

Local Educational Agency (LEA) Name and CDS Code	Contact Name and Title	Email and Phone
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## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Opportunities For Learning Baldwin Park; CDS Code: 19 64287 1996479

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

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 set forth 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 and therefore our plan 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. 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 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 % reflected on the 2020 CA Dashboard: 71.5% graduation rate, which is an increase of 6.4% from the previous year (2020-21 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.

Opportunities For Learning Baldwin Park's 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, the 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. Utilizing this information, stakeholders selected the evidence-based interventions that they would like to use to address our performance indicators that are in the red and/or orange on the CA Dashboard to help boost our student performance outcomes. Opportunities For Learning Baldwin Park has also incorporated the goals, metrics, and actions as outlined in our 2021-24 LCAP to ensure alignment between LCAP and SPSA.

### **Comprehensive Needs Assessment Findings:**

**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 a 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, Low Income 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.

**Comprehensive Needs Assessment Root Cause Analysis Findings:**

**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%.

### **Comprehensive Needs Assessment Trends/Themes/Prioritized Need Identified:**

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 Youth 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.

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

Renaissance 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.

### **Data Utilized to conduct our Comprehensive Needs Assessment:**

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.

### **Evidence-Based Interventions**

The need to increase and continue the use of our evidence-based interventions from our 2020-21 CSI Plan was identified in our comprehensive 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 for all of the evidence-based interventions to continue in our 2021-22 plan 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.

**Exact Path**, a tier 1 intervention, is an online educational tool designed to support individualized student instruction through the Edmentum platform, which the LEA currently utilizes for the digital curriculum. Exact Path includes a diagnostic assessment, individualized instruction and skill practice, progress checks, and additional supporting resources for students. Exact Path provides students with immediate feedback and adjusts in real-time to student progress. Exact Path incorporates a formative assessment approach to monitoring student progress and adjusting instruction. Research on the effectiveness of Exact Path revealed that there are statistically significant positive impacts on mathematics achievement, for students using Exact Path, compared to students who did not. Studies also suggest that Exact Path turrets the skills that students need to develop in order to improve their mathematics achievement, making it a successful tool for personalizing instruction and intervention for students.

#### **Evidence-Based Interventions incorporated into our CSI Plan:**

1. ERWC: <https://www.evidencefoessa.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://oemmnxcbldboiebfnladdacbfmadadm/[https://assets.pearsonschool.com/asset\\_mgr/current/201851/iLit\\_CA\\_Research\\_Overview.pdf](https://assets.pearsonschool.com/asset_mgr/current/201851/iLit_CA_Research_Overview.pdf)
5. Edmentum Exact Path <https://eric.ed.gov/?q=Exact+Path+Edmentum&id=ED605132>

Since implementing and providing students access to these evidence-based interventions, we have seen a 6.4% increase in our one-year graduation rate and strive to see our graduation rates increase even higher in 2021-22 and ultimately work toward closing the opportunity gap specifically amongst our foster/homeless youth, English Language Learners, and students with disabilities subgroups of students. We saw gains for our socioeconomically disadvantaged students as well, as they met ESSA graduation requirements along with all students. Achieve 3000, Accelerated Reader and MATH EBI 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 the 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, and 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 2020-21 CSI plan and evidence-based interventions, we have achieved positive student academic outcomes as reflected in our areas of success in our LCAP, and to fully achieve the desired student academic outcomes on the CA Dashboard, we will be continuing with the strategic efforts outlined in our 2020-21 CSI plan in the 2021-22 school year. Evidence-based interventions will continue to include the following: Achieve 3000, Accelerated Reader, Expository Reading and Writing (ERWC) curriculum and iLit . Based on the 2020-21 Comprehensive needs assessment and student performance outcomes on the Fall 2019 CA Dashboard, the need to increase the use of Achieve 3000, MATH EBI 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, Math SBAC is at 139.8 points below the standard which was a 13.8 decline and our two-year graduation rate average of 68.3% which barely meets the ESSA requirement of having a graduation rate at or above 68%. Our goal with the identified ELA evidenced-based interventions, such as Achieve 3000, Accelerated Reader and ERWC, is to help target English Learner students and students who are struggling with the needed English language skills to improve their ELA achievement and ultimately get them to graduate high school and succeed in college level coursework. iLit will continue to be used with English Learners as a designated curriculum designed to support English Language acquisition and move this student group toward achieving proficiency. Based on the State released data in January 2021, our one-year Graduation rate is 71.5%. We increased our College and Career student outcomes over last year, with 10.3% of students at the Prepared level for postsecondary pathways. With the continuance of the intervention programs cited above, we anticipate this graduation rate will undoubtedly climb higher in the 2021-22 school year. Furthermore, we have shown growth through implementing them, as evidenced in achieving a 6.4% increase in our graduation rate two-year average. 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 customized instructional strategies to each student's Math intervention plan. Accelerated Reader will be used by staff to assign and target specific skills to help increase SBAC ELA and Renaissance Star ELA assessment scores through a custom support plan.

- **ERWC** Small Group Instruction courses: 95% retention in 2020-21
- Students assigned to an intervention course, either **Accelerated Reader** or **Achieve 3000**: 29% in 2020-21
- Assigned to an intervention course, **Accelerated Math**: 39% in 2020-21

### **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. The outcomes of the comprehensive needs assessment provided us the x areas of focus necessary to address systematic learning needs.

**Actionable inequities identified by the LEA during their Resource Inequity Review:**

When a position becomes vacant, it is sometimes challenging to recruit high quality EL specialists and Special Education Specialists.

Students with high needs require additional assistance to help meet their needs, thus additional tutoring support is needed.

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.

Results from surveys indicate that parents would like to see increased communication regarding school events.

**Inequities that are priorities for the LEA to address in their School Improvement Plans:**

Students with high needs require additional assistance to help meet their needs, thus additional tutoring support is needed.

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.

Results from surveys indicate that parents would like to see increased communication regarding school events.

**How the LEA plans to address these inequities:**

Budget allocation utilizing available resources.

The LEA will provide Professional Development to staff working with students.

Increase communication to stakeholders about events for students, parents/guardians.

**Resource inequities that were identified during the review that are not actionable at the school site, but do impact student achievement:**

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

**Stakeholder Involvement Process (Stakeholders included parents/guardians, students, and staff)****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 to 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, 2020 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, 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. Our School Site Council will be monitoring the effectiveness of the plan and planned budgeted expenditures throughout the school year.

## **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

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.