

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

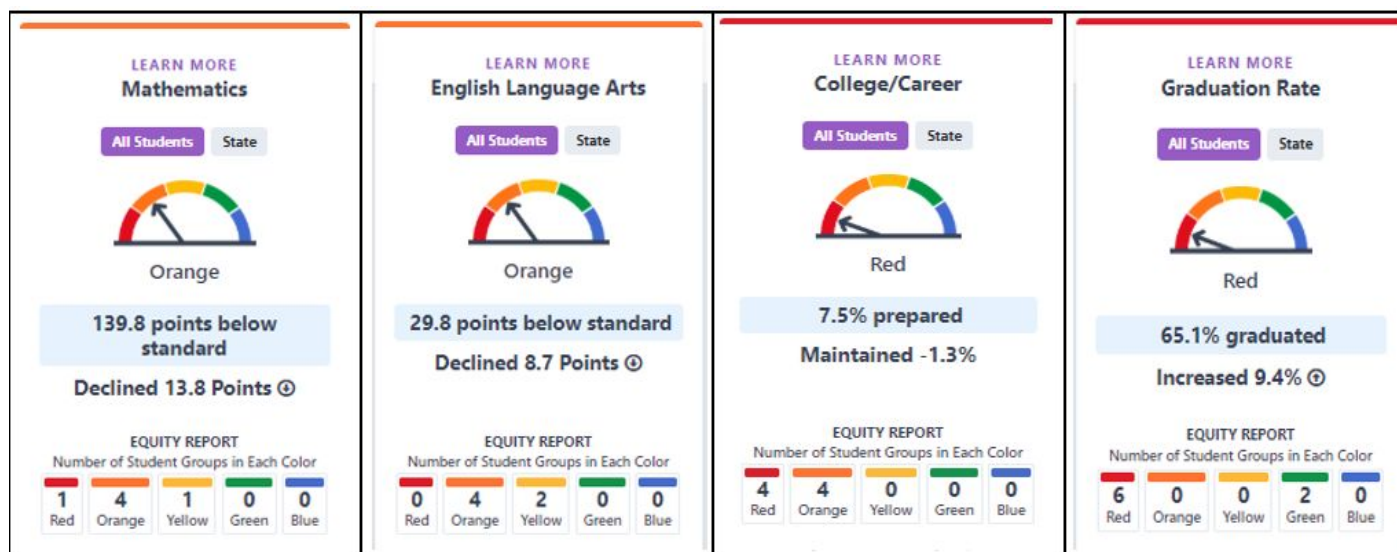
Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Opportunities For Learning Baldwin Park	Valerie Brennan, Principal	Email: vbrennan@ofschools.org Phone: (626) 224-3491

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
N/A

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>Our school has been identified for Comprehensive Support and Improvement (CSI) due to our 2-year graduation rate average of 60.40%, which is below the 68% threshold set forth by the federal Every Student Succeeds Act (ESSA) and the state. The purpose of our plan is to reflect upon current practices and make adjustments to our program practices in order to increase our graduation rate. Our reflection process includes sharing CA Dashboard Performance indicator data results from the Fall 2019 release with all stakeholders and collaboratively establish program practice goals based on the following indicators:</p> <ul style="list-style-type: none"> ● College/Career - Our school received a red ranking in this category. Our current data reflected on the CA Dashboard: 7.5% prepared, which was maintained -1.3% over the previous year. ● Graduation Rate - Our school received a red ranking in this category. Our current data reflected on the CA Dashboard: 65.1% graduation rate, which increased by 9.4% over the previous year. ● English Language Arts SBAC - Our school received an orange ranking in this category. Our current data reflected on the CA Dashboard: 29.8 points below standard, which was a decline of 8.7 points over the previous year. ● Math SBAC - Our school received an orange ranking in this category. Our current data reflected on the CA Dashboard: 139.8 points below standard, which was a decline of 13.8 points over the previous year.



Opportunities For Learning Baldwin Park used the CA Dashboard results from the Fall 2019 release and the Western Association of Schools and Colleges (WASC) Accreditation Self-Study findings from our 2017 report and the Visiting Team schoolwide growth areas for continuous improvement recommendations from our April 2017 visits as our school-level comprehensive needs assessment.

Data used in this needs assessment includes:

- Student enrollment
- Graduation requirements
- Senior completion rates
- Full-time students who have left
- Enrollment, Suspension and Expulsion rates
- Annual and Monthly student progress
- Average course difficulty by years and learning centers
- Virtual courses offered
- College acceptance rates
- School acceptances
- Advanced Placement test results
- English Language Learner enrollment
- Primary languages of English Learners
- Summary of staff

- Teachers by ethnicity and gender
- Teachers by education level
- Adequate yearly progress
- California Standards Test data for proficient and advanced
- Count of students reclassified from English Learner to Fluent English Proficient

We found that the data from 2017 was still very much relevant to our current student's academic needs and challenges. Therefore, we will continue to use this data and subsequent analysis, including identifying evidence-based interventions and resource inequities identified for implementation in 2020-21. Through the implementation of our 2019-20 CSI plan, we had a 2.25% increase in our two-year graduation rate. In addition to having a 2.25% increase in our two-year graduation rate, we had a 9.4% increase in our one-year graduation rate reported on the CA Dashboard. We also had a 3.9% decline in our Chronic Absenteeism Rate, moving us from a red to yellow performance color ranking. SBAC Math also moved up a performance color ranking from red to orange.

The need to increase and continue the use of our evidence-based interventions from our 2019-20 CSI Plan was identified in the WASC self-study needs assessment and through the positive student academic outcomes, we are seeing through our internal data and assessments. School site staff were supported in identifying evidence-based interventions through the implementation of action research study teams to evaluate current and authenticated evidence-based interventions that meet the needs of the students. Research studies included What Works clearinghouse and Evidence For ESSA. Our School Site Council approved all of the evidence-based interventions described below. →

Expository Reading and Writing Curriculum (ERWC), a tier 2 intervention, is a grade 12 English curriculum that emphasizes rhetorical analysis of compelling issues and interesting texts, and it has been shown to positively impact students' English language arts academic achievement. The ERWC was originally developed in 2004 by California State University and had been adopted by over 950 schools in California by 2017. It was chosen as an evidence-based intervention for our school because it improves reading and writing skills for twelfth-grade students. Not only does this translate to greater success on benchmark assessments, but also increased reclassification rates for English Learners. ERWC as an intervention also significantly increases reading and writing skills, which are crucial to the success of students in an independent studies program, as reading and writing are a large portion of what is required to complete coursework and earn credit toward graduation.

Achieve 3000, a tier 1 intervention, is a supplemental online literacy program that uses nonfiction texts to provide instruction for grades pre-k through 12. This program focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. It provides differentiated instruction based on each learner's current abilities and grade-level reading goals. In this way, teachers may use it with an entire class or cohort and still be able to tailor assignments to each individual student's learning needs. Achieve 3000 was created for diverse student groups, including general education students, readers who are in need of intense intervention, and English Learners. Research shows that Achieve 3000 has potentially positive effects on reading comprehension and general literacy for adolescent students. We chose to use this program because it addresses the needs of

students who are reading below grade level in a way that is uniquely tailored to meet their instructional needs and goals. It provides a space for students to improve not only comprehension but also literacy, both of which in turn lead to reading success across all core content areas. Nonfiction texts also provide students with specific vocabulary that translates to increased access to core subject matter across the curriculum and helps students improve literacy skills having to do with real-world topics, which boosts their ability to find success in different areas of study.

Accelerated Reader is a computer-based supplemental reading curriculum, which offers guided reading instruction to students in grades kindergarten through 12. The purpose of the program is to improve students' reading skills through practice with reading and providing timely and frequent progress updates to teachers. Research shows that Accelerated Reader largely improves reading comprehension for students who have access to the program. As a non-classroom based school, which mostly utilizes an independent study curriculum, it is imperative that students have the comprehension skills necessary to successfully complete coursework that relies heavily on the ability to read. Several studies that meet the standards for ESSA have qualified Accelerated Reader as a strong evidence-based intervention.

iLit, a tier 1 intervention, is a reading intervention program designed to comprehensively support comprehension and literacy gains for English Learners, in a fully digital platform. iLit uses high-interest texts fiction and non-fiction texts to engage students. It also provides real-time student achievement feedback to teachers so that instruction is adjusted to differentiate for each student. In studies of iLit's effectiveness, the average iLit student saw an increase in 20 percentiles more than the average comparison student in vocabulary, 23 percentiles more than the average student on sentence comprehension, 5 percentiles more than the average student on overall comprehension. This program, and its unique design for improved English language acquisition, provides an additional curricular support for our English Learner population, which directly correlates to the increased success of English Learners in our program and increased skills necessary for English Learners to reclassify as Fluent English Proficient.

Accelerated Math, a tier 1 intervention published by Renaissance Learning, is a digital platform that provides supplemental mathematics practice for grades kindergarten through 12. Accelerated math gives teachers real-time achievement updates as students progress through the coursework. It also creates individualized student assignments, scores them, and generates student progress reports. Teachers are able to use Accelerated Math to provide differentiated instruction through the program's progress monitoring system. Research shows that the estimated impact of this program on outcomes in mathematics achievement is positive. The Charter has implemented this as a mathematics intervention to provide additional support for students who are performing below grade level and need additional practice to build foundational skills in order to be successful in grade-level coursework.

Freckle Math, a tier 2 intervention, is a computer-based math program that uses adaptive feedback and math practice opportunities to students. The program addresses areas of growth and is designed to increase confidence and promote increased skills and learning outcomes for all students, regardless of the starting achievement level. When a student starts Freckle Math, he or she takes a diagnostic assessment to determine what they already know and the skill areas they need to improve on. As students continue to work through the curriculum, the program adapts to provide individualized instruction based on the unique needs of each student.

Research on the effectiveness of Freckle Math indicates that students exhibited an end of year measure of academic progress (MAP) score that was about 4.64 points higher than the non Freckle Math comparison group, which equates to approximately 9.86 percentage points higher. We have chosen to implement Freckle Math in the 2020-2021 school year in order to address the need to provide supplemental math support to students performing below grade level. This program allows teachers to provide individualized support for each student through differentiated instruction based on each student's ability level and provides teachers with real-time feedback on each student's progress toward their learning goals.

Evidence-Based Interventions incorporated into our CSI Plan:

1. ERWC: <https://www.evidenceforessa.org/programs/reading/expository-reading-and-writing-course-erwc>
2. Achieve 3000: <https://ies.ed.gov/ncee/wwc/Intervention/1284>
3. Accelerated Reader: <https://ies.ed.gov/ncee/wwc/Intervention/210>
4. iLit
chrome-extension://oemmndcbldboiebfnladdacbfmadadm/https://assets.pearsonschool.com/asset_mgr/current/201851/iLit_CA_Research_Overview.pdf
5. Accelerated Math:<https://ies.ed.gov/ncee/wwc/Intervention/309>
6. Freckle
Math:chrome-extension://oemmndcbldboiebfnladdacbfmadadm/https://s3.amazonaws.com/classroom-assets/marketing-assets/Freckle/Freckle_WestEd+Research.pdf

Since implementing and providing students access to these evidence-based interventions, we have seen a 9.4% increase in our one-year graduation rate and strive to see our graduation rates increase even higher in 2020-21 and ultimately work toward closing the opportunity gap specifically amongst our foster/homeless youth, English Language Learners, students with disabilities and free and reduced lunch qualifying subgroup of students. We saw gains for students with disabilities as well, as they outperformed all students in graduation rate by 1.5%. Achieve 3000, Accelerated Math and Accelerated Reader will be used to target students performing in the urgent intervention level and work toward math and English literacy. These evidence-based interventions will not only serve to increase SBAC performance outcomes but also prepare students for mastery in grade-level core course curriculum. As mentioned above, ERWC is a course designed to help students with the writing skills needed to successfully participate in college level courses without the need for remediation coursework, this in turn will ensure students are working at grade-level with full mastery of their core courses while fulfilling their A-G graduation requirements. With this added level of intervention for our students, we are hopeful we will ultimately improve our graduation rates and help to close the opportunity gap amongst our subgroups of students.

Through the implementation of our 2019-20 CSI plan and evidence-based interventions, we have achieved positive student academic outcomes as reflected on the Fall 2019 CA Dashboard, and to fully achieve the desired student academic outcomes on the CA Dashboard, we will be continuing with the strategic efforts outlined in our 2019-20 CSI plan in the 2020-21 school year. Evidence-based interventions will continue to include the following: Achieve 3000, Accelerated Math or Freckle Math, Accelerated

Reader, and the Expository Reading and Writing Course (ERWC). Based on the WASC self-study findings and student performance outcomes on the Fall 2019 CA Dashboard, the need to increase the use of Achieve 3000, Accelerated Math and ERWC were based on the following student performance data students scoring 29.8 points below standard on the ELA SBAC, which was an 8.7 decline, Math SBAC is at 139.8 points below the standard which was a 13.8 decline and our two-year graduation rate average of 60.40% which is below ESSA requires having a graduation rate at or above 68%. Our goal with the identified ELA evidenced-based interventions such as Accelerated Reader and ERWC is to help target English Learner students and student's who are struggling with the needed English and Math skills to help prepare them with the tools and resources needed to increase their ELA scores and ultimately get them to graduate and succeed in college level coursework. Based on the Fall 2019 CA Dashboard performance indicator results, our one-year Graduation rate is 60.4%. We maintained our College/Career student outcomes over last year, with 7.5% of students at the prepared level for post-secondary pathways. We anticipate that with the continuance of the intervention programs cited above, this graduation rate will undoubtedly climb higher in the 2020-21 school year. We have shown growth through implementing them, achieving a 9.4% increase in our graduation rate. The Expository Reading and Writing Course provides students with additional academic intervention to help with the writing skills needed to successfully participate in college level courses without the need for remediation courses. Renaissance Star benchmark assessment reports will enable our staff to identify and assign custom instructional strategies for each student's Math intervention plan. Accelerated Math and Reader will be used by staff to assign and target specific skills to help increase SBAC scores through a custom support plan.

- **ERWC** and/or ELA in the Small Group Instruction courses: 94% retention in 2019-20
- Students assigned to an intervention course, either **Accelerated Reader** or **Achieve 3000**: 11% in 2019-20
- Assigned to an intervention course, **Accelerated Math**: 9% in 2019-20

Resource Inequities:

As part of the Charter's continuous school improvement process, school site staff were provided updates on the Charter's overall budgets and year to date spending. Staff received feedback from the Charter's leadership team on how resources are utilized/used side by side with student performance data in relation to resources and outcomes. Based on the analysis of the Charters budget, Charter leadership and school site staff do not feel there are resource inequities evident in our Charter. The Charter was able to eliminate resource inequities previously identified in our 2019-20 CSI plan through the implementation of budget monitoring and reviewing student achievement data each month. Through our strategic efforts, we no longer have areas of need related to resource inequities.

Opportunities For Learning Baldwin Park has integrated feedback that was given through stakeholder engagement surveys as part of our LCAP stakeholder engagement events to effectively meet ESSA requirements, as well as in alignment with our Local Control and Accountability Plan (LCAP). These surveys were given once a semester to all stakeholders which included parents/guardians, students and staff. Additionally, we plan to use feedback that was given as part of our Western Association of Schools and Colleges (WASC) Action Plan, which was a part of the school's accreditation process. We utilized the needs assessment (WASC Action Plan Self-Study Findings) along with our resource inequity review, to determine needs for the students and used this information to select

the evidence-based interventions that will help us target areas of need as identified in this process. At the onset of COVID-19, we also surveyed parents both formally through a survey and informally during virtually student achievement meetings and Open House events.

Stakeholder Involvement Process (Stakeholders included parents/guardians, students, and staff)

In order to involve all stakeholders which included, parents, students, staff, and community members at all levels in this self-study process, multiple modes of communication were used. Surveys were disseminated to all staff members, parents, and students. Focus group discussions were held by focus group leaders and involved discussion with all center personnel. School Leadership personnel met to create items to discuss with center level stakeholders during monthly center professional learning communities (PLCs). Although there is no LCAP this school year, we continue to use the data collected from LCAP survey findings prior to COVID to inform the goals in our School Plan for Student Achievement (SPSA); we believe the quality of the survey and process for soliciting stakeholder feedback is relevant to how the CSI plan was shaped.

The following are tools used as part of the continuous school improvement planning process:

1. Parent/Student LCAP focus group meetings (biannually)
2. Parent/Student online surveys (biannually)
3. District English Learner Advisory Committee (DELAC) Meetings
4. Staff LCAP online survey findings (biannually)
5. Leadership LCAP update meetings (monthly)
6. Budgeting meetings (quarterly)
7. Board of Managers meeting (annually)
8. National Advisory Board meetings (triennially)
9. School-Site Council Meeting
10. Special Education Local Plan Area (SELPA) Collaboration
11. Learning Continuity and Attendance Plan survey findings

Stakeholder feedback that helped shape this plan includes input from parents, students and staff. LCAP surveys indicate that parents want additional tutoring and instructional time for their students, in order to improve progress toward graduation goals. Additionally, Learning Continuity and Attendance Plan survey results tell us that more than 25% of responses provided by students and parents point to a desire for increased tutoring and instructional time for students. The LEA aims to increase instructional time virtually during COVID-19 and distance learning, and in person when students are back on campus, in order to improve metrics related to English and Math completion as well as graduation rates. A majority of parents would also be more likely to attend stakeholder engagement events if they also had an opportunity to connect with their child's teacher. This is reflected in the achievement chat and student-led conference expenditures in the Charter's SPSA. The LCAP survey also reveals that Students would like to see more funding directed toward adding additional support staff. Similarly, A majority of staff responses in both the Learning Continuity and Attendance Plan survey and department meetings also suggest the addition of support staff to provide more opportunities for instructional

interventions, which is reflected in Goal 4 of our SPSA, where we have planned expenditures dedicated to math and English intervention staff. Additional student feedback from the LCAP survey tells us that students believe greater access to extracurricular activities and experiential learning would improve their success in school. Likewise, DELAC Parent members of our District English Learner Advisory Committee (DELAC) also suggested providing opportunities for students to engage in activities that increase their motivation and social engagement. This feedback is reflected in Goal 2 of our SPSA, where we have funds dedicated to experiential learning for all students. Collaborative conversations with our SELPA also influenced our budgeted expenditure in Goal 1, to ensure that caseload managers and School Psychologists review student's individualized education programs (IEPs) upon enrollment and receiving the IEP and evaluate the need for re-evaluation, modification of services, and readiness for state testing.

WASC Self-study Findings (Comprehensive Needs Assessment):

Goal 1: Increase student achievement by strengthening teacher and student understanding and use of data

Rationale: We have recently implemented Renaissance Star testing for all students, but there is a need to help teachers identify individual students and school wide areas of need.

Eventually, this could be used as a tool to help cultivate the growth mindset in students, as well.

Supporting data: Currently, we are testing 95% of our students in Renaissance Star English and math. During the 2019-20 school year instructional staff used Renaissance Star English and math scores and skill area reports to determine if intervention or modified instruction was necessary to improve student achievement. Teachers also used Lexile measure to determine appropriate texts and literacy interventions throughout the school year. Students use relevant performance data to assess their learning and progress toward graduation in order to engage in the academic planning process and gain a better understanding and take ownership of their education.

Goal 2: Increase student achievement in mathematics on the SBAC by increasing student support

Rationale: By increasing student proficiency in mathematics standards more students will be able to complete the three years of math required for graduation.

Supporting data: Our data illustrates that of our 11th grade students, only 8% met or exceeded the grade level standards on the CAASPP results for mathematics. We are using Renaissance Star data, as it correlates to SBAC outcomes, in order to provide instruction that builds the necessary foundational skills necessary for students to move toward grade level expectations.

Continuous School Improvement Process for Goal 1 and 2: We have increased the use and understanding of relevant student achievement data to identify student needs and tailor instruction and intervention to bridge gaps in learning. Renaissance Star Reading reports have informed the need for interventions, such as Achieve 3000, Accelerated Reader, ERWC and other ELA small group instruction courses, whereas Math reports have informed the math interventions students are placed in, such as Accelerated Math. We have shared student achievement data with parents as well, in order to increase participation in math and English intervention cohorts and ultimately improve student achievement outcomes. To increase Math SBAC scores, currently at 125.9 points below the standard which was a 17.5 decline, the following resources and needs have been identified: Investigate and invest in additional intervention curriculum, such as Accelerated Math or Freckle Math through Renaissance Star and add Math Intervention Specialists to facilitate cohorts of students identified using benchmark assessment data. At the onset of the COVID-19 pandemic and during distance learning, the LEA has decided to virtually proctor the Renaissance Star assessment so that there isn't a disruption in benchmark testing or the use of student achievement data to plan for instruction and interventions necessary. During distance learning, students have been enrolled in the aforementioned intervention courses virtually so as to mitigate any potential learning loss and continue to advance in completing grade-level coursework.

Goal 3: Increase Opportunities for Parent Involvement and Communication.

Rationale: It has been noted through the course of the self- study that students whose parents are involved in their education tend to participate more in school offerings and are more apt to succeed in our program. Parents also need to be better informed of state exam results and how they can best support their child(ren).

Supporting Data: Parents are contacted regularly, and various activities are held including Open House, Back to School Night, and LCAP Focus Groups. However, there is still a lack of parent involvement in school wide activities. Parents are also invited to sporting events and achievement ceremonies and celebrations for students, and Social Media accounts are used to highlight ongoing school events. We have also disseminated school climate surveys in order to collect information regarding parent concerns and topics of interest so that we can better serve students and families across the Charter. Additionally, the Charter has hosted multiple Parent Universities in order to educate parents on ways to better serve students academically and emotionally at home.

Continuous School Improvement Process: The Charter will host Open House, stakeholder engagement nights, School Site Council meetings and Back to School events across multiple school sites. Due to COVID-19, and in accordance with CDC guidelines, we will be hosting all events virtually until it is safe to return to in-person gatherings at school sites. The Charter will also host a series of parent workshops, or "Parent Universities", virtually as necessary, in order to offer parents an educational opportunity on various ways to support their students both academically and emotionally, especially during distance learning. In surveying parents and students at the onset of the COVID-19 pandemic, we found that many of our stakeholders are interested in ways to keep students engaged in school during distance learning, which has informed our design for parental involvement events. We've implemented a Parent Portal through our student information system, StudentTrac so that parents have real-time access to their child's academic progress as well. It is currently in the early stages of use and function as we are working to strengthen its capabilities to communicate

an even more comprehensive report for parents, in real-time. We've started using School Messenger as a means of communication for both school emergencies and non-emergencies so that we are able to reach as many parents as possible, but we are still working toward increasing use in order to get parents the most up to date information. Our DELAC has been established, but we have struggled to garner consistent parent interest in attendance and participation. We recognize the importance of this committee and are working to strengthen outreach for parent involvement based on DELAC guidelines for membership, and hosting virtual meetings throughout distance learning.

Goal 4: Increase the percentage of EL students enrolled over the course of a full school year, who meet the Renaissance STAR reclassification requirement.

Rationale: While there has been an increase in the amount of EL students who are meeting the English Language Proficiency Assessments for California (ELPAC), previously CELDT, reclassification goals over the last year, many students are held back from reclassifying due to not meeting the Renaissance Star score requirement.

Supporting Data: Initially, in our WASC self study, data illustrated that only 11% of our English Learners met the reclassification requirements through a combination of ELPAC and minimum Renaissance Star score requirements. As of the 2019-20 school year, we are above the state average of 20% of students reclassified as fluent English proficient.

Continuous School Improvement Process: To continue to increase the English Learner Reclassification to fluent English proficient, the following resources and needs have been identified: offer additional English Language Development (ELD) curriculum, such as iLit and Achieve 3000, in addition to adding additional English Learner support staff as needed for student achievement. During the COVID-19 pandemic and distance learning, we will continue to offer integrated and designated ELD instruction virtually in the form of small group instruction classes, cohorts, one on one appointments. We also recognize the need to provide professional development and training for specialized iLit and Achieve 3000 curriculum, and have done so virtually throughout distance learning. Our staff also received specialized training on the delivery of iLit content specifically for distance learning. We are working toward all instructional staff, across content areas, being equipped to provide instruction that tailors scaffolds necessary for English Learners to access the content and improve language acquisition.

Monitoring and Evaluating Effectiveness

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

Opportunities For Learning Baldwin Park will continue to monitor the implementation and effectiveness of the CSI plan through identified quarterly monitoring cycles and provide an annual analysis of implementation progress and impact on student learning. Opportunities For Learning Baldwin Park will continue to work with staff to coordinate regular review of processes and reporting updates to stakeholders to support implementation progress and provide feedback on the impact on student outcomes. CSI plan data

will be collected at the end of every four-week learning period and the Charter will be monitoring the progress and implementation of the plan at least once per quarter, in conjunction with our School Site Council. The School Site Council will contribute to monitoring and evaluating both the implementation and effectiveness of the CSI plan as we collect data throughout the year. This will be done in virtual meetings during the COVID-19 pandemic, and move to school sites when it is safe to do so. Specific CSI data includes intervention and progress towards moving English SBAC scores into yellow, progress towards moving Math SBAC into yellow, and progress towards moving graduation rates in the direction of meeting at least 68%. Data analysis will continue to occur every quarter to address any implementation adjustments. Supports to build stakeholder capacity for continuous improvement include sharing and analyzing data with staff. It also includes providing opportunities for the DELAC to discuss and ask questions about CSI progress data during meetings. Resources provided to staff include access to real-time data each month and professional development related to improving outcomes in our CSI metrics. Resources provided to our school parents include Parent Universities, which increase parent participation and capacity to better support students at home, therefore contributing to the desired student achievement outcomes outlined in the CSI Plan. The LEA will be conducting a Comprehensive Needs Assessment this year, which will include stakeholder collaboration and feedback to identify areas of growth and to identify students who have experienced learning loss due to the impacts of COVID-19. The LEA will also be assessing evidence-based interventions that not only help to combat learning loss but also accelerate learning.

Instructions

The Every Student Succeeds Act (ESSA) requires the local educational agency (LEA), in partnership with stakeholders, to develop and implement a plan to improve student outcomes in each school identified for Comprehensive Support and Improvement (CSI). The CSI plan must be approved by the school, LEA, and its state educational agency (SEA). For purposes of the ESSA, the State Board of Education (SBE) serves as California's SEA.

At its January 2019 meeting, the SBE took action to approve three CSI Prompts to be included in the Plan Summary of the Local Control and Accountability Plan (LCAP). The LEA would use the CSI Prompts to report how it was developing its CSI plans and monitoring improvement progress. The County Office of Education (COE) would then approve the CSI Prompts and submit a list of the LEAs with approved prompts to the SBE for final approval.

In response to the effects of COVID-19 on California's education system, Senate Bill 98 waives the requirement of the LCAP for the 2020–21 school year (SY). The attached form replaces, for the 2020–21 SY only, the CSI Prompts requirement in the Plan Summary of the LCAP.

Each LEA with schools identified on the 2019 California School Dashboard (Dashboard) for CSI, shall complete this form and submit to its COE for approval no later than **October 31, 2020**. The COE shall determine the method of submission that best meets its local context.

A COE that serves as an LEA with schools identified for CSI on the 2019 Dashboard and that generally submits an LCAP to the CDE, shall complete and submit the 2020–21 CSI Prompts form to the CDE at LCAPreview@cde.ca.gov no later than **October 31, 2020**.

The required details and prompts are as follows:

Provide the LEA's contact information in the space provided in the form:

- **Name of the LEA**
- **Contact Name and Title**
- **Contact email address and phone number**

Complete each prompt in the space provided.

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

LEAs: Complete and return this form to your COE no later than **October 31, 2020**.

COEs that serve as an LEA with schools identified for CSI and that would normally submit an LCAP to the CDE: Complete and return this form to the CDE at LCAPreview@cde.ca.gov no later than **October 31, 2020**.

For questions, please contact the School Improvement and Support Office (SISO) at 916-319-0833.