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

**The instructions for completing this form will begin on page 2.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Thomas Edison Charter Academy | Anakarita Allen, Executive Director/Superintendent<br><br>Lupe Aguilera, District Reporting | aallen@teca-sf.org, 415-970-3330<br><br>laguilera@teca-sf.org, 415-872-5204 |

## Schools Identification

| Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI). |
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| Thomas Edison Charter Academy (single site) |

## Support for Identified Schools

| Please describe how the LEA has or will support its eligible schools in developing CSI plans. |
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Thomas Edison Charter Academy (TECA) was identified for CSI in the 19-20 school year based on low academic achievement in the 18-19 school year. TECA's CSI plan will focus on increasing student academic achievement in Math and Reading and will be developed through a process of stakeholder feedback, research on the best, research-based strategies for improving our areas selected, and monitoring with cycles of improvement and feedback.

To develop its CSI Plan, TECA will review state indicators, student data, dashboard results, and community feedback. Any action items included in the plan will be as a result of needs identified through this review process. TECA will engage stakeholders, including staff, parents, students, and board members, in the process of needs assessment and identification of services that, jointly, we believe will be of most importance to improve our students' academic achievement. The Needs Assessment will be conducted by a reputable third-party consultant who will be able to facilitate a non-biased framework to evaluate our school's progress and identify what is stalling additional growth. In addition to this outside assessment, TECA will conduct an internal root cause analysis process, conducted in small focus groups, to

identify additional needs. TECA will hold virtual meetings with various stakeholder groups (affinity groups, Parent Advisory Council/PAC, PTA, English Learner Advisory Council/ ELAC) to gather real-time, authentic feedback on the school's progress and current climate, and will also provide the opportunity to submit a written survey response to gather feedback from the larger community. TECA students will also have the opportunity to provide survey data to give TECA a view into how our students feel about their education and school. The CSI core team will review the data from surveys, feedback sessions, and needs assessment meetings to determine what the common themes are and begin here to develop our plan. We will then identify what is found to be proven by research to support student academic development in these identified areas to create and implement our plan.

Once the highest needs that are a common identified need between the various stakeholder groups are identified, TECA will research strategies and resources that will help meet these needs to increase student academic achievement. We will use resources like the What Works Clearinghouse, the CT State Dept. of Ed. Evidence Based Practice Guide, and other similar resources to identify types of strategies, programs, and resources may meet our needs with the highest possible level of evidence-based score. Additionally, we will partner with our local County Office of Ed (COE) to gather additional support and information on other evidence-based supports available. For any resources that may not be referenced in our network of resources available to us, we will research and request information on past successes in a school environment and in increasing student academic achievement. In addition, we will request information on how they have proven to meet the needs of our most vulnerable student groups, including our English Learners, low-performing students in Response to Intervention (RTI), and students with IEPs. Finally, a review of budget allocations will also be conducted to ensure allocations and resources are equitable and no particular significant student group is receiving an inequitable allocation of resources and services. As a schoolwide program, resources and supports are allocated throughout the school community, however assuring through a review process will help to clarify this.

In order to ensure that our interventions are aligned to our LCAP and SPSA goals and actions, we will create a crosswalk, comparing both plans to ensure one translates into the other, with both meeting our student population's greatest needs. Our goal is to identify need, then support a paradigm shift within our school community, to ensure we are serving our students to our highest capacity and that all stakeholders have buy in to our joint cause.

## 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.

As a part of our plan development and implementation process, TECA will regularly analyze student academic data, in addition to existing academic monitoring, to analyze progress with the addition of CSI-funded supports. We will study data in a continuous improvement cycle protocol to ensure that we see positive changes in students and, if not, reevaluate. We will ensure that monitoring conducted by external providers is paralleled internally to compare and calibrate measures. TECA will hold stakeholder sessions, updating them of the implementation process and impact of services. In addition to student academic data, we will continue to gather feedback in regular stakeholder session, continue to review and discuss data as a staff, and use this information in a cycle of improvement to revise as needed. TECA's parent community, including the ELAC and PAC are integral in this process. TECA's community forums are also a source of information gathering and sharing that will inform the monitoring process.