in meeting LA’s Promise Charter Middle School’s goals for Unduplicated Pupils (UP), as identified upon completing a Comprehensive Needs Assessment. After assessing the needs, conditions, and circumstances of our English Learners, low-income and Foster Youth students, we learned that they lacked foundational literacy and math skills, and the detrimental impacts of distance learning has exacerbated learning loss. Over 50% of our students are reading 4 or more years below grade level. In order to address this issue and the underlying issues, LA’s Promise Charter Middle School will administer NWEA MAP assessments as universal screeners aligned to its Multi-tiered System of Supports (MTSS); and provide tiered academic support built into the instructional day and also offered after-school, that include the following actions that will be effective in meeting the goals for Unduplicated Pupils.

- Goal 1, Action 2: Academic supports, summer school and reading intervention
- Goal 1, Action 3: SEL supports including counseling
- Goal 1, Action 4: Supplemental supports for ELs/LtEL
- Goal 2, Action 1: Longer school day, longer school year
- Goal 2, Action 2: Professional development/coaching to build teacher capacity
- Goal 2, Action 4: Closing the digital divide
- Goal 3, Action 1: Promoting a positive school culture and safe learning environment
- Goal 3, Action 3: Parent education workshops; and strategies to promote parent engagement & participation

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 33.79% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

Assessment results will be disaggregated by student group, analyzed, and used to identify students for academic support/intervention, and/or social-emotional needs. On a regular basis assessment results are reported to staff, students, families and the governing board and may be used to make mid-year modifications if necessary.

An area of concern is student academic performance in Reading and Math performance as measured by internal assessment data (NWEA MAP) Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. The State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.

LAPCMS will offer a 4-week Summer Academic Program to address learning loss and credit recovery for our students. The Reading Interventionist to support students reading 3-4 years below grade level Tier 2 supports during PowerHour (intervention block). Over 50% of our students are reading 4+ years below grade level.

Another area of concern on the CA School Dashboard is suspension rates; and Chronic absenteeism rates. The Assistant Principal will lead PBIS, SEL curriculum, support a positive school climate and culture, and address root causes of behavior disruption. PBIS will be implemented schoolwide to ensure equity of instruction by focusing on teaching appropriate behaviors rather than punitive and reduce suspension rates.

Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.

To strengthen ELD instruction and EL proficiency of the English language, ELD Paraprofessionals will provide supplemental small group and individualized support for ELs/LtELs during designated ELD course, ELA and Math courses. ELs will also utilize Rosetta Stone, a supplemental program to help ELs build language proficiency.

The New Teacher Center will provide a coaching/training model for principals to align 6-12 practice: School leader convening; Identifying resources and constraints; Codifying academic strategy and system focus; and Determine alignment between curriculum, school assessment and state assessments. In order to strengthen the delivery of instruction, build teacher capacity, and ensure all teachers are appropriately credentialed and assigned which impacts student learning, engagement and academic outcomes, instructional coaches will be provided for each content area that will include ongoing coaching, observations, and feedback cycles.