



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 - Duarte	19-64469-0128736	May 17, 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 subsequently, 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 that a majority of their performance indicators are not in the red and orange to trigger them for CSI or TSI. OFL-Duarte plans to continue and expand on its efforts outlined in our 2020-21 SPSA, incorporating similar metrics and strategies in the 2021-22 academic school year in order to move out of CSI identification for the 2022-23 academic school year.

Comprehensive Support and Improvement:

In the 2019-20 school year, OFL-Duarte received a 57.3% graduation rate average and therefore was identified for Comprehensive Support and Improvement (CSI). Through all the efforts set forth in our 2020-21 plan, the charter achieved a 72.15% graduation rate average and a 87% one year graduation rate. OFL-Duarte will continue the efforts we set forth in the 2020-21 academic year, with the goal of exiting CSI identification once the state deems it possible. The LEA's plan includes reflecting upon our current practices from our 2020-21 CSI plan, integrating them into our 2021-2 School Plan for Student Achievement (SPSA), sharing data with all stakeholders, and collaborating to improve in areas where the school underperformed according to the California School Dashboard. Those areas include the following:

Graduation Rate- 87% one year graduation rate and a 72.15% two year average, which is a 17.2% increase over the prior year's two year average.

Mathematics - The school received an orange rating in Fall 2019 (2018-19 academic school year data) in this category, scoring 105.5 points below standard with a 3 point decline over the prior year (2017-18 academic school year data). Due to the suspension of the CA Dashboard, OFL Duarte will continue to set forth goals and strategies to improve this academic performance indicator.

The charter will continue to monitor the implementation and effectiveness of the CSI plan through quarterly monitoring cycles and provide an analysis of implementation progress and impact on student learning. OFL-Duarte will continue to work with staff to review and report data to support an effective implementation progress. School leadership and staff will collaboratively discuss school goals and an action plan towards these goals at the start of the school year. We will dedicate time during future staff meetings and in-services as opportunities to provide staff with periodic updates in regards to the plan's progress as well as to reflect on current challenges and successes. The plan will be revisited at least three times a year to ensure that the charter is cognizant of its progress towards goals and is proactive in addressing any gaps in achievement.

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.

OFL-Duarte plans to integrate the established goals to create an effective school plan. 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. OFL-Duarte has also incorporated the goals, metrics, and actions as outlined in our 2021-24 LCAP to ensure alignment between LCAP and SPSA.

Stakeholder Involvement

School Site Council Stakeholder Engagement:

OFL-Duarte's School Site Council played an instrumental role in monitoring the charter's progress in achieving its school goals for the 2020-2021 school year, in addition to shaping the development of its 2021-2022 SPSA. To date the School Site Council has convened on the following days: 11/13/2020, 12/3/2020, 1/28/21, 3/24/2021, 4/14/21, and 5/11/21. During these meetings, the School Site Council provided feedback on school data, school programs and resources, and the LEA's effectiveness in implementing the strategies and actions in its current school plan. Members of the School Site Council collaborated with the LEA in planning and developing OFL-Duarte's 2021-2024 LCAP and 2021-2022 SPSA. On May 17, 2021 the School Site Council reviewed and approved OFL-Duarte's 2021-2022 SPSA.

CNA Stakeholder Engagement:

The key stakeholders involved in OFL Duarte's Comprehensive Needs Assessment included the following LEA staff: Principal, Assistant Principal, Assistant Principal of Operations, Lead Teacher, Lead Special Education Specialist, English Learner Coach, and Teacher Representative.

The stakeholder group gathered data from multiple sources including the California Dashboard, Tableau, Studentrac, and LCAP/LCP surveys. A data dive was conducted to review this compilation of evidence which incorporated a diverse and multifaceted range of school and student data. Credit completion, core course completion, student attendance, internal and state assessment reports, qualitative survey feedback, teacher observations, subgroup performance data, historical graduation rate data, and more were utilized to ensure a thorough and objective assessment of the LEA's current strengths and needs. Areas of focus were established based on a facilitated discussion of the school's data and how this reflected performance gaps and strengths within the LEA. Once four key areas of focus were identified, the stakeholder group collaborated on a root cause analysis to determine the core factors responsible for the charter's gaps. The four key areas that the LEA chose as focal points included 1) Decrease in parent engagement as a result of distance learning 2) Math achievement gap across all student populations 3) Maintaining and exceeding graduation rate expectations, as outlined by ESSA 4) Widening achievement gap in credit completion with English Learners/Students with Disabilities compared to all students.

Measurable outcomes to address the charter's root causes as well as measure student success and progress towards charter goals were then created. During this process, the charter also conducted a resource inequity review to highlight any disparities that existed in the charter's budget and resources as it related to equitably providing for the needs and services of all students.

The findings of OFL-Duarte's Comprehensive Needs Assessment were then shared with the charter's teachers and staff for feedback, as well as with the LEA's School Site Council.

LCAP Stakeholder Engagement:

Stakeholders were encouraged to share their feedback on the school's overall program and ability to effectively meet the needs of all students through LCAP surveys sent in the fall and spring. Staff, students, and parents were asked to participate. In the spring, the LEA also hosted a virtual family engagement event to ask for input on how the school can continue to promote positive student learning outcomes, both in-person and in a distance learning environment.

OFL-Duarte's school leadership and staff met at the beginning of the school year to collaborate about school goals for the year, outline a strategic plan of action, and identify means of incorporating accountability with all stakeholders. Staff also participated in Professional Learning Communities (PLCs) and data dives to reflect on successes and challenges amidst distance learning, as well as assess students' learning needs and discuss strategies to minimize the achievement gap. This collaboration contributed to an ongoing culture of growth and student-centered intervention, while also ensuring that the charter's instructional decisions were informed by current data and driven by school goals.

Feedback: Special Education and English Learner Departments:

Our Lead Special Education Specialist (SES) and English Learner Coach are also part of our LCAP planning team. Through weekly meetings with Sped and EL staff, as well as monthly PLCs, the Lead Special Education Specialist and English Learner Coach stay apprised of specific students' needs and the overall needs of the department. This was essential in their ability to provide meaningful and relevant feedback in the development of the LEA's LCAP.

SELPA Feedback:

School leadership met with Damali Thomas of the Los Angeles County Charter SELPA to discuss the LEA's proposed LCAP goals, metrics, and actions on March 22, 2020. The SELPA's feedback was that the goals, metrics, and actions pertaining to Students with Disabilities was planned for and articulated well, with no changes being suggested.

Board of Directors:

The Board of Directors was updated on progress toward developing goals, metrics, received information about the proposed changes to past years LCAP metrics and goals within the new LCAP, and gave feedback to school leadership prior to voting on the adoption of the LCAP. The LEA notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3).

- Notice was posted on May 14, 2021 to the public, 72 hours in advance of the Board Meeting scheduled. The 2021-2024 LCAP draft was listed on the Agenda as being open for review and public comment.
- The LEA held a public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1) on May 19, 2021.
- The LEA adopted the 2021-2024 LCAP in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2). This board meeting was held on June X, 2021 and the board voted to adopt the 2021-24 LCAP.

Resource Inequities

As part of the LEA's Comprehensive Needs Assessment, a resource inequity review was conducted to examine the charter's overall budgets and year to date spending. Based on the analysis of the LEA's budget, professional development for Special Education staff and translation services for families were identified as areas of resource inequity. While our budget fairly allocates funds to support instruction, support, and programs for our Special Education students, more professional development is needed to better equip staff with skills and strategies to appropriately address the unique learning needs of this population. Additionally, while translation services are provided for school meetings, phone and text communication, and letters home to families, funds should also be directed towards implementing similar translation within our school database where documents such as transcripts and progress reports are accessed and shared with families.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

Goal 1

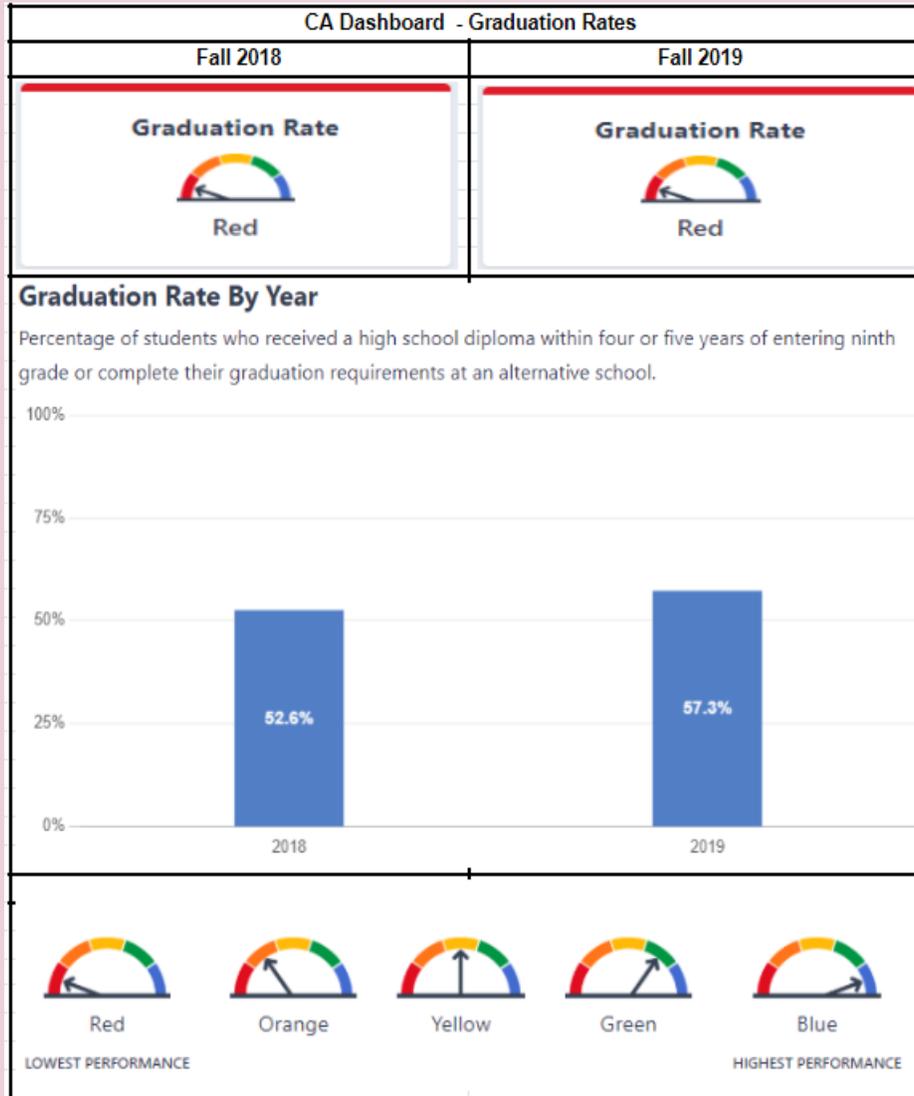
The LEA strives to maintain or increase its graduation rate of 87% to work towards exiting CSI identification.

Identified Need

The LEA achieved an 87% graduation rate in the 2019-2020 school year, with 92.6% of these graduates being identified as FRMP. Based on Fall 2019 CA Dashboard data in which OFL-Duarte performed in the red performance ranking, the LEA made a 4.7% gain over Fall 2018 CA Dashboard data. OFL-Duarte has made strong improvements in bolstering its graduation rate over the past two years and will continue to focus on senior intervention, offering research-based intervention, and increasing student engagement and connection to school in order to continue this progress.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	46	40	87.0%
English Learners	2	*	*
Foster Youth	1	*	*
Socioeconomically Disadvantaged	27	25	92.6%
Students with Disabilities	3	*	*
African American	2	*	*
Asian	3	*	*
Filipino	1	*	*
Hispanic	31	27	87.1%
White	4	*	*
Two or More Races	1	*	*



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The charter will successfully meet or exceed ESSA's graduation requirements to work towards exiting CSI identification.	2019-2020: 72%	The charter's average graduation rate will be at or above 70% to exit CSI Identification.
The charter will maintain or increase its current percentage of students enrolled on the A-G track.	2020-2021 (current): 61.29%	65% of students will be enrolled on the A-G track
The charter will increase the percentage of eligible seniors working towards completing the Lions Path Portfolio (Senior Portfolio).	2020-2021 (current): 80%	The charter aims to have at least 80% of eligible seniors working towards completing their Senior Portfolio

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 interventions)

ERWC

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)

English Learners, Special Education students, Students identified as “Urgent Intervention” on internal benchmark assessments

Strategy/Activity (Evidence-based interventions)

Achieve 3000

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

English and math intervention support/tutoring

Proposed Expenditures for this Strategy/Activity

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
\$40,159.02	LCFF	Stakeholders will have access to technology inside and outside the center to support their learning and progress towards graduation.
\$30,119.27	LCFF	Students and parents will meet with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting towards graduation, post-secondary aspirations, benchmark assessment data, and performance standards at least once per semester.
\$40,159.02	LCFF	Students will be offered access to a CTE program and concurrent enrollment opportunities at local community colleges to broaden their exposure to college and career pathways. Students will be offered experiential learning

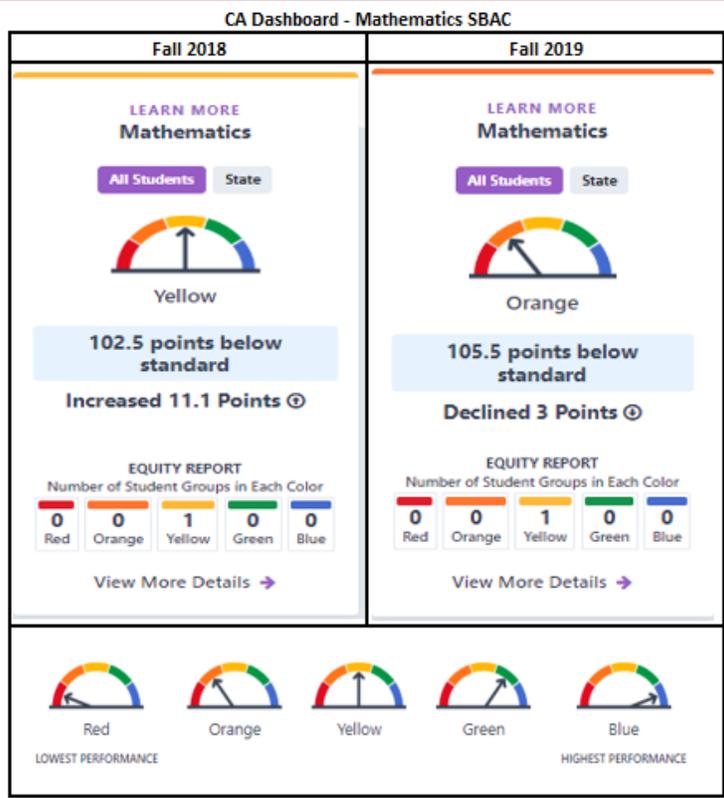
		opportunities such as college tours, college field trips, CREW, and career focused field trips to expand their awareness of post secondary options.
\$2,677.27	LCFF	The charter will offer college and career preparedness opportunities to better educate students and parents on post-secondary options.

Goal 2

Mathematics: The charter strives to maintain or improve its Math academic performance indicator color on the CA Dashboard.

Identified Need

For SBAC Math, students scored 105.5 points below standard and had a decline of 3 points reported on the Fall 2019 CA Dashboard, with a color change from yellow to orange over Fall 2018 CA Dashboard results. Through implementing math-focused interventions and developing strategies that address the charter’s math achievement gap, we will strive to improve our performance indicator on the CA Dashboard.



Annual Measurable Outcomes

Metric/Indicator	Expected Outcome
The charter aims to increase core course completion in math achievement through offering specialized instruction and academic interventions.	Baseline: 4.8 in 2020-2021 and 7.8 in 2019-2020
	The charter aims to increase overall math achievement for all students through attaining an average core course completion of 6 or higher.

The charter strives to maintain or improve its math academic performance as indicated by past internal benchmark assessments.	Baseline: 54.16 in 2020-2021	Students who take at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported will demonstrate an average SGP of 55 or higher.
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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)

Students identified as "Urgent Intervention" on benchmark assessments

Strategy/Activity

Targeted math intervention support with Math Intervention Specialist and/or Math Tutor.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Research a new evidence-based math intervention program.

Proposed Expenditures for this Strategy/Activity

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
\$174,022.42	LCFF	Students will have access to fully credentialed teachers to help aid their progression in core courses. Instructional staff will be offered professional development opportunities to better equip them to provide individualized, standards aligned, and/or data driven instruction.
\$100,397.55	LCFF	Through offering individualized intervention support and/or research based intervention programs, the charter will improve math and ELA achievement. The charter will utilize Renaissance Star to gather benchmark assessment data for students.
\$107,090.72	LCFF	All Students will have access to a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education.
\$4,600.96	LCFF	Unduplicated students who are identified as "Urgent Intervention" on benchmark assessments will be provided additional academic support and skill building resources. This may include intervention appointments, the use

of research-based interventions, and student workshops focused on executive functioning and 21st century skills.

Monitoring of progress

The LEA will continue to monitor the implementation and effectiveness of our school plan through regular staff meetings, PLCs, School Site Council meetings, and school leadership meetings. In PLCs, staff will participate in data dives in order to analyze trends in student achievement in both ELA and math. Data will continue to be gathered and analyzed from the following sources: 1) Star Renaissance benchmark assessments which are implemented three times per year, 2) Lexile level growth data from Achieve 3000, 3) student work samples from the ERWC course and 4) core course completion reports. The LEA will utilize this data to monitor implementation of our evidence based interventions and their impact on student learning. Similar data will also be presented during School Site Council (SSC) meetings held throughout the 2021-22 school year to keep SSC members apprised of the LEA's progress towards its math achievement and graduation rate goals. In addition to the data previously listed, the SSC will also be provided data relevant to monitoring our graduation rate including the LEA's current graduation rate, Senior Portfolio completion rate, A-G completion rate, and updates on senior intervention strategies.

The school's leadership team will make necessary adjustments if the data warrants that the school readjust or refine their processes regarding its use of research based interventions. The school's leadership team will continue to discuss the school plan at in-services so all instructional staff are aware of its components and school goals. In addition, the leadership team will revisit the plan at least twice a semester to ensure the LEA is meeting the metrics and actions set forth in the plan. Furthermore, school leadership will monitor the development and composition of its SSC, as this stakeholder group is essential in monitoring the effectiveness of the school's implemented actions. In combination with feedback from the SSC, the LEA will host stakeholder engagement events throughout the school year to encourage multiple opportunities to inform stakeholders of the LEA's progress towards school goals as well as to encourage ongoing feedback.

School leadership will continue offering training, support, and resources to staff on how best to utilize each of its school's evidence based interventions listed in its school plan. The training topics include best practices on implementation and how to access resources offered through Achieve 3000 and iLit. Additional resources and support include access to the English Language Learner Coach, website platforms with guidebooks and refresher training for Achieve 3000, and ongoing content area collaboration. Teachers facilitating ERWC have been trained and certified to teach the course and meet regularly to collaborate on best practices, share resources and lesson plans. In order to promote continuous school improvement, the LEA will continue to offer parent engagement events and workshops, teachers will communicate on a weekly basis with parents, parent-student-teacher conferences will be held on a semesterly basis, and training for SSC members will be offered to build their capacity towards becoming impactful and engaged stakeholders.

The LEA will conduct a Comprehensive Needs Assessment (CNA) annually that utilizes multiple forms of relevant school data including California School Dashboard data and internal benchmark assessment data, to identify the LEA's current areas of need and areas of strength. The CNA will drive the identification of specific areas of growth in the upcoming school year to improve our performance on the California School Dashboard and closing the opportunity gap for our subgroup of students. The LEA's goal is to receive at

least a yellow rating in the following categories indicated on the California School Dashboard: Graduation Rate and Math.

SSC Meeting Cycle:

OFL-Duarte’s School Site Council meets a minimum of six times per school year, and will take responsibility for monitoring the school’s progress towards its SPSA goals at each meeting. The update provided to School Site Council members at each meeting will include an overview of the charter’s implemented SPSA actions and its subsequent impact on student outcomes, based on present data.

Board Meeting Cycle:

The charter’s progress towards achieving its SPSA goals are shared with the internal board four times a year in September, December, March, and June. Specifically, updates on the effectiveness of the charter’s math intervention strategies and related math achievement data will be reviewed, in addition to the charter’s progress with graduation rate, senior portfolio completion, and A-G completion.

Data Tracking Cycle:

Data will be collected and analyzed on a monthly basis by school leadership and staff to identify students who are falling behind and in urgent need of intervention. Data dives will be held after each internal benchmark assessment window to better understand the efficacy of our current actions and interventions, as well as drive future instructional decisions.

The LEA will also continue its implementation of a senior tracker to remain cognizant of students’ progress towards graduation. This tracker will enable teachers and staff to observe trends in student achievement and be proactive in addressing any challenges students may encounter. The post-secondary counselor, teachers, and school leadership will work collaboratively to hold senior intervention meetings when concern regarding academic progress arises. Additionally, the post-secondary counselor will maintain a tracker that monitors students’ progress towards completing their senior portfolio and fulfilling this component of their graduation requirement.

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	\$ 499,226.23

EVIDENCE-BASED INTERVENTIONS

Guidance and Instructions: All CSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term “intervention” can include *activities, strategies, or interventions*. Complete questions 1 through 5 for *each* evidence-based intervention that will be implemented. Duplicate questions 1 through 5 for each evidence based intervention used in the CSI plan.

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

In the upcoming school year, the charter will utilize benchmark assessment data to identify students who demonstrate a high level of need for intervention and support with English Language Arts. This data will be pulled from the first benchmark 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 inform instructional decisions regarding what form of intervention would be most effective for students. These identified students will be placed in cohorts and offered Achieve 3000 as a supplemental resource as they complete core English courses through small group instruction classes or independent study coursework. 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 skill building and writing competence. After each benchmark testing window, student achievement will be reviewed to determine whether or not the student is in need of continued ELA intervention and to what extent.

In understanding that English Language Learners and Students with Disabilities may benefit from additional resources to support their independent study skills, the charter plans to continue offering this form of

supplemental learning to these subgroups. Staff such as our English Language Specialist and Special Education Specialists will implement Achieve 3000 with students on a weekly basis to strengthen their literacy foundation as well as provide opportunities for student collaboration.

5. Evidence-Based Intervention Name and link to study

Achieve 3000

<https://www.evidenceforessa.org/programs/reading/middlehigh-school/achieve3000-secondary>

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 type="checkbox"/> College/Career (9-12) |
| <input 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 (see p. 7 of guidance [here](#)).

- 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

In the upcoming school year, we will utilize assessment data from Ren Star to identify students who demonstrate a high level of need for intervention and support with ELA. Some of these students will be placed in an ERWC (Expository Reading and Writing Course) Small Group Instruction Class facilitated by a credentialed teacher who also has the specific ERWC certification to teach the course. The goal of ERWC is to prepare college-bound students for the literacy demands of higher education. Students in this rhetoric-based course will develop advanced proficiency in expository, analytical, and argumentative reading and writing.

5. Evidence-Based Intervention Name and link to study

Expository Reading and Writing Course (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 type="checkbox"/> College/Career (9-12) |
| <input type="checkbox"/> English Learner Progress (1-12) | <input checked="" type="checkbox"/> Graduation Rate (9-12) |

- 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.

- 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

In the upcoming school year, the charter will begin implementation of iLit to better address the needs of our English Learners as they progress towards graduation. iLit is a Common Core State and English Language Development (ELD) standards aligned curriculum designed to improve literacy and language acquisition for English Learners. The curriculum is engaging and accessible for students and aims to meet high interest needs for our student populations. A strength of the program is its adaptive nature for both students and teachers. 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.

5. Evidence-Based Intervention Name and link to study

iLit: <https://www.pearsonschool.com/index.cfm?locator=PS3zYd>

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.

Overall, OFL-Duarte was successful in implementing its planned actions geared towards improving students' math achievement and graduation progress. Although the transition to distance learning initially posed a degree of challenge, the charter experienced a smooth rollout of its outlined strategies and was effective in meeting its intended goals during the 2020-2021 school year.

The LEA was effective in ensuring that staff have the appropriate credentials through communication with our Human Resources Department in tracking and updating this information on a regular basis. OFL-Duarte was

intentional in offering relevant and ongoing professional development throughout our school year in the form of educational, leadership, and content-specific opportunities as well as staff engagement opportunities such as participating in curriculum pilots. A culture of ongoing growth was enriched through professional learning communities (PLCs) and staff meetings, where teachers collaborated about student interventions, best practices, and academic-related challenges and successes. Data dives were also prioritized to identify student trends and inform instructional decisions, especially as it pertained to providing targeted content-area specific support, as stipulated in the LEA's planned strategies. Increasing our staff to include an additional full time Special Education Specialist, full time English Language Specialist, and intervention support staff also served to bolster the LEAs effectiveness in providing a greater level of support to better accommodate the needs of specific subgroups who experience larger academic gaps.

The charter was effective in continuing to provide a broad course of study that is rigorous and standards-aligned, as evidenced through our increased access to digital curriculum via the Edmentum platform. OFL-Duarte also offered math intervention cohorts and direct instruction courses in English (including ERWC), math, and science. Research based intervention programs such as Achieve 3000, Accelerated Math, and iLit were purposefully implemented to scaffold student learning and aimed to minimize the achievement gap for students performing far below grade level.

The LEA implemented Achieve 3000 through students' individualized appointment times with the English Language Specialist, Special Education Specialists, and/or English tutor. Staff were trained by the English Language Coach on how to utilize Achieve 3000 and tailor this program to meet the unique learning needs and reading levels of each student. Achieve 3000 was effective in increasing students' exposure to a variety of text, expanding their vocabulary, and improving comprehension. Additionally, iLit was piloted with EL students in the spring as a more targeted way to integrate curriculum focused on English language development. The average Student Growth Percentile (SGP) increase across all grade levels on Ren Star benchmark assessment data from fall to early spring was 52.16 points. 65.45% of students experienced a Lexile increase and 71.53% of students scored at or above their Lexile grade band.

ERWC was implemented through the charter's small group instruction classes, taught by a fully credentialed English teacher who was trained to facilitate this course. This class was composed primarily of junior and senior students, and was thereby effective in addressing English Language Arts intervention needs as well as progressing senior students closer towards graduation. 100% of students enrolled in ERWC for the fall semester successfully completed the course, and all students currently enrolled in the spring semester of ERWC are on pace to successfully complete the course.

Accelerated Math was implemented by our Math Intervention Specialist, Area Teacher, and Math Tutor during the fall semester. Based on Ren Star assessment data, students who were identified as "Urgent Intervention" were provided additional instructional time focused on strengthening math skills. Students worked one on one with a staff member on a core math course and received supplemental intervention support through Accelerated Math. The charter aimed to utilize Accelerated Math to reinforce concepts students covered in their core math courses as a way to incorporate the benefits of this intervention while still supporting students in completing core math credits. We experienced some level of challenge with having students fully invested in Accelerated Math, as completing assignments through this intervention program provided elective credits and not math credits. This was further complicated as a result of distance learning, since many students struggled with completing Accelerated Math virtually. In adjusting to the learning needs of students, the charter transitioned to math intervention appointments that instead focused on scaffolded math lessons provided by their intervention teacher. During this time of distance learning, shifting away from Accelerated Math to a more tailored and interactive style of instruction with a staff member was an appropriate decision that resulted in an increase in student attendance at math intervention appointments. Overall, OFL-Duarte experienced a 54.16 SGP increase in math between the first and second benchmark assessment window for all students.

The LEA was effective in utilizing its funds to invest in digital curriculum, provide and maintain technology for students and staff, and increase online instructional and intervention support in response to our distance learning needs. One learning curve we faced due to the COVID-19 pandemic was the ability to replicate the quality of student learning that we experienced prior to the shift to distance learning. Students were issued chromebooks and student-teacher appointments shifted to a virtual platform. Students and staff had to quickly learn how to navigate virtual platforms like Google Hangouts, Edmentum, Google voice and other programs. Some students required more support with acclimating to technology and our new digital curriculum, which resulted in a slower transition to content area learning as troubleshooting with technology took up instructional time. Additionally, some students did not have a space in their home that was conducive to learning due to shared spaces with siblings and other family members. While the LEA was successful in ensuring schoolwide access to learning via chromebooks, hotspots, and digital curriculum, the quality of learning was somewhat impacted by the nature of distance learning.

OFL-Duarte was overall successful in implementing its planned strategies and actions geared towards addressing its graduation rate goal, as evidenced by 87% of eligible seniors graduating during the 2020-2021 school year. Utilizing a senior tracker enabled stakeholders to be aware of students' progress towards graduation, with any negative trends in credit completion leading to proactive layers of support and intervention. In addition to benefiting from the evidence based research interventions listed above, the charter also ensured that ongoing and consistent communication about student progress was taking place with parents, students, teachers, the post-secondary counselor, and school leadership. Students and parents met with a credentialed teacher and/or the post-secondary counselor to discuss student progress towards graduation, college and career aspirations, available intervention supports, and other resources to promote student growth and post-secondary success. Workshops to guide students through completing their senior portfolio, as well as virtual college and career events such as "Career Chats", Career Week, and Financial Aid Night, were also hosted by the LEA to motivate students on their path towards graduation.

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

The LEA did not identify any material differences between the budgeted expenditures to implement the strategies/activities outlined to meet our articulated goals and shifted minimally only in our implementation of Accelerated Math during spring. All other intended strategies/activities were implemented fully as planned. In observing the math needs of students and specific challenges in completing Accelerated Math amidst distance learning, the LEA restructured math intervention appointments during the spring semester. While Accelerated Math was the foundation of student intervention appointments in the fall, intervention appointments in the spring focused on specific math learning gaps tailored to individual students and emphasized core credit completion. No differences in budgeted expenditures exist, as the salaries for staff responsible for providing intervention did not change.

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.

OFL-Duarte will not be making any changes to its goals, as our areas of focus continue to be math achievement and graduation rate.

Changes to our metrics, found in "Annual Measurable Outcomes" are as follows:

Grad rate

The charter will maintain or increase its current percentage of students enrolled on the A-G track.

Math:

The charter aims to increase core course completion in math achievement through offering specialized instruction and academic interventions.

The charter strives to maintain or improve its math academic performance as indicated by past internal benchmark assessments (transitioning from using SBAC/CA Dashboard as an indicator in light of state testing being canceled).

OFL-Duarte has chosen to include an A-G metric to its graduation goal as a means of promoting college readiness and ensuring the charter is consistently held to a rigorous standard of learning. We have also included a core course completion metric to measure students' progress towards completing their math requirements for graduation. In the absence of a consistent baseline measure for math achievement as previously reported by SBAC/CA Dashboard data, the charter has decided to utilize Ren Star assessment scores to monitor student math achievement. Ren Star data was used this past year to measure the efficacy of intervention strategies and evaluate changes in student achievement throughout the course of the school year. It will be helpful to use a consistent measure of student assessment in the upcoming 2021-2022 school year to gather historical data on student achievement.

Changes to our strategies, found in "Strategy/Activity" tables are as follows:

Math:

Targeted math intervention support with Math Intervention Specialist and/or Math Tutor.

Research a new evidence-based math intervention program (removal of Accelerated Math as our primary intervention program)

Based on success this past year, the LEA will continue to adopt a data driven approach in identifying students for math intervention and ensuring they are receiving proactive support. Individualized math intervention support will be offered through the Math Intervention Specialist and/or Math Tutor to target specific learning gaps and scaffold students in completing core math classes. Additionally, OFL-Duarte is committed to researching a new evidence-based math intervention program to replace our existing program, as this action will be effective in appropriately addressing the learning needs of our students who are underperforming in math.

Summary / Addendum Document 2020-21 Comprehensive Needs Assessment

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

Which stakeholders were 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 key stakeholders involved in OFL-Duarte's Comprehensive Needs Assessment included the following charter staff: Principal, Assistant Principal, Assistant Principal of Operations, Lead Teacher, Lead Special Education Specialist, English Learner Coach, and Teacher Representative.

The stakeholder group gathered data from multiple sources including the California Dashboard, Tableau, StudentTrac, and LCAP/LCP surveys. A data dive was conducted to review this compilation of data. Areas of focus were established based on a facilitated discussion of the school's data and an analysis of the school's performance gaps and strengths. Once four key areas of focus were identified, the stakeholder group collaborated on a root cause analysis to determine the core factors responsible for the charter's gaps. Measurable outcomes to address the charter's root causes as well as measure student success and progress towards charter goals were then created. During this process, the charter also conducted a resource inequity review to highlight any disparities that existed in the charter's budget and resources as it related to equitably providing for the needs and services of all students.

The findings of OFL-Duarte's Comprehensive Needs Assessment were then shared with the charter's teachers and staff for feedback, as well as with the charter's School Site Council.

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)

→ Ex: California Dashboard data, CAASPP data, local assessment data, ELPAC data, RFEP monitoring, graduation rate, A-G course enrollment & completion rates, attendance data, surveys, interviews, etc.

OFL-Duarte's Comprehensive Needs Assessment was informed by a multitude of internal and external data sources. This included monthly student progression data, monthly student progression plus data, core course completion data, dropout rate data, California Dashboard data, CAASPP data, graduation rate data, school attendance data, and LCAP and LCP survey data from students, parents, and staff. Historical and current school data were reviewed to better understand the school's trends and to gather baseline data in comparison to data gathered during distance learning (COVID-19 pandemic). When possible, data was also categorized by student group (English Learners, Sped, FRMP, and Foster Youth) to identify any prevalent trends and gaps between specific student populations.

RESULTS / Phase 2 (Data Dive Summary Table)

What were the Area(s) of Focus (findings) of the data (just the facts, not opinions)?

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:

Credit Completion (as measured by monthly student progression)

- Low income students outperformed all students, EL students, Sped students, and foster youth in 2019-2020 and 2020-2021 in both monthly student progression and monthly student progression plus. This indicates they are earning more credits on average when compared to other student groups.
- EL students and Sped students averaged similar monthly student progression during the 2019-2020 school year. They experienced a similar drop in credit completion during distance learning and had almost identical monthly student progression averages during the 2020-2021 school year.
- Sped students complete more Social Studies credits on average than any other student group, including all students.
- Sped students have the lowest credit completion average for math and English credits compared to all other student groups.
- EL students outperformed all student groups (including the all-student population) in English and Science but underperformed in Social Studies.
- The all-student population and low-income student population are meeting school expectations in core credit completion across all core content areas (English, Math, Science, Social Studies).
- All student groups are performing in the green and meeting the school's core credit completion expectations in Science.

Grad Rate

- Current 2020-2021 grad rate data shows a higher ratio of graduates to non-graduates.
- 2017-2018 and 2018-2019 grad rate percentages were similar.

- Grad rate improved when the charter went from a three center charter to a one center charter.
- There was a significant gain in grad rate percentages during the 2019-2020 school year, with growth and an upward trend since the 2018-2019 school year.

ELA

- The most significant gains occurred for 7th, 9th, and 12th graders.
- The most significant drop was for 8th graders.
- There are similar correlations in average Ren Star Reading scores between 7th and 8th graders, 9th and 10th graders, and 11th and 12th graders.
- The greatest achievement gap between Math and ELA scores occurs for 11th and 12th graders.
- SBAC scores reflect that 7th, 8th, and 11th graders significantly increased their performance during the 2018-2019 school year. There is no comparison data for the 2019-2020 school year due to state testing being canceled due to the pandemic.

Math

- Growth in math was much more minimal compared to ELA based on Ren Star benchmark scores.
- 11th graders had the greatest increase in math scores.
- 8th graders had the greatest decrease in math scores.
- Math scores have a smaller difference between the highest score and lowest score average than in ELA.

Parent and Student Survey Data/Parent Engagement Data

- There is a significant decrease in parent participation in virtual parent engagement events.
- Lack of motivation and anxiety/depression make up more than 50% of students' challenges in attending school, according to parents surveyed.
- 83.95% of parents are highly satisfied with OFL and 13.58% are satisfied with OFL (97.53% overall).
- Developing social emotional skills, post-secondary preparation, and increasing course offerings in elective disciplines are the top three areas of focus parents would like the school to focus on in the upcoming school year.
- 94% of parents surveyed feel that OFL ensures sufficient student access to instructional materials, including technology.
- 91.05% of parents surveyed feel that OFL maintains a positive school climate, including student sense of school safety and school connectedness.
- Students express that their motivation to graduate and an improvement in grades are two areas in which they have experienced the most growth since enrolling at OFL.
- Students indicated that school funds spent on more 1) SGI class offerings and 2) improved curriculum would have the most impact on their academic success. 63% of students also stated that SGI curriculum was their preferred method of learning in comparison to SAW and EDM curriculum.

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:

- Data indicates our parent participation for virtual engagement events has decreased in the 2020-2021 school year. Expanding virtual parent engagement opportunities and strengthening parent involvement in this capacity is important in providing families a voice in our school as we encourage 21st century skills amidst distance learning.
- All students are underperforming in Math based on 2018-2019 CAASPP results, 2019-2020 average Ren Star scores, and current Ren Star SGP data from 2020-2021.
- While the charter met its graduation rate during the 2019-2020 school year, this has historically been a challenge and will remain an area of focus.
- Between the 2019-2020 and 2020-2021 school year there was an 18.26% (Sped) and 18.44% (EL) decrease in monthly student progression, compared to a 15.75% decrease in monthly student progression for the overall student population. Furthermore, in the current school year, there is a 7% monthly student progression gap between Sped/EL students and the general student population.

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 #1: Decrease in parent engagement, predominantly since distance learning began.

Root Causes:

- Families are impacted by other factors such as work, caring for younger siblings, and life stressors that take precedence over voluntary school related events. Parental involvement also tends to decline as students get older and are therefore expected to take more ownership of their education.
- Parents lack knowledge of or are intimidated to utilize technology to engage with their child's school, as this is a mindset shift. This is especially true for low-income or non-English speaking parents who have limited experience with technology.

Measurable Outcomes:

- The charter will hold a semesterly workshop for parents geared towards educational technology including but not limited to StudentTrac, Google Classroom, and school email.
- The charter will offer four virtual parent engagement events during the 2021-2022 school year.

Area of Focus #2: All students are underperforming in math.

Root Causes:

- Students come to OFL with previous gaps in math skills and content understanding, making it challenging for them to successfully complete grade level math curriculum.
- Our math curriculum is not designed and scaffolded in a way that support students with gaps in learning.

Measurable Outcomes:

- The charter will strive for a two point average increase in raw scale scores identified through Ren Star benchmark assessments.
- The charter will strive to maintain or improve its Math academic performance, as indicated on the 2018-2019 CA Dashboard.
- 80% of students who are identified as "Urgent Intervention" based on Ren Star benchmark assessments will receive individualized intervention support with the Math Intervention Specialist or Math Tutor.

Areas of Focus #3: Maintaining and exceeding graduation rate expectations.

Root Causes:

- Students often enroll in OFL older in age and credit deficient. Therefore, they are expected to graduate at a later age when competing responsibilities and obligations may exist.
- Students who have many core classes left until their senior year face more of a daunting challenge, and therefore lose motivation.
- Identification of senior students early in the school year ensures ongoing and targeted academic, intervention, and post-secondary support.

Measurable Outcomes:

- The charter will maintain or exceed ESSA graduation rate requirements of 68%.
- The charter will send a letter home informing students of their senior status and expectation to graduate in the current school year.
- The charter will host a senior kickoff event in the fall to engage students and parents, as well as share pertinent information such as supports and resources targeted towards seniors.
- The charter will implement and maintain a senior tracker to monitor students' progress towards their graduation requirements on a monthly basis.

Areas of Focus #4: There is a widening achievement gap in credit completion occurring between Sped/EL student populations and all students, as measured by monthly student progression.

Root Causes:

- EL and Sped students have academic and executive functioning gaps that prevent them from effectively utilizing their school appointments. This is further confounded due to distance learning.
- Lack of past success impacts intrinsic motivation and growth mindset.

Measurable Outcomes:

- The charter aims to minimize the achievement gap between SPED and EL students when compared with all students by 2%, as measured through monthly student progression.
- Sped and EL students will be offered a workshop focused on executive functioning and 21st century skills once per semester.

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 noted during the course of the charter's Comprehensive Needs Assessment:

- There is a significant drop in monthly student progression for all students and all student subgroups between the 2019-2020 school year and the 2020-2021 school year (pre-distance learning and distance learning).
- EL and Sped students were impacted more heavily than other student groups/the all-student group in regards to monthly student progression and monthly student progression plus. This indicates they were turning in fewer credits than needed to stay on pace with grade level requirements.
- SpEd students are underperforming in ELA and Math compared to other student groups.
- The achievement gap between Sped students and all students for monthly student progression more than doubled from 2019-2020 to 2020-2021 (3% gap to 7% gap)
- Math is an area of need for the charter based on SBAC data and Ren Star data. Although math credit completion is in the green, indicating that students are meeting charter expectations in regards to math credit completion, assessment data shows an achievement gap in this area.
- LCAP parent survey participation increased between Fall 2019 and Spring 2020, but parent engagement in virtual school events has decreased.
- While the total number of students graduating has declined due to the charter going from three school sites to one school site, the percentage of students graduating has increased.
- Since students often enroll at OFL older in age and credit deficient, by the time students become seniors they tend to have competing obligations that may become barriers to graduation. Proactive intervention and consistent supports in place for seniors are needed to support their successful progress towards graduation.

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-Duarte	January 26, 2021
<p>Guidance and Instructions: 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 actionable. For purposes of a resource inequity, actionable 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>1. What actionable inequities did the Charter identify during their Resource Inequity Review?</p>	<ul style="list-style-type: none"> There is a math and English achievement gap for Sped students that warrants a closer look at PD opportunities for teachers and how Sped students access our curriculum. While there is translation available for student meetings, phone calls, and letters home, non-English speaking families do not have equitable access to all school communication and student progress reports (StudentTrac reports such as planning guides, grad estimators) Staff do not receive adequate training to successfully roll out AP coursework.
<p>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</p>	<p>The first two bullet points listed above will be prioritized in the charter's School Improvement Plans.</p>
<p>3. How does the Charter plan to address these inequities?</p>	<ul style="list-style-type: none"> Review budget to allocate funds for PDs that focus on differentiating instruction and effectively integrating accommodations into the SGI setting and our independent study model, especially given our distance-learning environment. Review budget to explore whether additional Sped support can help with modifying curriculum per student accommodations or provide push-in support for SGI classes. Sped specific data dive Discuss building reports within our school database that allow for translation.

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.

- Higher needs students have lower participation in SEL programs, Pathways programs, student groups etc. in comparison to all students. There has been a decline across the board for all student participation since these programs were offered virtually. While these opportunities are offered in an equitable manner, higher needs students choose to participate less often.