

## Baldwin Park

### School Plan for Student Achievement (SPSA)

School Year	School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
2021-22	Opportunities For Learning Baldwin Park	19-64267-1996479	May 21, 2021	June 15, 2021

### Purpose and Description

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard and any LEA identified for CSI in the 2019-20 year will stay on CSI until the CA Dashboard is released. LEAs may not move off CSI until the CA Dashboard is released to determine if they have a graduation rate average above 68% and the majority of their performance indicators are not in the red and orange to trigger them for CSI or TSI. Opportunities for Learning Baldwin Park plans to continue its efforts outlined in our 2020-21 SPSA throughout the 2021-22 academic school year in order to move out of CSI identification for the 2022-23 academic school year.

Opportunities For Learning Baldwin Park was identified for Comprehensive Support and Improvement (CSI) in 2019 due to our 2-year graduation rate average being below the 68% threshold set forth by ESSA and the state. Through all the efforts outlined in our 2020-21 plan, which translated into a 68.3% graduation rate average and a 71.5% one year graduation rate. OFL Baldwin Park can not move off CSI due to the suspension of the Fall 2020 Dashboard. Therefore, our plan will continue the efforts we set forth in the 2020-21 academic year to exit CSI identification once the state deems it possible. The purpose of our plan is to reflect upon current practices and make adjustments to our program practices 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 establishing program practice goals based on the following indicators:

- **College/Career** - Our current data reflected on the CA Dashboard: 10.3% prepared which is a 2.8% improvement from the previous year (2020-21 academic school year data). Due to the suspension of the dashboard, no color ranking is associated with this metric at this time.
- **Graduation Rate** - Our current data **released by the state in January 2021 was** 71.5% graduation rate, which is an increase of 6.4% from the previous year (2019-20 academic school year data).
- **English Language Arts SBAC** - Our school received an orange ranking in this category (2018-19 academic school year data). Our current data reflected on the CA Dashboard: 29.8 points below the standard which was a decline of 8.7 points over the previous year (2017-18 academic school year data). Due to the suspension of the CA Dashboard OFL Baldwin Park must continue to set forth goals and strategies to improve this academic performance indicator.
- **Math SBAC** - Our school received an orange ranking in this category (2018-19 academic school year data). Our current data reflected on the CA Dashboard: 139.8 points below the standard which was a decline of 13.8 points over the previous year (2017-18 academic school year data). Due to the suspension of the CA Dashboard OFL Baldwin Park must continue to set forth goals and strategies to improve this academic performance indicator.

Through the implementation of our 2020-21 CSI plan, we have achieved positive student academic outcomes as reflected by our College and Career increase, Grad Rate increase and maintained low suspension rate. Through our efforts to prepare students for postsecondary success both academically and professionally, the number of students in the Prepared tier of the College and Career Readiness Indicator increased by 3%, and the number of students considered Not Prepared decreased by 6%. Opportunities for Learning Baldwin Park was also successful in achieving a 71.5% graduation rate, which is a 6.4% increase from the previous year, and meets the requirements outlined in the Every Student Succeeds Act (ESSA). Finally, one of the results of positive relationships and the implementation of our core values is the positive impact they have on student behavior, which in turn has led to our school maintaining suspension rates at 0%. In order to fully achieve the desired student, academic outcomes on the CA Dashboard will be continuing with the strategic efforts set forth in our 2020-21 CSI plan in the 2020-21 school year.

Evidence-based interventions will continue to include the following: Achieve 3000, Accelerated Reader and the Expository Reading and Writing Course (ERWC) for English Language Arts. We will also be investing in a new Mathematics evidence-based intervention, Exact Path. The LEA used both comprehensive needs assessment findings and student performance outcomes to determine where to put forth efforts to improve student academic outcomes. The need to increase the use of Achieve 3000, Accelerated Math and ERWC is based on the following student performance data: students scoring 29.8 points below standard on the ELA SBAC which was an 8.7 decline in 2017-18, Math SBAC is at 139.8 points below the standard which was a 13.8 decline in 2017-18 and our two-year graduation rate average of 60.40%, from the 2017-18 and 2018-19 school years, which is below ESSA requires having a graduation rate at or above 68%. Our current Renaissance Star benchmark assessment reveals that 23.38% of students are scoring below grade level, at Urgent Intervention in ELA, and 21% of students are scoring below grade level, at Urgent Intervention in mathematics. ELA benchmark assessment data also reveals that only 54.4% of our students are reading at the appropriate grade level Lexile band. Our goal with identified ELA and math evidenced-based interventions is to target English Learner students, and student's who are struggling to meet achievement goals, in order to prepare them with the tools and resources needed to increase their ELA and math scores, and ultimately get them to graduate and succeed in college-level coursework and the workforce.

We anticipate that with the continuance of the intervention programs cited above, and introducing a new evidence-based intervention for math, this graduation rate will undoubtedly climb higher in the 2021-22 school year. The Expository Reading and Writing Course provide students with additional academic intervention to help with the writing skills needed to successfully participate in college-level courses without the need of remediation courses. Renaissance Star benchmark assessment reports will enable our staff to identify and assign custom instructional strategies for each student's ELA and Math intervention plan. Achieve 3000 and Accelerated Reader will be used by staff to assign and target specific skills to help increase both SBAC and ELA benchmark scores, through a custom support plan. Exact Path, by Edmentum, will be used to customize math interventions for each student, based on areas of growth determined by benchmark assessments.

The school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Opportunities For Learning Baldwin Park plans to integrate data from our comprehensive needs assessment, determination of evidence-based interventions to address needs, and resource inequities evaluation. To effectively meet the ESSA requirements outlined for schools, our plan will incorporate LCAP stakeholder engagement feedback by utilizing stakeholder feedback through a comprehensive survey gathered once a semester and through various stakeholder engagement events throughout the year. Opportunities For Learning Baldwin Park has also incorporated the goals, metrics, and actions as outlined in our 2021-24 LCAP in order to maintain alignment among the LCAP and SPSA goals.

## Stakeholder Involvement

### **Local Control and Accountability Plan (LCAP) Stakeholder Engagement Process**

Stakeholder engagement provides the Charter with essential information so that we can convert stakeholder needs into school goals. We use stakeholder feedback to reflect on our current practices and adjust as needed to meet the needs of the entire school community. Throughout the year we solicited feedback from various parties, which provided valuable input for our LCAP development. Virtual District English Learner Advisory Committee (DELAC) meetings were held throughout the school year. DELAC meeting participants include English Learner parents, students and staff members, and provide a bridge between school and home for parents of English Learners; topics covered include English Learner needs and learning outcomes. During these meetings, participants were provided with updates on progress toward LCAP and Comprehensive Support and Improvement (CSI) goals and were able to provide feedback on what they wanted to see in future LCAP and CSI plans. Parents were also encouraged to provide ideas on ways to further engage the stakeholders in our broader school community in the upcoming school year to help increase parent participation in DELAC and other school events. On March 18, 2021 our DELAC convened to review metrics and actions related to English Learner outcomes and achievement in our 2021-24 LCAP, and approved all related goals and actions.

Teacher feedback was collected from multiple sources and used in developing our LCAP for the upcoming school year. One of the ways in which teacher feedback was collected is through biannual anonymous stakeholder engagement surveys. Another way teacher feedback was collected was through data-driven Planned Learning Communities (PLCs), which provide a space for instructional staff members to collaborate, plan and reflect in an effort to improve instruction and student achievement. Teachers also participated in content-specific training on the new curriculum, and provided insight into application and instructional needs for successful implementation. Additionally, teachers participated in Lexile Measure Workshops, which promoted the use of student achievement data in order to effectively provide literacy support to students as well as measure growth as a result of those supports. Shifts in instructional delivery and greater demand to improve student engagement further solidified the need for LCAP goals that promote coaching and training to each staff member's highest potential and continuing to build capacity in each employee. During center and leadership meetings, all staff members are provided updates on LCAP goal progression and are able to collaborate on how to best support students. These meetings, along with all-staff meetings provide a chance for staff to be informed of changes and updates in educational law, available professional development, and updates on various educational topics.

Parent feedback was collected through anonymous surveys given to all parents, in both English and Spanish, twice during the school year. Survey links were provided so that parents could access the survey at

home. Informal feedback collection also took place at Open House meetings, DELAC meetings, School Site Council Meetings, and other conversations throughout the school year.

Student interests and concerns were collected and noted during Achievement Chats and individual student planning, where teachers discuss progress and goal setting with students. They were also recorded in Senior Meetings, where Postsecondary Counselors and teachers assist Seniors in goal setting and tracking their progress toward graduation and preparing for postsecondary options. The largest data source for student feedback came in the form of responses from anonymous stakeholder engagement surveys, which were administered biannually to all students in the charter.

This school year, Administrators and Special Education personnel participated in the East San Gabriel Valley SELPA, in order to facilitate high-quality academic programs and educational services for students with disabilities, and training for instructional staff and parents. The SELPA also works with county offices to provide resources to area schools and families. On April 6, 2021 Opportunities For Learning Baldwin Park administrators met with Scott Turner from the East San Gabriel SELPA to review achievement data for our students with disabilities and discuss how we used the data to drive the creation of our LCAP. Verbal approval was given for the Opportunities For Learning Baldwin Park proposed 2021-2024 LCAP Goals, Metrics, and Actions written to help close the achievement gap for students with disabilities

### **Comprehensive needs assessment (CNA) Stakeholder Engagement**

The comprehensive needs assessment (CNA) had a multitude of stakeholders involved in the process. The positions that were involved in the overall process include Principals, Assistant Principals, Independent Study Teachers, Small Group Instruction Teachers. A Math Intervention Specialist, an English Learner Specialist and several instructional support staff.

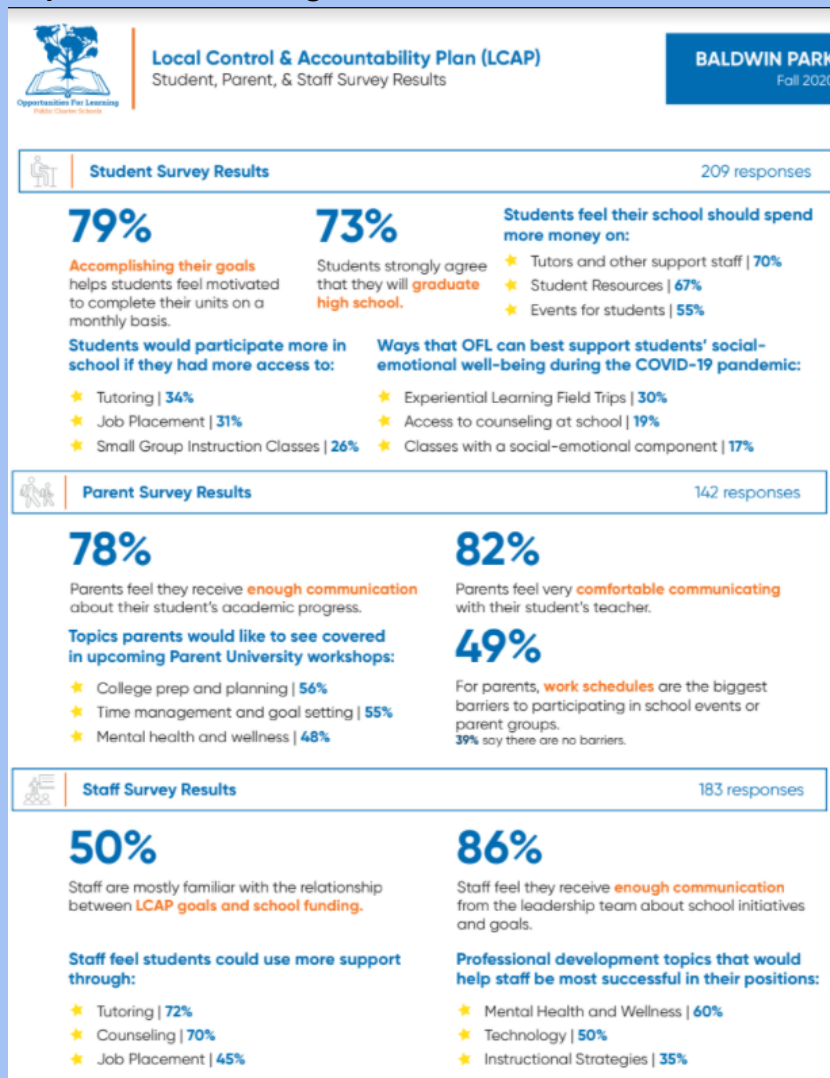
Staff representatives from the Baldwin Park learning centers were involved in the CNA process by collecting data that would enable the LEA to effectively participate in the CNA. Once a sufficient amount of data was collected, the school formed a CNA Committee; including a variety of instructional positions within the LEA, enabling the LEA to hear and receive input from varying perspectives/expertise across the LEA. The committee met virtually on December 11, 2020, February 5, 2021, and March 19, 2021, to review, analyze, and discuss school data. Additionally, on the February 5th committee meeting, participants were asked to share the committee findings with their peers for additional feedback. This presented valuable information to help identify root causes, and to also develop measurable outcomes in regards to addressing root causes. After the committee concluded their findings, the information was presented to Administration, and insight from Principals was provided. The CNA findings were also shared with the charter School Site Council and DELAC for additional feedback.

### **School Site Council**

The LEA's School Site Council meets six to eight times over the course of the school year. This past year, the committee stayed on pace to meet at least seven times. The meetings are structured into 7 parts: welcome of committee members and public, roll call of committee members, approval of minutes of the last meeting, main topic(s) of the current meeting, public comment, next meeting date, and meeting adjournment. This past school year the committee has been trained on roles and responsibilities within the group, and on the function of the group and its role in the LEA. In addition to that, the committee members have reviewed and monitored the 2020-21 SPSA throughout the school year and have participated in the review and

feedback process of the 2021-22 Comprehensive Needs Assessment data and the 2021-22 SPSA development. Feedback from meetings is provided to the LEA Principals using notes taken by the Council Secretary and sent out by the Principal Designee.

**Below is a snapshot of feedback given in our Fall 2020 LCAP Stakeholder Surveys:**



# Resource Inequities

The LEA conducted a Resource Inequity Review in December 2020 and the findings are listed below.

## RESOURCE INEQUITIES REVIEW ADDENDUM

Charter	Date Resource Inequity Review was conducted
Opportunities for Learning Baldwin Park	12/2/2020
<p>1. What actionable inequities were identified by the Charter during their Resource Inequity Review?</p>	<ul style="list-style-type: none"> <li>When a position becomes vacant, it is sometimes challenging to recruit high quality EL Specialist and Special Education Specialist.</li> <li>Students with high-needs require additional assistance to help meet their needs, thus additional tutoring support is needed.</li> <li>Additional training required for teachers will enable them to assign Intervention Courses based on student data. A new Math Intervention program may roll out in the new 21-22 school year.</li> <li>Results from surveys indicate that parents would like to see increased communication regarding school events.</li> </ul>
<p>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</p>	<ul style="list-style-type: none"> <li>Students with high-needs require additional assistance to help meet their needs, thus additional tutoring support is needed.</li> <li>Additional training required for teachers to be able to assign Intervention Courses based on student data. A new Math Intervention program may roll out in the new 21-22 school year.</li> <li>Results from surveys indicate that parents would like to see increased communication regarding school events.</li> </ul>
<p>3. How does the Charter plan on addressing these inequities?</p>	<ul style="list-style-type: none"> <li>Budget allocation utilizing available resources.</li> <li>The LEA will provide Professional Development to staff working with students.</li> <li>Increase communication to stakeholders about events for students, parents/guardians.</li> </ul>
<p>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.</p>	<ul style="list-style-type: none"> <li>When a position becomes vacant, it is sometimes difficult to recruit high quality EL Specialist and Special Education Specialist.</li> </ul>

# Goals, Strategies, Expenditures, & Annual Review

## Goal 1

**Graduation Rate:** The Charter aims maintain its two-year graduation rate to be at or above 68% to move off CSI identification

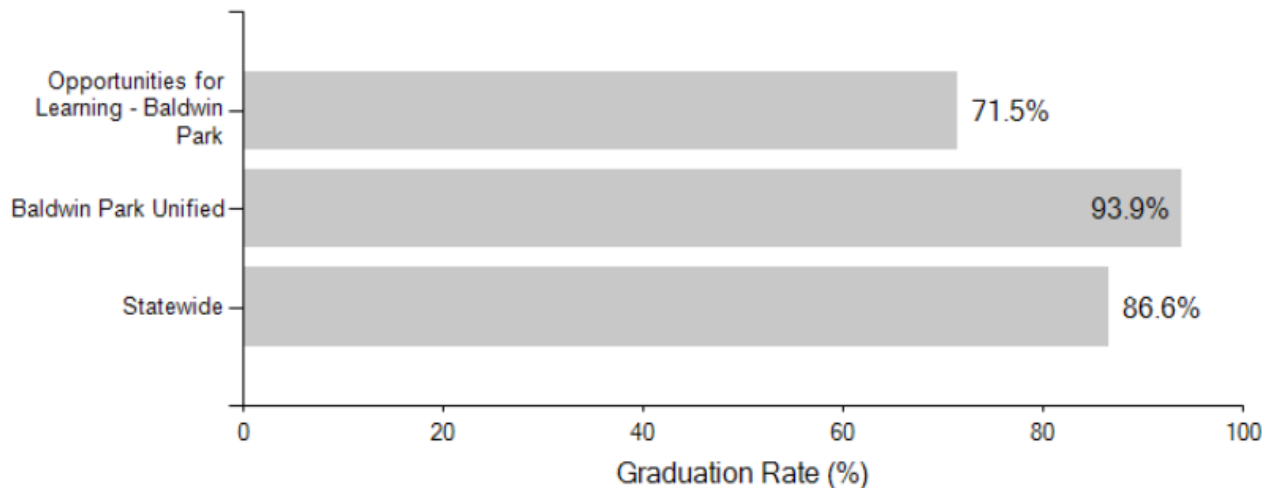
### Identified Need

OFL Baldwin Park has a two-year graduation rate average of 68.3% and a one year graduation rate of 71.5%, which is a 6.4% increase from the previous year. OFL Baldwin Park can not move off CSI due to the suspension of the Fall 2020 Dashboard and will continue the efforts we set forth in the 2020-21 academic year to move toward exiting CSI identification once the state deems it possible.

### Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	961	687	71.5%
English Learners	66	43	65.2%
Foster Youth	23	11	47.8%
Homeless	33	21	63.6%
Socioeconomically Disadvantaged	655	450	68.7%
Students with Disabilities	95	58	61.1%
African American	113	74	65.5%
American Indian or Alaska Native	13	11	84.6%
Asian	18	12	66.7%
Filipino	8	*	*
Hispanic	549	382	69.6%
Native Hawaiian or Pacific Islander	3	*	*
White	149	117	78.5%
Two or More Races	34	25	73.5%

## School Graduation Rate Compared to District and State



## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase core course completion rate to facilitate student progression toward graduation.	English 4 Math 3 Science 4 Social Science 4	Students will complete an average of 6 credits per core course.
Maintain or increase graduation rate.	71.5%	The LEA will have a one year graduation rate at or above 71.5%
Maintain or increase graduation rate of Socioeconomically Disadvantaged pupils.	68.7%	Socioeconomically Disadvantaged pupils will have a graduation rate at or above 68.7%
High school drop-out rates will be maintained or reduced.	10%	The LEA will maintain or reduce the high school drop-out rate, at or below 10%

## Proposed Expenditures

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)	Action/Expenditure
\$ 2,936,000.00	LCFF	Basic Service - Students will have access to fully credentialed teachers to help aid their core course progression towards graduation.
\$ 136,000.00	LCFF	Professional Development - Instructional staff will be provided professional development opportunities to better equip them to provide individualized, standards aligned, and data-driven instruction.
\$ 250,200.00	LCFF	Foster & Homeless Youth Goal Setting - Foster & Homeless Youth who have been enrolled for at least 30 days, will meet with their



		Post-Secondary Counselor at least once per semester to review academic progress and post-secondary plans
\$ 978,000.00	LCFF	Parental Involvement and Stakeholder Engagement - The LEA will provide a variety of stakeholder engagement opportunities and platforms to obtain feedback and input from stakeholders on items, including but not limited to instructions, support services, school climate, and operations related to unduplicated students, students with disabilities and general education students.
\$ 2,871,000.00	LCFF	Academic Achievement Chats - Students and parents will meet with their teachers at least twice a year to review assessment data, academic progress, and create individualized attendance and academic goals

## Goal 2

**College and Career:** Expose all students to College and Career Pathways in order to positively impact progress toward graduation and post-secondary readiness.

### Identified Need

Although we experienced a 3% increase of students at the Prepared level for College and Career Readiness on the January 2021 CA Dashboard, this continues to be an area of need for the LEA. While the school is steadily increasing the number of students moving into the Approaching Prepared and Prepared levels, 65% of students are still considered Not Prepared on the CA College and Career Readiness dashboard. Therefore the charter will focus on reducing the percentage of students who are considered Not Prepared.

#### Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	10.3%	5.3%	15.4%	16.7%	*	10.4%	*	13.4%	11.8%	0.0%	10.1%	2.1%	4.3%	6.1%
Percentage Approaching Prepared	24.3%	16.8%	23.1%	16.7%	*	23.7%	*	24.2%	38.2%	13.6%	22.7%	12.6%	8.7%	18.2%
Percentage Not Prepared	65.3%	77.9%	61.5%	66.7%	*	65.9%	*	62.4%	50.0%	86.4%	67.2%	85.3%	87.0%	75.8%

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students completing the A-G planning guide.	4%	Increase the number of students completing the A-G planning guide to 14%
Identify and track the career pathway of each student, reducing the number of students who are undecided.	15%	The LEA will reduce undecided career pathways to be at or below 15%

Increase College and Career Readiness	65%	The LEA will reduce the percentage of students identified as Not Prepared by 10% to 55%
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### Proposed Expenditures

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)	Action/Expenditure
\$ 137,280.00	LCFF	Career Pathway Identification - Identify and track the career pathway of each student and provide opportunities for exposure to those industries.
\$ 330,000.00	LCFF	Industry-Recognized Certifications - Students will be provided access to industry-recognized coursework and certifications to help provide them exposure to a variety of career pathways.
\$ 176,000.00	LCFF	Experiential Learning - Students will be offered experiential learning including the opportunity to explore postsecondary interests.
\$ 148,800.00	LCFF	Senior Portfolio Completion - Students in their senior year will be offered a Senior Portfolio curriculum to discover their postsecondary options and set their postsecondary goals.
\$ 1,100,000.00	LCFF	Social Emotional Development - Students will be provided the opportunity to participate in extracurricular activities or courses designed to promote the acquisition of social-emotional skills.

### Goal 3

**English Language Arts:** We are in the Orange color ranking for ELA performance indicator at 29.8 points below standard, and we aim to increase by at least 3 points to be in the range of -26 on student performance in order to move toward Yellow or above and meet the growth goal.

### Identified Need

For SBAC ELA students scored 29.8 points below standard and had a decline of 8.7 points reported on the Fall 2019 CA Dashboard, with no color change from Fall 2018 CA Dashboard results. Due to the suspension of SBAC in the 2019-20 year the charter utilized internal benchmark assessment data to show growth/area of need for English Language Arts. A review of triannual benchmark achievement data also reveals that 23% of students are scoring below grade level, at Urgent Intervention, on English Language Arts assessments. OFL Baldwin Park will continue to work toward improving our ELA SBAC scores and moving out of the orange color ranking and into a higher color ranking.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain or increase English Learner reclassification percentages that are above the state average.	58%	Maintain or increase the English Learner Reclassification rate to at or above 30%

Increase overall Lexile measure growth, from the Fall benchmark assessment, for English Learners.	55.2%	60% of English Learners will have an increase in Lexile measure.
Increase the number of English Learners making progress toward English Language proficiency.	55.6%	The number of English Learners making progress toward English Language proficiency will be 56% or higher.
Increase overall Lexile measure growth, from the Fall benchmark assessment, for all students.	59%	69% of students will have an increase in Lexile measure.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity (Evidence-based interventions)

Achieve 3000

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity (Evidence-based interventions)

iLit

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity (Evidence-based interventions)

ERWC

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity (Evidence-based interventions)

Accelerated Reader

### Proposed Expenditures

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)	Action/Expenditure
\$ 37,650.00	LCFF	Designated English Language Development - The LEA will provide EL students research-based and/or state recommended designated ELD curriculum designed to develop and strengthen the English language acquisition skills necessary to access core curriculum.
\$ 1,141,000.00	LCFF	Broad Course of Study - All Students will have access to academic resources that help aid in their mastery in a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education.

## Goal 4

**Mathematics:** We are in the Orange color ranking for Math performance indicator at 139.8 points below standard, and we aim to increase by at least 3 points to be in the range of -136.8 on student performance in order to move toward Yellow or above and meet the growth goal.

### Identified Need

For SBAC Math students scored 139.8 points below standard and had a decline of 13.8 points reported on the Fall 2019 CA Dashboard, with a color change from red to orange over Fall 2018 CA Dashboard results. Due to the suspension of SBAC in the 2019-20 year the charter utilized internal benchmark assessment data to show growth/area of need for Math. A review of triannual benchmark achievement data also reveals that 21% of students are scoring below grade level, at Urgent Intervention, on Mathematics assessments. OFL Baldwin Park will continue to work toward improving our Math SBAC and move out of the orange color ranking (lowest ranking) into a higher color ranking.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase student academic performance on the triannual benchmark assessment in Mathematics.	29%	The percentage of students moving out of Urgent Intervention will increase by 5%
Increase the academic performance of students with disabilities on the triannual benchmark assessment in Mathematics.	23%	Increase the percentage of students with disabilities moving out of Urgent Intervention by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity (Evidence-Based Intervention)

Exact Path

## Proposed Expenditures

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)	Action/Expenditure
\$ 325,200.00	LCFF	Intervention Support and Instruction for students with disabilities - Students with disabilities will have access to individualized support through Special Education Specialists and para professionals to help aid their mastery of common core state standards in Mathematics
\$ 505,900.00	LCFF	Benchmark Assessments and Interventions - The LEA aims to improve student achievement through the use of specialized instruction and interventions, which include the administration of triannual benchmark assessments; utilizing research-based intervention programs; and providing Math Intervention Specialists and tutoring services.

## Monitoring of Progress

In an effort to ensure that all stakeholders stay abreast of the LEA's progress toward achieving the goals set forth in the SPSA, we will track and monitor our efforts to meet metrics and actions identified within each goal. 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 LEA will provide quarterly progress reports to the School Site Council and School Board for review. 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 continue to be done in virtual meetings during the COVID-19 pandemic, and move to school sites when it is deemed safe to do so by the County of Los Angeles. Specific CSI data includes intervention progress towards moving English SBAC scores into yellow, towards moving Math SBAC into yellow, moving more students toward College and Career Preparedness, and maintaining a graduation rate that meets or exceeds 68%. Data analysis will continue to occur at least every quarter to address any implementation adjustments.

Student achievement data will also be collected and tracked at the end of every school month and will be monitored and analyzed by the Charter leadership team. Opportunities For Learning Baldwin Park will continue to work with staff to coordinate regular review of process and reporting of updates to stakeholders to support implementation progress and provide feedback on the impact on student outcomes. Data points will be analyzed and shared with all stakeholders during staff meetings, stakeholder engagement meetings, as well as DELAC. English Teachers will be responsible for tracking students participating in ERWC courses and will update leadership and parents on student progress and completion, at the end of every learning period. All teachers and intervention specialists will track students enrolled in intervention courses throughout the learning period in order to provide regular updates on their progress toward specified achievement goals. Postsecondary Counselors will track and record meetings with foster youth and students at risk of experiencing homelessness in order to ensure all services, resources and learning opportunities are made available to them.

Opportunities for Learning Baldwin Park will continue the monitoring laid out in our 2020-21 LCAP CSI Prompts submitted to the State and approved in January 2021 as we have found them to be the most effective way to monitor the effectiveness of our CSI plan and engage our stakeholders in the progress of our plan. Resources provided to staff will include access to real-time data each month and professional development related to improving outcomes in our CSI metrics, as needed. Resources provided to our

school parents will include stakeholder engagement events, which increase parent participation and their capacity to better support students at home, therefore contributing to the desired student achievement outcomes outlined in the CSI Plan. Opportunities For Learning Baldwin Park will be conducting annual Comprehensive Needs Assessments to gauge student performance against state performance standards and will ultimately be working toward closing the opportunity gap for our subgroups of students, which will also 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. Opportunities For Learning Baldwin Park will also be assessing evidence-based interventions that not only help to combat learning loss but also help to accelerate student learning.

## Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 9,112,196.55

## EVIDENCE-BASED INTERVENTIONS

**1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.**

- |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> English Language Arts (3-8,11)</li> <li><input type="checkbox"/> Mathematics (3-8,11)</li> <li><input checked="" type="checkbox"/> English Learner Progress (1-12)</li> <li><input type="checkbox"/> Chronic Absenteeism (TK-12)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Suspension Rate (TK-12)</li> <li><input checked="" type="checkbox"/> College/Career (9-12)</li> <li><input checked="" type="checkbox"/> Graduation Rate (9-12)</li> </ul> |
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**2. Evidence Rating: Indicate the Evidence Rating for the intervention.**

- Strong
- Moderate
- Promising

**3. Rating Rationale: Indicate the source that was used to determine the rating.**

- |                                                                                                                                                                                                                                              |                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> What Works Clearinghouse</li> <li><input type="checkbox"/> LAUSD Evidence-Based Intervention Bench</li> <li><input checked="" type="checkbox"/> Evidence for ESSA</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Other-Specify and Provide Link to Study: _____</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|

**4. Intervention Status: Indicate if this is a new or continuing Intervention.**

- New
- Continuing

In the upcoming year, we will continue using RenStar assessments and student achievement data to place students in ERWC (Expository Reading and Writing Course) Small Group Instruction as a 12th grade intervention and support in order to help them meet grade level standards for college and career readiness. The expected outcome of this course is that students are prepared for the literacy

demands of higher education and the workforce. Students in this rhetoric-based course will develop advanced proficiency in expository, analytical, and argumentative reading and writing. The ERWC courses will continue to be taught by credentialed teachers who also have the specific ERWC certification to teach the course. Instructional staff members teaching this course will be offered continuous professional development opportunities to better serve the students enrolled in this class.

## 5. Evidence-Based Intervention Name and link to study

ERWC:

<https://www.evidenceforessa.org/programs/reading/middlehigh-school/expository-reading-and-writing-course-erwc>

### 1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

- |                                                                     |                                                            |
|---------------------------------------------------------------------|------------------------------------------------------------|
| <input checked="" type="checkbox"/> English Language Arts (3-8,11)  | <input type="checkbox"/> Suspension Rate (TK-12)           |
| <input type="checkbox"/> Mathematics (3-8,11)                       | <input checked="" type="checkbox"/> College/Career (9-12)  |
| <input checked="" type="checkbox"/> English Learner Progress (1-12) | <input checked="" type="checkbox"/> Graduation Rate (9-12) |
| <input type="checkbox"/> Chronic Absenteeism (TK-12)                |                                                            |

### 2. Evidence Rating: Indicate the Evidence Rating for the intervention.

- Strong
- Moderate
- Promising

### 3. Rating Rationale: Indicate the source that was used to determine the rating.

- |                                                                  |                                                                         |
|------------------------------------------------------------------|-------------------------------------------------------------------------|
| <input type="checkbox"/> What Works Clearinghouse                | <input type="checkbox"/> Other-Specify and Provide Link to Study: _____ |
| <input type="checkbox"/> LAUSD Evidence-Based Intervention Bench |                                                                         |
| <input checked="" type="checkbox"/> Evidence for ESSA            |                                                                         |

### 4. Intervention Status: Indicate if this is a new or continuing Intervention.

- New
- Continuing

This year, the Charter will be continuing the use of iLit curriculum with English Learners. iLit is a Common Core State and English Language Development (ELD) standards aligned curriculum designed to improve literacy and language acquisition for English Learners by scaffolding the transition to English language proficiency. The curriculum is engaging and accessible for students, and aims to meet high interest needs for our student populations. The program is adaptive for both students and teachers as well. Each lesson requires students to read, write, speak and listen in order to develop the skills necessary to reach English proficiency and college and career readiness. The instructional framework includes independent reading, vocabulary practice and application, whole group instruction, independent working time and a wrap up activity. The iLit curriculum applies a gradual release approach to curriculum delivery, which includes lessons and activities that improve each student's ability to demonstrate skills independently. iLit also incorporates the Sheltered Instruction Observation Protocol (SIOP), which is an evidence-based instructional model that has proven to be effective in improving the academic achievement of English Learners. The iLit program has multiple forms of embedded assessments, including diagnostic, formative and summative, to inform customized instruction and intervention decisions for both individual students and whole classes. Instructional staff members teaching the course will have the appropriate Departmentalized English Language Development credential required to teach this class. Teachers will also continue to receive training and professional development related to teaching and learning for iLit. Student achievement data will be tracked and assessed regularly in order to ensure that students are progressing toward grade level learning goals.

## 5. Evidence-Based Intervention Name and link to study

iLit:

chrome-extension://oemmndcbldboiebfnladdacbfmadadm/https://assets.pearsonschool.com/asset\_mgr/current/201851/iLit\_CA\_Research\_Overview.pdf

### 1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

- English Language Arts (3-8,11)
- Mathematics (3-8,11)
- English Learner Progress (1-12)
- Chronic Absenteeism (TK-12)
- Suspension Rate (TK-12)
- College/Career (9-12)
- Graduation Rate (9-12)

### 2. Evidence Rating: Indicate the Evidence Rating for the intervention.

- Strong
- Moderate
- Promising

### 3. Rating Rationale: Indicate the source that was used to determine the rating.

- What Works Clearinghouse
- LAUSD Evidence-Based Intervention Bench
- Evidence for ESSA
- Other-Specify and Provide Link to Study: \_\_\_\_\_

### 4. Intervention Status: Indicate if this is a new or continuing Intervention.

- New
- Continuing

The LEA will continue to utilize assessment data from RenStar to identify students who demonstrate a high level of need for intervention and support in English Language Arts. This data will be pulled from the first testing window of the school year to determine which students are performing below grade level, and therefore require the most proactive level of intervention. Teachers will also use other student achievement data to provide insight into which students are struggling, and decide which intervention is appropriate.

We will continue to use Accelerated Reader and Achieve 3000 to provide appropriate interventions and instruction to students who demonstrate a high level of need in English Language Arts. RenStar scores, teacher observation and other student achievement data will inform not only who has the highest level of need for intervention, but also what specific interventions are needed to support growth toward grade level learning goals. Identified students will be placed in cohorts, where a trained teacher will facilitate lessons through the Accelerated Reader and/or Achieve 3000 curriculum. These two interventions will be used as supplemental resources while students complete core English courses through either Independent Study coursework or Small Group Instruction classes. Throughout each semester, these students will be exposed to a number of activities and lessons that will enhance and strengthen their literacy skills. Activities include, but are not limited to, learning objectives related to vocabulary acquisition, comprehension skillbuilding and writing competence. Over time, student achievement will be continuously measured to determine whether or not the student is in need of continued ELA intervention and to what extent.

## 5. Evidence-Based Intervention Name and link to study

- 1) Accelerated Reader: <https://ies.ed.gov/ncee/wwc/Intervention/210>
- 2) Achieve 3000: <https://ies.ed.gov/ncee/wwc/Intervention/1284>



**1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.**

- ✓ English Language Arts (3-8,11)
- ✓ Mathematics (3-8,11)
- ✓ English Learner Progress (1-12)
- Chronic Absenteeism (TK-12)
- ✓ Suspension Rate (TK-12)
- ✓ College/Career (9-12)
- ✓ Graduation Rate (9-12)

**2. Evidence Rating: Indicate the Evidence Rating for the intervention.**

- Strong,
- ✓ Moderate
- Promising

**3. Rating Rationale: Indicate the source that was used to determine the rating.**

- What Works Clearinghouse
- LAUSD Evidence-Based Intervention Bench
- ✓ Evidence for ESSA
- Other-Specify and Provide Link to Study: \_\_\_\_\_

**4. Intervention Status: Indicate if this is a new or continuing Intervention.**

- ✓ New
- Continuing

The LEA will utilize assessment data from RenStar to identify students who demonstrate a high level of need for intervention and support in mathematics. This data will be pulled from the first testing window of the school year to determine which students are performing below grade level, and therefore require the most proactive level of intervention. Teachers will also use other student achievement data to provide insight into which students are struggling to meet grade level expectations, and decide which intervention is appropriate.

To ensure that students are being appropriately served by the Edmentum Exact Path curriculum, credentialed teachers, Math Intervention Specialists and math tutors will be trained and offer small group cohorts or one on one support through the curriculum. Smaller group settings, one on one appointments, and increased instruction availability provides more students with the opportunity to receive intentional and targeted intervention. Exact Path will be utilized as a resource as a supplement to core math coursework, as students may be lacking skills to be successful and keep up with the pace of the core class content. Through student achievement data, teachers are able to identify which concepts are the most challenging for individual students, and which are necessary for them to master in order to continue progressing in their current math class. Specific lessons that are appropriate to meeting these goals will be provided as a resource so that students can continue to strengthen and build upon their math foundations.

**5. Evidence-Based Intervention Name and link to study**

Edmentum Exact Path <https://eric.ed.gov/?q=Exact+Path+Edmentum&id=ED605132>  
<https://eric.ed.gov/?q=Exact+Path+Edmentum&id=ED605132>  
[https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20Effectiveness%20Paper%20FINAL\\_0.pdf](https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20Effectiveness%20Paper%20FINAL_0.pdf)

# Annual Review

SPSA Year Reviewed: 2020-21

## ANALYSIS

What was the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve each articulated goal.

*This section is still in development, as we are still collecting student achievement data for the school year. The following statements reflect data collected through academic month 11 and will be finalized when the full year of 2020-21 data is available.*

This year, in addition to meeting and exceeding our goal to increase our graduation rate, the LEA also saw gains in other areas of student achievement. In reviewing data on Lexile measure growth, 54% of all students and 55% of English Learners grew. In addition to the Lexile measure, we found that 54% of students were at or above grade level. We also saw 23.5% of students move toward grade-level proficiency on ELA Renaissance Star assessments and 29% move toward grade-level proficiency in mathematics. Finally, we saw great gains in our reclassification rate of English Learners as 58% of this student group has been reclassified to fluent English proficient. We believe the strategies outlined below contributed to the positive student achievement outcomes mentioned above, among others.

This year, ERWC was taught virtually through small group instruction classes, by credential teachers who also hold the ERWC Certification. The LEA also averaged 95% retention for all ERWC classes taught. This evidence-based intervention contributed toward the improvement of ELA Scores on Renaissance Star benchmark assessments for all students and English Learners. The success of implementing ERWC contributes to multiple metrics being met. We also saw a 52% improvement in overall Lexile measure for 12th graders, and 17% of 12th graders move out of Urgent Intervention on the Renaissance Star ELA assessment, which we partially attribute to the use of the ERWC curriculum as an intervention for this grade level. This also contributed to improved English Learner reclassification rates for 12th grade English Learners, which also helped prepare them for the postsecondary reading and writing skills necessary in both college and the workforce. Additionally, this intervention helped improve Lexile measures for our 12th grade English Learners. This intervention also helped further 12th-grade core subject completion in ELA, and increased overall monthly credit completion, which both led to increased progress toward graduation.

Accelerated Reader was not fully implemented this year as we continued distance learning during the COVID 19 pandemic. Furthermore, this was not a class the LEA chose to migrate to virtual cohorts. As we bring students back for the 2021-22 school year, we will be revisiting the use of Accelerated Reader for students who are scoring below grade level, at Urgent Intervention, on Renaissance Star benchmark assessment. Furthermore, the Renaissance platform has indicated it will no longer be providing Accelerated Reader as an intervention curriculum option after the 2021-22 school year, and the LEA is considering other English Language Arts evidence-based options for students.

Students scoring at the Urgent Intervention level on Fall Renaissance Star benchmark assessments were assigned Achieve 3000. Trained instructional staff facilitated the course in both virtual cohorts and virtual one-on-one appointments. As students gained skills in reading and writing they were better equipped to meet the demands of core coursework in the virtual small group instruction classes and in the independent study curriculum. We were also able to use Achieve 3000 as an additional intervention for English Learners and

saw more English Learners completing Achieve 3000 compared to all students completing the course overall.

This past school year, the LEA continued the use of iLit as a designated instructional intervention for 14% of our English Learner students. We saw 85% retention in our iLit courses, further supporting their literacy advancement and progress toward English Language proficiency.

Accelerated Math was taught virtually in small group instruction cohorts and one on one appointments, as an evidence-based math intervention this past school year. We feel that enrolling students in this course contributed to students making progress out of Urgent Intervention placement and moving toward grade-level proficiency on the Renaissance Star Math assessment. Although we have seen some gains with the Accelerated Math curriculum, the Renaissance platform has indicated it will no longer be providing Accelerated Reader as an intervention curriculum option, and the LEA has decided to move forward with piloting Exact Path, by Edmentum, as an evidence-based mathematics intervention curriculum for students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures

*This section is still in development as we do not have the full report of expenditures in all of these areas for the 2020-21 school year.*

What changes will be made to the goals, the annual outcomes, metrics, or strategies/activities to achieve each goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The changes to the goals outlined in our 2021-22 SPSA are based on the school's new CNA findings. We found that the majority of the WASC self-study findings previously used were outdated and no longer aligned to the needs of the charter. Metrics and actions have also been modified or added to align with LCAP, which was largely shaped by the results of CNA.

The LEA will continue efforts toward improving the graduation rate through the use of both the same metrics and an added metric to address goal 1. In the upcoming school year, the LEA aims to have a one-year graduation rate at or above 68%, in an effort to move off of CSI identification. This would be a maintenance or increase of our current two-year average rate of 68.3%. The new metric being added to the graduation rate goal focuses on improving the outcomes of socioeconomically disadvantaged students, by working toward maintaining or increasing the graduation rate at or above 68.7% for this group of students. We recognize the importance of continuing to make certain that this student group has the resources and support in place to continue to succeed in our program and, at a minimum, meet ESSA requirements for graduation.

In the upcoming school year, the LEA is continuing to work toward improving our College and Career Readiness measure. Although we experienced a 3% increase of students at the Prepared level for College and Career Readiness on the January 2021 CA Dashboard, this continues to be an area of need for the LEA. While the school is steadily improving the number of students moving into the Approaching Prepared and Prepared levels, 65% of students are still considered Not Prepared on the CA College and Career Readiness dashboard. In goal 2, we will be changing an existing metric; rather than monitoring the percent of students who are on the A-G planning guide leading up to graduation, we will be working toward increasing the number of students who are graduating and completing the A-G planning guide. We feel that measuring completion, rather than participation, is a more effective indicator of postsecondary college and career readiness. The LEA has also added a metric for goal 2, with regard to improving our College and Career

measure. In the upcoming year, we are striving to reduce the percentage of students identified as Not Prepared by at least 10%, to 55% or lower.

In the upcoming school year, goal 3 outlines the ways the LEA will be putting efforts toward improving English Language Arts outcomes, as we were in the Orange color ranking for ELA performance indicator at 29.8 points below standard on the 2019 CA Dashboard, and we continue to aim to increase by at least 3 points to be in the range of -26 on student performance in order to move toward Yellow or above and meet the growth goal. One change we have made to improve results in this area is removing a metric with a general reference to the CA Dashboard, and instead focusing on more specific areas of need that would lead to student success. One way of doing this is by changing the Lexile measure metric to focus on Lexile measure growth, rather than grade level Lexile band. The LEA has many students who enroll credit deficient, and therefore far below grade level. The goal for all students is that they are continuously developing skills that move them toward grade-level achievement. With this in mind, we will no longer be measuring the number of students who are at grade level Lexile measure, but instead, we will measure the number of students who are improving Lexile measure and working toward mastering grade-level literacy and beyond. As data revealed that only 17% of our English Learners are at or above grade level in their Lexile Measure, the LEA has also added a metric for putting efforts toward improving the Lexile measure and expanding intervention opportunities for this group of students.

The LEA is currently in the Orange color ranking for Math performance indicator at 139.8 points below standard, and we aim to increase by at least 3 points to be in the range of -136.8 on student performance in order to move toward Yellow or above and meet the growth goal. In the upcoming school year, goal 4 provides measurable goals and actionable steps related to how we will continue to work toward improving our student outcomes in mathematics and therefore improving our academic performance indicator color on the dashboard. Two changes that were made are the removal of metrics with general references to the CA Dashboard, and instead focusing on more targeted areas of need that would lead to student success in mathematics. As a result of our findings related to student achievement in math, the LEA has added two new metrics, each of them ensuring the ongoing monitoring of student learning through the continuous implementation of assessments and interventions. One added metric is that the LEA will increase student academic performance on triannual benchmark assessments in Mathematics, with the goal that at 25% or more of all students are scoring higher than the Urgent Intervention level. Similarly, the second added metric is that the LEA will increase the academic performance of students with disabilities on the triannual benchmark assessment in Mathematics, so that at least 19% of students in this group are scoring higher than the Urgent Intervention level. An added strategy we're putting in place to support this metric is that students with disabilities will have access to individualized support through Special Education Specialists and paraprofessionals to help aid their mastery of common core state standards in Mathematics.

## OFL Baldwin Park 2020-21 Comprehensive Needs Assessment Summary / Addendum Document

### PURPOSE

The purpose of this Summary/ Addendum Document is to document and record all phases of your charter's Comprehensive Needs Assessment. This will be used as an Addendum and/or evidence of a CNA to your LCAP and any other School Improvement Plan.

### STAKEHOLDERS

**Who were the stakeholders involved in the Comprehensive Needs Assessment?**  
**How were stakeholders involved in the Comprehensive Needs Assessment?**

*The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]*

The comprehensive needs assessment (CNA) had a multitude of stakeholders involved in the process. The positions that were involved in the overall process include: Principals, Assistant Principals, Teachers, SGI Teachers. Math Intervention Specialist, English Learner Specialist and instructional support staff.

Staff representatives from the Baldwin Park learning centers were involved in the CNA process by collecting data that would enable the LEA to effectively participate in the CNA. Once a sufficient amount of data was collected, the school formed a CNA Committee; included a variety of instructional positions within the LEA, enabling the LEA to hear and receive input from varying perspectives/expertise across the LEA. The committee met virtually on December 11, 2020, February 5, 2021, and March 19, 2021 to review, analyze, and discuss school data. Additionally, on the February 5th committee meeting, participants were asked to share the committee findings with their peers for additional feedback. This presented valuable information to help identify root causes, and to also develop measurable outcomes in regards to addressing root causes. After the committee

concluded their findings, the information was presented to Administration, and insight from Principals was provided. The CNA findings were also shared with the charter School Site Council and DELAC for additional feedback.

## DATA SOURCES / Phase 1 (Data Collected and Analyzed)

### What data sources did stakeholders review (qualitative and quantitative)?

*The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)*

The following quantitative data was gathered and analyzed for the CNA: California Dashboard data, CAASPP data, local assessment data, RenStar), EL reclassification data, graduation rate, Core Course completion rates. Qualitative data gathered for the CNA include stakeholder surveys and staff feedback.

## CNA RESULTS / Phase 2

### What was the Area(s) of Focus of the data?

**Areas of Focus:** The stakeholder group followed a data dive protocol to facilitate a productive dialogue about the school data highlighted above. The following observations were noted based on the data:

#### Math

- Students enroll with us being deficit in Math.
- Students are performing lower on Math SBAC than ELA SBAC.
- 2018-2019 SBAC Data shows SWD as being assigned a Red color on the CA Dashboard (lowest ranking)
- 2018/2019 students were assigned an Orange color on the CA Dashboard (second lowest ranking) for SBAC Math
- With 2019-2020 Ren STAR scores, grades 8-12 saw a slight increase from the Fall Administration to the Spring Administration.
- Foster Youth 10th graders saw 35.33 decrease in 2019-2020 Ren Star scores from the Fall Administration to the Spring Administration.

#### Grad Rates

- 2018/2019 to 2019/2020 saw an overall increase in grade-rates, but there is still room for improvement.

- Nine subcategories saw an increase in grad rate from 2017/2018 to 2018/2019 school years.
- 2018/2019: Student Groups: SWD, Hispanic and two or more races saw a decrease for grade rates.

### College and Career

- Groups that are listed in the Red group on the CA Dashboard for 2017/2018 stayed in the Red in 2018/2019 (All students, Socio Disadvantaged, African-American, Hispanic).
- On the 2018/2019 CA Dashboard, only 1.80% of SWD, 2.80% African American and 3.60% English Learners identified as being prepared for college based on the College/Career Performance Indicator.
- Less than 8% of all students were college and career prepared in each the 2017/2018 and 2018/2019 school years on the CA Dashboard.

### Core Credit Completion

- Math unit completion is the lowest subject for all student groups. (All students, SWD, EL Students, FRMP and Foster)
- EL Students are out-performing all other students groups in Science, they averaged 6.387 for the 2019-2020 school year.
- SWD average to complete 4.611 math units for the school year.
- EL Students average 6.247 English and 6.387 Science units for the 2019/2020 school year.
- Foster Youth average to complete 3.56 units of English and Math for the school year.

## PRIORITIZED NEED

**Based on the data dive and Areas of Focus that were identified, which needs are most critical?  
Which needs will have the greatest impact on student outcomes, if addressed?**

*A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.*

A consensus was reached concerning the following four areas of focus that will be the charter's priorities in the upcoming school year:

- Ren STAR and SBAC data shows that students are underperforming in Math, and it continues to be an area of focus for the LEA across all student groups.
- The overall Grad Rate for the LEA has slightly increased each year from the 2017/2018 school year, but there is still room for improvement. Two subgroups saw a decrease in the Grad Rate from the 2017/2018 school year to 2018/2019, which encompassed students with disabilities and our Hispanic student group.
- Data from the California Dashboard identifies less than 8% of all students as being College and Career prepared.
- Internal data shows that Math is the top subject that students are struggling to complete, with an average of only 5.225 units being turned in for the 2019/2019 school year. Digging deeper, Foster Youth, FRMP and SWD all average less than five units for the 2019/2020 school year.

## ROOT CAUSE ANALYSIS / Measurable Outcomes Phase 3

What are the potential root causes of the needs or concerns the team has prioritized?

Please list the Measurable Outcomes identified for each Root Cause..

*A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.*

### Area of Focus: Math

Root Causes:

- Most students are not consistently working on math.
- Students enroll deficient in math and with learning gaps.

**Measurable Outcome:** The number of students scoring at the Urgent Intervention level on Fall triannual benchmark assessments will decrease by 5%

### Area of Focus: Grad Rates

Root Causes:

- Students enroll with the school deficit in credits.
- Students are able to promote to the next grade level throughout the school year.
- Students who enroll with limited electives may lose motivation.
- Additional support continues to be a need for subgroups. Instructional staff need professional development to help meet the needs of students.

**Measurable Outcome:** The charter will have a graduation rate at or above 71.5%

**Measurable Outcome:** Maintain or increase the Foster Youth graduation rate at or above 68%

**Measurable Outcome:** School staff will be provided opportunities to attend professional development to help strengthen the depth of knowledge in how to best support English Learners, foster youth, homeless students, low-income students, and students with disabilities

### Area of Focus: Core Credit Completion

Root Causes:

- Additional instructional support is needed besides the homeroom teacher.
- Students need foundational skills to help close the gap.
- Lack of internal motivation from students.

**Measurable Outcome:** Students will complete an average of 6 credits per core course.



**Measurable Outcome:** Foster & Homeless Youth who have been enrolled for at least 30 days, will meet with their Post-Secondary Counselor once a semester to review academic performance/progress and post-secondary plans, thus improving academic outcomes.

**Area of Focus: College and Career**

Root Causes:

- Deeper understanding of what it means to be college and career prepared
- Need offerings that work with our students and their schedules.

**Measurable Outcome:** The LEA will reduce the percentage of students identified as Not Prepared by 10% to 55%.

**Measurable Outcome:** Increase the number of students completing the A-G planning guide to 14%.

**Measurable Outcome:** The charter will reduce the undecided option to be at or below 15%.

**Trends / Themes - (Data Dive Summary Table)**

**What concerns or challenges were identified?**

**What trends were noticed over time in schoolwide, sub-group or grade level data?**

The following trends and concerns were identified during the course of the charter's Comprehensive Needs Assessment:

- Math focus is needed across all student groups, particularly with Foster and Students with disabilities.
- SWD is underperforming in multiple data points (Ren STAR, Core Completion, SBAC Math).
- Data indicates that the LEA continues to trend up with the overall Grad Rate. In 2017/2018 the Grad Rate was 57%, in 2018/2019 the Grad Rate was 65% and 2019/2020 Grade Rate was 67%. This is progress that the LEA should focus on, especially with some of the subgroups.
- Foster Youth student-progress is a concern, especially in the subjects of English and Math.

## RESOURCE INEQUITIES REVIEW ADDENDUM

**Document Purpose:** This will be a summary/overview document added to your LCAP & SPSA as evidence that a CNA was done in your charter.

Charter	Date Resource Inequity Review was conducted
OFL Baldwin Park	12/2/2020
<p><b>Guidance and Instructions:</b> As part of the CNA process schools must complete a Resource Inequities Review as part of their comprehensive needs assessment. Note, responses to questions 1 through 3 need to be <b>actionable</b>. For purposes of a resource inequity, <b>actionable</b> means something that is within your locus of control and you can implement an action/services/resource or etc. to help remedy the issue. As a reminder, resource inequity identification is an LEA decision and is locally controlled and determined.</p>	
<p><b>1. What actionable inequities were identified by the Charter during their Resource Inequity Review?</b></p>	<ul style="list-style-type: none"> <li>● When a position becomes vacant, it is sometimes challenging to recruit high quality EL Specialist and Special Education Specialist.</li> <li>● Students with high-needs require additional assistance to help meet their needs, thus additional tutoring support is needed.</li> <li>● Additional training required for teachers will enable them to assign Intervention Courses based on student data. A new Math Intervention program may roll out in the new 21-22 school year.</li> <li>● Results from surveys indicate that parents would like to see increased communication regarding school events.</li> </ul>
<p><b>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</b></p>	<ul style="list-style-type: none"> <li>● Students with high-needs require additional assistance to help meet their needs, thus additional tutoring support is needed.</li> <li>● Additional training required for teachers to be able to assign Intervention Courses based on student data. A new Math Intervention program may roll out in the new 21-22 school year.</li> <li>● Results from surveys indicate that parents would like to see increased communication regarding school events.</li> </ul>
<p><b>3. How does the Charter plan on addressing these inequities?</b></p>	<ul style="list-style-type: none"> <li>● Budget allocation utilizing available resources.</li> <li>● The LEA will provide Professional Development to staff working with students.</li> <li>● Increase communication to stakeholders about events for students, parents/guardians.</li> </ul>

**4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write “NA” in the textbox below.**

- When a position becomes vacant, it is sometimes difficult to recruit high quality EL Specialist and Special Education Specialist.