

2020–21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Angeles Unified School District	Karen Ryback, Executive Director Federal & State Education Programs	karen.ryback@lausd.net 213-241-6990

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

On January 31, 2020, the California Department of Education identified schools across the State for Comprehensive Support and Improvement (CSI), and LAUSD notified all identified schools on the same day. In April 2020, the California Department of Education posted a revised list of CSI schools, and notified school principals directly. The April revision did not result in any new schools being identified, so no additional training was needed. Due to COVID-19, the CDE will not publish a new list of CSI schools in January 2021, and the list will remain the same for an extra year. As such, for 2020-21 and 2021-22 implementation, the total number of CSI schools for LAUSD is 47 schools.

Below are two sets of schools. One of the sets is the CSI schools identified for low-graduation based on a 2-year average and the other set is based on low-performance as indicated on the 2019 Dashboard. Schools with Dashboard Alternative School Status (DASS) are annotated. Schools that were previously identified as CSI in January 2019 are listed as “Year 2” and those identified for the first time in January 2020 are listed as “Year 1”:

- 1) Addams HS (Year 2- DASS)
- 2) Angelou Community HS (Year 2)
- 3) Banneker CTC (Year 1- DASS)
- 4) Belmont HS (Year 2)
- 5) Bernstein HS (Year 2)
- 6) Carlson Home Hospital (Year 2)
- 7) CDS Alonzo (Year 2- DASS)
- 8) Central HS (Year 2- DASS)
- 9) City of Angels (Year 2- DASS)
- 10) Evergreen HS (Year 2- DASS)
- 11) Independence HS (Year 2- DASS)
- 12) Isaacs Avalon (Year 2- DASS)
- 13) Kahlo HS (Year 2- DASS)
- 14) Lewis HS (Year 1- DASS)
- 15) Leichman CPTC (Year 1- DASS)
- 16) London HS (Year 2- DASS)

- 17) McAlister HS (Year 2- DASS)
- 18) Newmark HS (Year 2- DASS)
- 19) Owensmouth HS (Year 2- DASS)
- 20) Rogers HS (Year 2- DASS)
- 21) Stoney Point HS (Year 1- DASS)
- 22) Thoreau HS (Year 2- DASS)
- 23) Wooden HS (Year 2- DASS)
- 24) Willenberg Special Education Center (Year 2- DASS)
- 25) View Park Continuation (Year 2- DASS)

The following 22 of LAUSD's CSI schools were identified for low performance based on 2019 Dashboard results:

- 1) Aragon Elementary (Year 1)
- 2) Bushnell Way Elementary (Year 1)
- 3) Limerick Ave Elementary (Year 1)
- 4) Maclay MS (Year 1)
- 5) Panorama HS (Year 2)
- 6) Van Nuys MS (Year 2)
- 7) Northridge MS (Year 1)
- 8) Drew MS (Year 1)
- 9) 42nd Street (Year 1)
- 10) Bancroft MS (Year 1)
- 11) Bradley Global Awareness Magnet (Year 1- also receives School Improvement Grant- SIG)
- 12) Century Park EL (Year 2)
- 13) Cochran MS (Year 2)
- 14) Harte Prep MS (Year 2)
- 15) Hillcrest Drive ES (Year 1)
- 16) Marlton (Year 1)
- 17) Muir MS (Year 1)
- 18) Pio Pico (Year 1)
- 19) Western Ave (Year 1)
- 20) YES Academy (Year 1)
- 21) Young HS (Year 1- DASS)
- 22) Secondary CDS (Year 2- DASS)

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Per NEW guidance, at a minimum, a thorough response would include

- a description of the LEA's process for developing CSI plans- describe the LEAs planning and support processes to schools, including improvement model, frameworks, requirements and/or evidence-based strategies used to develop CSI plans.
- Include a discussion of the LEA's local context and its process for engaging stakeholders and schools in evidence-based planning and decision-making. At a minimum the response should include a description of the LEA's process for developing CSI plans, describe stakeholder groups that were included and how the LEA used their feedback to develop the CSI plan.
- Describe the LEAs needs assessment including the types of data and information that were examined and how these data informed development of the plan.
- Describe how evidence-based interventions were identified and selected, including a discussion of the LEA's process to match the selected interventions with the identified needs and address the reasons for identification.
- Describe the ways in which the LEA identified resource inequities and how resource inequities are being addressed through implementation of the CSI plan. Consider including discussion of the types of resource inequities identified.

LAUSD has built a system of support such that CSI schools are able to effectively complete all the requirements related to their Every Student Succeeds Act (ESSA) status, including conducting a comprehensive needs assessment, engaging stakeholders in planning, selecting/implementing evidence-based interventions and identifying resource inequities. Going beyond the requirements of ESSA, LAUSD aligned additional resources to provide supplemental supports and resources to CSI schools to support ongoing improvement and student achievement.

In anticipation of the identification of CSI schools, LAUSD incorporated the CSI planning requirements into the online School Plan for Student Achievement (SPSA) to address required plan components, provided trainings for principals and their Local District (LD) support staff, provided ongoing guidance and support to schools as they began their planning process, and aligned additional resources (beyond the State CSI funds) for schools to support improvement efforts. The District's CSI-related questions/template was approved by California Department of Education (CDE) staff in January 2019. Each school develops a plan alongside its stakeholders, with the support of Local District staff. The School Site Council (SSC) ensures that stakeholders are part of the planning process, and includes, at a minimum, school staff and parents and a student representative at the high school level. All schools are required to host an annual Title I meeting, where they may receive additional feedback from stakeholders.

Comprehensive Needs Assessment: The LAUSD SPSA template includes questions to address the requirement that CSI schools complete a comprehensive needs assessment. Schools must not only describe what occurred during their comprehensive needs assessment, who participated, and when it occurred, but also must describe the findings from their needs assessment and the alignment of their findings to strategic actions. Schools analyze a variety of data, including the state indicators on the California School Dashboard. To ensure alignment of the plan to the data on the California School Dashboard, LAUSD requires schools to address any Red or Orange indicators, and to align actions and interventions to those areas. Schools have access to a robust

set of data beyond the California School Dashboard to consider during their needs assessment. Examples include our annual School Experience Survey to parents, staff and students, Interim Assessments, DIBELS, our Whole Child Integrated Data System, ELPAC, student grades, and more.

Our office of Federal and State Education programs provides several tools to support schools in completing their needs assessment. The department's website includes improvement science tools to support data analysis and plan development, including protocols for Plan-Do-Study-Act, Empathy Interviews, Process Mapping, Driver Diagrams and more. Additionally, each principal and their supervisor received a CSI Toolkit and an initial orientation in February 2020. Among other items, the toolkit includes:

- Description of CSI identification criteria and California School Dashboard updates
- Sample presentations that support principals in engaging their community in discussions about their data, areas of strength and challenges
- A tool for navigating accountability data
- CSI plan, approval criteria and FAQs
- Resource inequities reflection questions
- Resources for identifying evidence-based interventions

Resource Inequities Review: LAUSD defines the goal of a Resource Inequities Review as follows: *To ensure that all students have equitable supports and access to various resources such as programs, rigorous curriculum, interventions, effective teachers, etc., such that all students can achieve at high levels.* To achieve this goal, LAUSD regards the Resource Inequities Review process as the application of an equity lens during the comprehensive needs assessment. While schools must respond to four prompts on their plan that describe the identified inequities and actions and strategies that will address them, LAUSD also provided reflection questions that cover a range of areas where inequities may exist to support school teams as they seek to identify ways in which resources may or may not be used equitably. Those reflection questions were updated this year to reflect additional dimensions of potential inequity and some of the updates were based on the tools provided by Los Angeles County Office of Education (LACOE). Each SPSA includes a description of the actionable inequities identified, the inequities that will be prioritized at the school site, and the strategies to address the inequities. Lastly, school teams have the opportunity to articulate inequities that are beyond the scope of their actions. The District reviews those responses, particularly for CSI schools to determine if policy changes or additional resources are appropriate. See Additional Resources section noted below.

Evidence-Based Interventions: To ensure that CSI schools are able to select and implement evidence-based interventions, LAUSD provided guidance and training at multiple levels of the organization and developed an optional bench contract with pre-vetted vendors that support evidence-based interventions. As school teams identify their needs during their resource inequities review and comprehensive needs assessment, they will determine data-based focus areas. Once the focus areas have been identified, school teams have resources to identify and select evidence-based interventions such as evidenceforssa.org, What Works Clearinghouse, LAUSD's Evidence-Based Interventions Bench, and other links to identify interventions, programs or activities that align to student need. The resources for identifying Evidence-Based Interventions

have been updated to reflect additional resources and websites that staff were able to identify since last year. LD staff (who are among those who provide approval signatures on the plans) have been trained in using those resources and others to support schools in selecting interventions that meet the federal criteria and address student need. Those staff provide support to schools and offer feedback throughout the plan writing process.

Trainings for Principals and Local District Staff and Ongoing Guidance: The CDE released the statewide list of CSI schools on January 31, 2020 and all CSI principals were notified of the status on the same day. LAUSD completed district-wide informational sessions for principals of CSI schools by February 12, 2020. The trainings addressed the State's CSI identification criteria, CSI requirements, and the resources and supports to implement the requirements. Each principal received a toolkit to provide background information, communication tools to support efforts to inform and engage stakeholders, and resources to support schools in completing the SPSA with CSI components. The trainings also provided contact information for various district departments, and schools have been accessing those contacts for additional support and guidance for planning. In addition to the formal principal informational sessions, LAUSD staff provide ongoing training and guidance to LD support staff to offer assistance related to CSI plan components and to ensure common understandings and continuous communication about ongoing areas of need. Given the district reorganization, we offered informational sessions in October to ensure that our Community of Schools Administrators and Directors who support identified schools had awareness of CSI requirements, 2020-21 updates, and the roles of district and local district support staff.

Additional Resources: The State's initial allocation of CSI funds to LAUSD is roughly \$7.8 million to support CSI school improvement efforts. Those funds were allocated directly to CSI schools (as part of their regular budget development cycle) to support locally-determined improvement efforts based on a base-grant model of \$100,000 plus a per pupil allocation. The only exception is Bradley Global Awareness Magnet, which receives School Improvement Grant (SIG) funds in lieu of the State CSI allocation. In partnership with stakeholders (via School Site Council) schools will determine the best use of their improvement funds within the SPSA based on the comprehensive needs assessment findings. To support ongoing improvement efforts, LAUSD set aside additional local federal funds for lower-performing schools (including, but not limited to CSI). LAUSD is providing the following additional Tier 2/Tier 3 resources to support student learning opportunities for students attending CSI schools in Summer 2020 or during the 2020-21 school year:

- **Summer Learning:** To create ongoing learning opportunities for at-risk students over the summer, LAUSD offers several programs that CSI schools can implement:
 - **Extended Learning Opportunities, Summer (ELOS):** CSI elementary and middle schools are able to offer a standardized summer program administered by Beyond the Bell. This four-week program includes focused academic intervention in English Language Arts or mathematics for academically at-risk students in grades K-8. The program includes an instructional field trip aligned with leveled-reading texts, opportunities for activity-based projects, social emotional learning lessons and reader's theater. Summer 2020 implementation was slightly modified to accommodate a remote learning context.
 - **Summer Reading Program:** For elementary and middle CSI schools with low enrollment, LAUSD offers a summer reading program in lieu of ELOS. The program

involves providing high-interest reading materials for students to access over the summer.

- **Summer Term:** All at-risk students attending any LAUSD high school, including CSI schools can attend a 24-day summer program to recover credits and make progress toward graduation.

- Additional supports that CSI schools will be eligible to receive during the 2020-21 school year include:

- **Title I Intervention Program:** All CSI elementary, middle and comprehensive high schools are eligible to participate in the Title I Intervention program. This program is administered by Beyond the Bell. School sites receive a per pupil allocation to offer site-designed interventions to meet student need during the school year, and have flexibility to focus on math, English Language Arts or credit recovery.
- **Academic Counseling:** Given the high number of alternative schools that are qualifying for CSI due to low graduation or low performance, LAUSD set aside centralized Title I funds to ensure that CSI continuation schools will have one additional day (beyond the norm) of academic counselor time to support students' academic needs. This was based on discussions of resource inequities and needs of options schools.

LAUSD may identify additional resources and supports to meet the needs of CSI schools based on an ongoing review of data and resource inequities.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

- Describe the LEA's process for monitoring and evaluating implementation of the CSI plan, including how the LEA is monitoring and evaluating the selected evidence-based interventions to improve student outcomes.
- Describe the types of data and information the LEA is collecting and analyzing to inform ongoing decision making
- Include in the descriptions how the LEA is partnering with stakeholders to monitor and evaluate implementation and effectiveness of the CSI plan
- Consider including a description of the supports, resources, services the LEA is using to build school and stakeholder capacity for continuous improvement.

Below is a description of how LAUSD will monitor and evaluate the implementation of effectiveness of the CSI plans:

- LD staff will monitor and support the implementation of CSI plans. The online SPSA includes a prompt for LDs to describe the way in which they are providing additional support and

monitoring to the CSI schools. The support and monitoring may vary depending on school context and needs and will be described in the Monitoring section of the school's SPSA.

- CSI school teams, including SSC members, will formally evaluate school plans alongside LD support staff annually. School teams will review whether they have met the measurable objectives stated in the plan and reflect on implementation. While the measurable objectives and data points may vary by school, the objectives are aligned to state indicators on the California School Dashboard. Because the SPSA is online, LAUSD can aggregate school-level evaluative data across the system to determine how many CSI schools have met their measurable objectives. Additionally, schools describe their evidence-based intervention(s) in the SPSA, and must identify how they will evaluate the impact of the intervention.
- CSI schools will review the progress of their plan implementation after the first semester alongside LD staff.
- LAUSD collects a robust set of data that aligns to the California School Dashboard to support district and school staff in monitoring and evaluating implementation, including, but not limited to:

- Attendance- Schools and district staff can monitor student level attendance and “performance bands” of attendance to determine which students are at-risk of chronic absenteeism and identify trends. Our Focus data system updates attendance daily for frequent monitoring and adjustments.
- Suspensions- Schools and district staff can monitor student level suspensions, including the reason for the suspension. These reports on our MyData platform are updated weekly.
- English Language Arts (ELA)- Schools and district staff can review and analyze SmarterBalanced Assessments (SBA) for ELA performance at the student level, which is available annually. The percentage of students meeting or exceeding standards is available at the student level, and the Distance from Standard is available by grade level. Additionally, schools administer Interim Assessments in ELA, and can analyze scores at least twice a year. Lastly, many schools are also using Renaissance assessments to measure achievement in ELA.
- Math- Schools and district staff can review and analyze SBA ELA performance at the student level, which is available annually. The percentage of students meeting or exceeding standards is available at the student level, and the Distance from Standard is available by grade level. Additionally, schools administer Interim Assessments in math, and can analyze scores at least twice a year. Lastly, many schools are also using Renaissance assessments to measure achievement in Math.
- English Learner Progress- MyData has anELPAC report that provides a historical look at student performance on the ELPAC Initial and ELPAC Summative Assessments.
- A-G Progress- To support schools in monitoring progress toward graduation, schools and district staff have access to reports noting A-G progress, including information about whether the student is on-track to graduate or how many credits they are missing to be considered on-track. Our Focus data system tracks A-G with a D or better, A-G with a C or better, and all academic requirements met for the current and future graduating classes.

- At-Risk Reports- LAUSD collects and provides reports that schools and district staff can use to identify at-risk students based on multiple factors such as attendance, suspensions and academic grades (i.e., marks).
- School Experience Survey- LAUSD administers an annual district-wide survey to students, staff and families. Data reports are provided annually, and include response rates and results at multiple levels, include category, content area, and individual question. Categories include Academics, School Climate, and Social Emotional Learning. Content areas include Academic Focus, Cognitive Engagement, Future Orientation, Bullying, Connectedness, Expectations for Behavior, Opportunities for Participation, Safety, Growth Mindset, Self-Efficacy, Self-Management and Social Awareness.

The MyData system and School Experience Survey data provide longitudinal information, which can help schools and the district see patterns and trends overtime, while the Focus platform generally supports ongoing progress monitoring throughout the year. LAUSD has an ongoing commitment to improve its data system to support schools and district staff in monitoring and strategic planning.

In 2019-20, the District also launched two new data systems to support schools in progress monitoring/implementation and to support summative information at the school level. The Whole Child Integrated Data system supports various educators based on their role and offers a wide array of data in a one-stop shop, including literacy, attendance, assessments, special education information, grades and more. The platform has been updated to include a State Accountability page that reports official CA School Dashboard results and progress monitoring metrics. The School Information+ system complements the California School Dashboard and offers additional data that can support an understanding of summative data, including academic growth for ELA and Math, College and Career Readiness. Lastly, our Open Data portal will be enhanced to include information related to the CA School Dashboard and state accountability.