

Local Educational Agency (LEA) Name and CDS Code	Contact Name and Title	Email and Phone
Opportunities For Learning - Duarte CDS Code: 19 64469 0128736	Richard Moreno, Principal	E: rmoreno@oflschools.org P: (626) 940-6105

## 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.

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### Support for Identified Schools

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

#### Model, Framework and Context:

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, Opportunities For Learning - 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 an 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 charter's plan includes reflecting upon our current practices from our 2020-21 CSI plan, integrating them into our 2021-22 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-** Based on Data released by the State January 2021, OFL Duarte had a 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.

OFL-Duarte plans to integrate the established goals to create an effective school plan. In order to effectively meet ESSA requirements for CSI, 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.

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

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.

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

**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.

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

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.

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.

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

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 a student group (English Learners, Sped, FRMP, and Foster Youth) to identify any prevalent trends and gaps between specific student populations.

#### **Stakeholder Engagement 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, and 4/14/21 and is anticipated to meet at least two more times during the current school year.

### **CNA Stakeholder Engagement:**

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.

### **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 to students, parents, and school staff. In the fall, the charter hosted Coffee with the Assistant Principal to encourage stakeholder engagement and feedback about student successes and needs during distance learning. In the spring, the charter 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.

The charter'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

### **Resource Inequities Identified**

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

Actionable inequities that were identified by the Charter during their Resource Inequity Review and that are priorities for the Charter to address in their School Improvement Plans are as follows: (The first two bullet points will be prioritized in the charter's School Improvement Plans.)

- 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.

**The Charter’s plan on addressing these inequities:**

- 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.

**Resource inequities that were identified during the review that are not actionable, but which impact student achievement:**

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.

**Evidence-Based Interventions Incorporated into CSI Plan:**

The LEA will continue to utilize assessment data from Star Renaissance to identify students who demonstrate a high need for intervention based on scoring in the “Urgent Intervention” range. As appropriate, will continue to place some of these students in the Expository Reading and Writing Course (ERWC), facilitated by an English teacher and others will be placed in Achieve 3000 based on their literacy and comprehension needs. ERWC and Achieve 3000 were chosen as the two-targeted ELA intervention programs because both are evidenced-based programs and our students have shown success in using them in the past. Specifically, Achieve 3000 was chosen because students can increase their Lexile level over time, and in the 2020-2021 school year, we saw positive student outcomes with Lexile increase and content mastery. ERWC was chosen because it is a college preparatory, rhetoric-based English language arts course for seniors designed to develop academic literacy (advanced proficiency in rhetorical and analytical reading, writing, and thinking) in preparation for their post-secondary endeavors. Students in this rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. Achieve 3000 and ERWC are both identified as a strong evidence-based intervention listed on the Evidence for ESSA website. Staff facilitating ERWC have completed the required certification training offered by the CSU system and will engage in ongoing professional development and collaboration to continue a culture of growth, especially as this course may continue being offered through a distance learning format due to the COVID-19 pandemic. Staff facilitating Achieve 3000 will receive training from the English Language Learner Coach, who is well versed with this evidence-based intervention program. Lexile data and student growth will be revisited regularly throughout the school year to inform professional development needs.

In the upcoming school year, the charter will also continue its implementation of iLit to improve the literacy and language acquisition of our English Learners as they progress towards graduation. 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.

OFL-Duarte is in the process of researching evidence-based math intervention programs to replace Accelerated Math, our evidence-based program that was used during the 2020-2021 school year. While we are in the preliminary stages of identifying programs and participating in live demonstrations to build familiarity with what is being offered and how each can best meet the needs of our charter, we hope to select a program to pilot in the upcoming school year.

The LEA plans to implement the following research-based interventions to address its math achievement goal and graduate rate goal in the 2020-2021 school year.

1. Achieve 3000:

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

2. Expository Reading and Writing Course (ERWC):

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

3. iLit:

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

2020-2021 data from our research-based interventions can be found below:

Achieve 3000 was effective in increasing students' exposure to a variety of text, expanding their vocabulary, and improving comprehension. The average Student Growth Percentile increase across all grade levels on Ren Star benchmark assessment data from fall to early spring was 52.16.

ERWC successfully progressed senior students closer towards graduation, as evidenced by 87.5% of graduating seniors completing at least one, if not both, semesters of this course. Additionally, Star Renaissance scores show an increase of 15.33 points between the first and second benchmark assessment window for 12th graders.

While iLit was successfully launched during spring 2021, we are still awaiting data to inform us of this program's efficacy in improving learning outcomes for our English Learner population.

## Monitoring and Evaluating Effectiveness

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

The LEA will continue the monitoring laid out in our CSI Prompts submitted to the State and approved in January 2021, as we have found them to be the most effective way to monitor effectiveness of our CSI plan and engage our stakeholders in the progress of our plan.

The LEA will continue to monitor the implementation and effectiveness of the CSI plan through regular staff meetings, Professional Learning Communities (PLCs), School Site Council meetings (which will be held a minimum of six times throughout the school year), 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 SSC's feedback, as well as the LEA's annual Comprehensive Needs Assessment, will inform and drive the development of the 2021-22 School Plan for Student Achievement.

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 CSI plan at area 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, in which stakeholders will meet at least six times a year, affording them the opportunity to assess the effectiveness of the school's CSI plan. 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 CSI 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 charter 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.