

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 - Santa Clarita	19-65136-1996263	April 15, 2021	June 16, 2021

Purpose and Description

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

Opportunities For Learning Santa Clarita was identified for Comprehensive Support and Improvement (CSI) due to our 2-year graduation rate average of being below the 68% threshold set forth by ESSA and the state in 2019. Since then we have actual improved our graduation rate average to be above 68% landing us at 71% as of January 2021, but due to the suspension of the dashboard we were unable to move off CSI identification. The purpose of our plan is to reflect upon current practices and make adjustments to our program practices in order to increase our graduation rate even higher and improve our Math Performance and College/Career preparedness. Our reflection process includes sharing CA Dashboard Performance indicator data results from the Fall 2019 release with all stakeholders and collaboratively establish program practice goals based on the following indicators:

- **College/Career** - Based on Data released by the State in January 2021 Opportunities For Learning Santa Clarita had the following rates for preparedness on the CCI indicator reported: 13.9% Prepared which was a 7.8% increase over the Fall 2019 data reported, 20.5% Approaching Prepared which was a 5.7% increase over the Fall 2019 data reported and 65.5% Not Prepared which was a 13% decline over the Fall 2019 data reported.
- **Graduation Rate** - Based on Data released by the State in January 2021 Opportunities For Learning Santa Clarita had a 87.4% one year graduation rate and a 71.8% two year average reported, which is a 15.4% increase over the prior year's two year average.
- **Math SBAC** - Our school received an orange ranking in this category on the Fall 2019 CA Dashboard. Fall 2019 CA Dashboard: 124.3 points below standard which was a decline of 3.1 points over the previous year.

Opportunities For Learning Santa Clarita used the CA Dashboard results from the Fall 2019 release and our 2020-21 Comprehensive Needs Assessment. Data and findings from the CA Dashboard and Comprehensive Needs Assessment were analyzed with stakeholders to find root causes and determine the school's needs for a continuous school improvement. Our CSI plan was updated using this data and subsequent analysis, including the identification of evidence-based interventions and resource inequities identified for implementation. Through the implementation of our 2020-21 CSI plan, we increased our

2-year graduation rate to 71.8% and our 1-year graduation rate for 2019-20 was 87.4%, and our College/Career Preparedness increased by 7.8%. Therefore, Opportunities For Learning Santa Clarita will continue with the established goals because they have proven to be successful. All interventions implemented will be evaluated grounded on evidence-based research with moderate to strong findings.

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-Santa Clarita 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- Santa Clarita has also incorporated the goals, metrics, and actions as outlined in our 2021-24 LCAP to ensure alignment between LCAP and SPSA.

Stakeholder Involvement

A Comprehensive Needs Assessment (CNA) was conducted in the 2020-21 school year. The stakeholders involved in the CNA included the Principal, Assistant Principals, Instructional Coaches, Teachers, English Language Specialists, Special Education Specialists, School Counselors, Math Intervention Specialists, College and Career Coordinators, Support Staff, and our School Site Council. The CNA process was to analyze data, agree on areas of focus, and create measurable metrics or goals focused on the LEA's special populations. The stakeholders were divided into separate focus groups to conduct data dives focused on a specialized educational area; English Language Learners, Students with Disabilities, Low Income and Foster Youth, School Climate, Graduation Rate, and Stakeholder Engagement. The academic progress of special population students was compared with the academic progress of the overall student body, and areas of focus and resource inequities were identified. Then root causes were explored and potential next steps were formed.

Stakeholders were also involved in the development of our LCAP in a variety of ways. All students, parents, and staff members were surveyed in both the Fall and Spring where they were able to voice their views, needs, and school priorities. A School Climate survey was administered to all 8th and 10th grade students and parents, as well as all staff. The data collected in all of these surveys helped shape the goals, metrics, and actions implemented in the LCAP. Additionally, parents/guardians and students engage in meaningful dialogue, academic planning, and goal setting with the educational staff during Achievement Chats which are held before the start of each semester. All staff members attend weekly center meetings and quarterly Area In-Service meetings where goals and data are reviewed and discussed. Educational staff regularly participate in PLC's focused on curriculum, student achievement, and program improvement.

The School Site Council consists of various stakeholders such as students, parents, staff, teachers, and community members and meets 4 to 5 times a year. During committee meetings School Site Council trainings are provided, data is reviewed and analyzed, updates regarding LCAP, LCP, and SPSA are provided, committee members provide feedback on those updates, Budget Overview is presented and discussed, and new plans such as SPSA and LCAP are developed.

Additional meetings were also held in order to ensure stakeholder feedback, input, and collaboration in the development of our school-wide goals:

- LCAP LEA Update meetings
- Budgeting meetings were held at the corporate level to integrate the Instructional team with the Finance team.
- Board meetings with our charter-level Board of Managers
- Strategic Planning

Resource Inequities

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>1. What actionable inequities were identified by the Charter during their Resource Inequity Review?</p>	<ul style="list-style-type: none"> ● There is an achievement gap for Students With Disabilities in English Language Arts and Math SBAC testing ● Students With Disabilities are struggling with science course completion ● All students continue to under-perform on Math SBAC testing
<p>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</p>	<p>All three bullet points will be priorities for the Charter to address in their School Improvement Plans.</p>
<p>3. How does the Charter plan on addressing these inequities?</p>	<ul style="list-style-type: none"> ● The Charter will provide professional development to staff working with Students With Disabilities ● The Charter will provide additional training to Paraprofessional staff in its science course offering so they can better support Students With Disabilities in their science classes. ● The Charter will provide targeted interventions to improve the Math skills of all students.
<p>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.</p>	<p>N/A</p>

The Charter aims to have a two-year graduation rate average above 68% to Exit CSI Identification.	71.80%	The Charters graduation rate average will be at or above 70% by end of 2024
Mental Health Awareness and participation	23.58% of students stated they were experiencing anxiety. 23.91% of parents said their student needed mental health support, but only less than 2% of students participated in the mental health group provided by the LEA.	Student participation in mental health groups or workshops will increase to 15% in order to decrease chronic absenteeism and dropout rates.
For all students, student progression will be maintained.	85% in 2019-2020	Progression will be maintained at or above 85%.
Core Course completion rates	Core Course completion rates: English - 6.65 Math - 5.73 Sci - 5.71 Social Sci - 6.35	On average core unit completion for all students will be at 6 units per core course
Increasing School Connectedness	8% in 2019-2020	10% of our students and parents will participate in engagement events.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

Preventing Dropout in Secondary Schools

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity (Evidence-based interventions)

iLit

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Student Groups

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 Student Groups

Strategy/Activity (Evidence-based interventions)

Exact Path

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.

Amounts	Sources	Action/Expenditure
\$76,000	LCFF	Academic Strategic Planning: 85% of Seniors will meet with their Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards.
\$210,000.00	LCFF	Social Emotional Learning: The LEA will provide opportunities to facilitate engagement in school programs like experiential learning trips and camps, sports, groups, and field trips to provide students with a unique learning experience outside of the classroom in which they are able to apply academic and social-emotional skills toward real-life situations.
\$63,000.00	LCFF	Parental involvement and Stakeholder Engagement: The LEA will host various events to increase parent and student connectedness to school. The LEA will also offer stakeholder engagement events specific to unduplicated students, students with disabilities and the general student population to seek feedback in the development and growth of our program. The LEA will survey all stakeholders in the Fall and Spring to inform program effectiveness.
\$2,000.00	LCFF	Improve School Connectedness: Utilize school messenger, social media, google voice, and Remind to advertise and message stakeholder events.
\$570,000.00	LCFF	Basic Services: Students will have access to fully credentialed teachers to help aid their progression in core courses.
\$160,000.00	LCFF	Course of Study: Broad Course of Study: All Students will have access to academic resources that help aid in their mastery in a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education. Digital Edmentum curriculum.
\$120,000.00	LCFF	Intervention Trackers: The LEA will implement intervention trackers to identify and monitor student attendance, academic progress, and targeted interventions.

Goal 2 - Performance Indicator:

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

Identified Need

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard and any LEA identified for CSI in the 2019-20 year will stay on CSI until the CA Dashboard is released. OFL improved its college/career scores: the Percentage Prepared increased by 7.8% from 6.1 to 13.9; the Percentage Approaching increased by 5.7% from 14.8 to 20.5; and the Percentage Not Prepared decreased by 13.5% from 79.1 to 65.8. OFL will continue to work on improving our college/career scores and moving into higher color rankings.

Internal data showed that only 25% of students are on an A-G planning guide and that 15% of students are undecided in their career pathway. College and career readiness increases student engagement and academic focus allowing students to make informed decisions about their future college/career plans and increases their commitment to graduation. The LEA recognizes that not all students will be college bound and wants to ensure that all students are adequately prepared for Post-Secondary opportunities based on their chosen career path. College bound students need to be assigned the A-G planning guide as early as possible. The earlier a student selects a career path, the soon they can be provided information and resources that will influence course selection and build momentum towards graduating. The LEA has offered mental health opportunities but the CNA identified that just offering the opportunities was not sufficient since only 2% of students participated in our mental health groups. The LEA will shift the focus to increasing participation in mental health groups since mental health is fundamental to student success and achievement.

Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	13.9%	*	*	*	*	10.9%	--	10.0%	25.0%	0.0%	11.3%	4.8%	*	*
Percentage Approaching Prepared	20.5%	*	*	*	*	20.3%	--	22.5%	18.8%	18.2%	19.7%	14.3%	*	*
Percentage Not Prepared	65.6%	*	*	*	*	68.8%	--	67.5%	56.3%	81.8%	69.0%	81.0%	*	*

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

The charter will aim to increase the number of students on the A-G planning guide.

25% in 2019-2020

30% or above students will be on the A-G planning guide. The Charter strives to move from a red performance indicator for College/Career to an orange color ranking.

Identify and track the WIOA career pathway of each student.	15% in 2019-20	The percentage of students choosing the undecided option will be at or below 15%.
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Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

Strategic Planning with Career Pathway Coordinator
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Strategy/Activity 2 (Evidence-based interventions)

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

ERWC

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.

Amounts	Sources	Actions/Expenditures
\$215,000.00	LCFF	WIOA Career Pathways: Identify and track the WIOA career pathway of each student, and provide opportunities for exposure to those industries through qualified school personnel and student events.
\$1,500.00	LCFF	Achievement Chats: The LEA will conduct semesterly Achievement Chats with instructional staff, parents/guardians, and students to collaborate on academic goals, post-secondary educational planning, and ways to better support individual student learning and progress.
\$210,000.00 (Duplicate of Goal 1)	LCFF	Social-Emotional Learning: The LEA will provide opportunities to facilitate engagement in school programs like experiential learning trips and camps, sports, groups, and field trips to provide students with a unique learning experience outside of the classroom in which they are able to apply academic and social-emotional skills toward real-life situations.

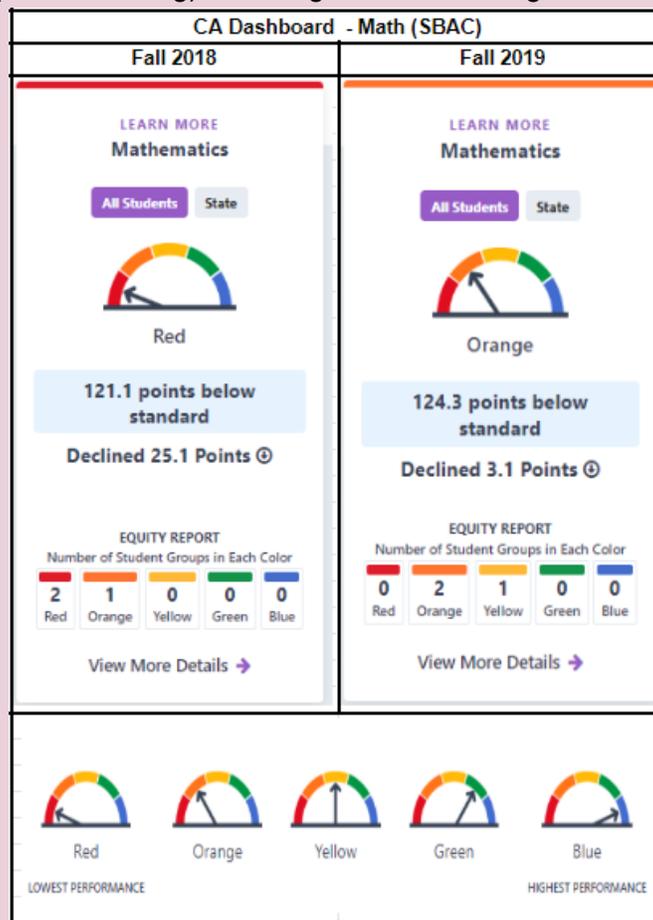
Goal 3 - Performance Indicator:

Mathematics: We are in the Orange band for Math performance indicator at -124.30 points below standard, and we aim to move by at least 9.3 points to be in the range of -115 on student performance in order to move to Yellow or above and meet the growth goal.

Identified Need

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard and any LEA identified for CSI in the 2019-20 year will stay on CSI until the CA Dashboard is released. Due to the COVID-19 pandemic, Senate Bill 98 and State law has suspended the reporting of state and local indicators on the 2020 Dashboard. There are no reports due to suspension of California's English and mathematics assessments. Therefore the data below is reflective of the Fall 2019 CA Dashboard.

Fall 2019 CA Dashboard Data: For SBAC Math students scored 124.3 points below standard and had a decline of 3.1 points reported on the Fall 2019 CA Dashboard, with a color change from red to orange over Fall 2018 CA Dashboard results. OFL will continue to work toward improving our Math SBAC and move out of the orange color ranking (lowest ranking) into a higher color ranking.



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Once the charter meets the numerically significant population size for Foster Youth/Homeless, the charter aims to increase enrollment in SGI Math for students who are Foster/Homeless	Currently, FY/Homeless Math SGI enrollment was at 37%	50% of Foster Youth/Homeless enrolled in an SGI Math course will complete the course by the end of the 2023-24 academic school year.
The charter strives to maintain or improve its Math academic performance as indicated by past internal benchmark assessments.	Only 49% of students reached 40 SGP in Math on RenStar as compared with 58% in Reading.	50% of Students who take at least two RenSTAR Math assessments and have a Student Growth Percentile (SGP) reported will demonstrate an average SGP of 40 or higher.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

Math Intervention Specialist Support

Strategy/Activity 2 (Evidence-based interventions)

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity

Exact Path

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.

Amounts	Sources	Actions/Expenditures
\$40,000.00	LCFF	SBAC Prep: Weekly SBAC practice question in SGI English and Math classes to prepare students for SBAC format.
\$300,000.00	LCFF	Benchmark Assessments and Interventions: Charter aims to increase overall Lexile growth in ELA and SGP in Math, through specialized instruction and interventions which include RenSTAR, iLit, Math Intervention Specialist, Tutoring and Cafe nights.

Monitoring of progress

Principal, Assistant Principal, and Coaches of each center will review and compile data to share with the team on progress for each metric including achievement charts, grad rate, intervention plan monitoring such as Math Intervention Specialist appointments during additional appointments and Homework cafes, and Professional Development opportunities. This report will be compiled each quarter and submitted to the Director of Schools.

Post-Secondary Counselors, teachers, Coaches, Career Pathway Coordinators, and Assistant Principals of each center will compile data to share with the team on the progress on each metric, tracking, monitoring, & individualized support for seniors, strategic planning and goal setting, WIOA & career awareness, undecided rates, and college/career events, A-G planning guide rate, and student and family engagement. This report will be compiled each quarter and submitted to the Director of Schools.

Coaches will develop a comprehensive SBAC Enrichment program based on SBAC testing format, test design, and content focus as well as RenStar data to target student academic gaps. The plan, implementation, teacher training, and student participation will be approved by Leadership and shared with the Director of Schools. The Leadership Team will also evaluate the effectiveness of the program and needed changes.

Goal data will be collected and tracked at the end of every school month and is shared with school staff at monthly staff meetings and at Area In-services 3 times a year. This goal data will be monitored and analyzed every quarter by the AP and Instructional Coach will be shared with all stakeholders at the semesterly stakeholder engagement meetings. Stakeholders will have the opportunity to discuss and offer feedback.

School Site Council (SSC) will meet bi-monthly to receive updates on SPSA and LCAP goal progress and data will be reviewed and analyzed. Committee members will provide feedback about the updates and data. SSC will participate in the annual Comprehensive Needs Assessment by engaging in a data dive and providing input about what the data is telling them, what are possible reasons, and identifying possible next steps. Annual SSC training will be conducted. Additionally, SSC will assist the LEA with developing the SPSA and LCAP.

The Governing Board will be provided updates 4-5 times during the 2021-22 school year.

All stakeholder engagement meetings will be done virtually during the COVID-19 pandemic, and will move to school sites when it is safe to do so. Specific CSI data includes intervention progress moving towards moving Math SBAC into yellow, moving College/Career into yellow, and keeping graduation rates at or above 68%.

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

academic school year.

Opportunities for Learning - Santa Clarita will continue to monitor the implementation and effectiveness of the CSI plan throughout the school year by regularly collecting data from various avenues, including but not limited to the outcomes from the Dashboard, internal data pulls from Ren Star Benchmark testing and formative assessments, as well as individual student tracking and documentation.

Principal, Assistant Principal, and Coaches of each center will review and compile data to share with the team on progress for each metric including achievement chats, grad rate, intervention plan monitoring such as Math Intervention Specialist appointments during additional appointments and Homework cafes, and Professional Development opportunities. This report will be compiled each quarter and submitted to the Director of Schools.

Post-Secondary Counselors, teachers, Coaches, Career Pathway Coordinators, and Assistant Principals of each center will compile data to share with the team on the progress on each metric, tracking, monitoring, & individualized support for seniors, strategic planning and goal setting, WIOA & career awareness, undecided rates, and college/career events, A-G planning guide rate, and student and family engagement. This report will be compiled each quarter and submitted to the Director of Schools.

Coaches will develop a comprehensive SBAC Enrichment program based on SBAC testing format, test design, and content focus as well as RenStar data to target student academic gaps. The plan, implementation, teacher training, and student participation will be approved by Leadership and shared with the Director of Schools. The Leadership Team will also evaluate the effectiveness of the program and needed changes.

Goal data will be collected and tracked at the end of every school month and is shared with school staff at monthly staff meetings and at Area In-services 3 times a year. This goal data will be monitored and analyzed every quarter by the AP and Instructional Coach will be shared with all stakeholders at the semesterly stakeholder engagement meetings. Stakeholders will have the opportunity to discuss and offer feedback.

School Site Council (SSC) will meet bi-monthly to receive updates on SPSA and LCAP goal progress and data will be reviewed and analyzed. Committee members will provide feedback about the updates and data. SSC will participate in the annual Comprehensive Needs Assessment by engaging in a data dive and providing input about what the data is telling them, what are possible reasons, and identifying possible next steps. Annual SSC training will be conducted. Additionally, SSC will assist the LEA with developing the SPSA and LCAP.

All stakeholder engagement meetings will be done virtually during the COVID-19 pandemic, and will move to school sites when it is safe to do so. Specific CSI data includes intervention progress towards moving Math SBAC into yellow, moving College/Career into yellow, and keeping graduation rates at or above 68%.

Opportunities for Learning - Santa Clarita 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.

Renaissance Star benchmark assessments will be used to gauge comprehensive skill growth which are nationally normed and aligned with CCSS. The implementation of the Renaissance STAR assessments allows the School to delve into the mathematics data, evaluate math curriculum, and compare students' skill growth to that of students at other OFL schools and around the nation. This computer-adaptive assessment

tool allows for the measurement of student math skill levels shortly after enrollment and math growth over time. The test gives the instructor a diagnosis of the math ability of each student; the follow-up assessments detail which standards, if any, each student is deficient in and provide for individualized, targeted interventions. The goal is to assess students three times a year to see the growth and progression of each student in math. By testing the entire student body, the School is able to track growth in mathematics of the student population as a whole. In addition, the Renaissance STAR Assessments allow the School to design formative and summative assessments that align with the school's specialized curriculum. Students are regularly tested to assess math level growth and the appropriateness of the program for meeting their individual needs.

School counselors at each school site will utilize an internal tracking system to monitor the monthly academic progress of each senior. School counselors will use the trackers and achievement chats to address and target students' career and educational paths multiple times a year. In addition, college tours and service learning trips, strategic planning and goal setting, and expansion of college/career events will be tracked and monitored. The LEA has already seen a marked improvement in its graduation rate and expects to see improvement on the CA Dashboard at the next update. The LEA uses StudentTrac, (the school's student information data system), to monitor the percentage of students who are undecided in a career pathway. The LEA has been able to reduce the number of undecided students which enables the Career Pathways Coordinators to provide meaningful career workshops and other resources to students. The LEA internally tracks the career chats/workshops, college and career fairs, WIOA services, and other college and career events that are being offered to students. The LEA is able to monitor and evaluate the effectiveness based on student attendance and the number of students accessing these resources and services. The LEA has already seen a marked improvement in decided student career pathways in StudentTrac.

Additionally, identified quarterly monitoring cycles and an annual analysis of implementation progress and impact on student learning will continue to be conducted to continually monitor the implementation and effectiveness of the CSI plan. Opportunities for Learning - Santa Clarita will continue to work with staff to coordinate the review and analyzing of data to support progress and provide feedback on the impact on student outcomes. The School Site Council will contribute to monitoring and evaluating the implementation and effectiveness of the CSI plan at each meeting during the school year. These meetings will be conducted virtually during the COVID-19 emergency if deemed necessary. Specific CSI data includes intervention and progress towards moving our graduation rates in the direction of meeting at least a 68% two year average, moving Math SBAC from orange to yellow on the CA Dashboard, and moving College and Career from Red to Orange on the CA Dashboard. Furthermore, Opportunities for Learning - Santa Clarita will continue to monitor and evaluate the effectiveness of our CSI plan by conducting a Comprehensive Needs Assessment for the 2021-22 year, which will include stakeholder collaboration and feedback to identify areas of growth and to identify students who have experienced learning loss as a result to the COVID-19 emergency. The LEA will continue to assess evidence based interventions to combat learning loss and improve overall student learning.

To effectively meet the ESSA requirements of having a graduation rate at or above 68%, the plan will continue to reflect and evaluate current programs and practices to work toward an increase in our overall graduation rates which we have increased due to all the effects set forth in our CSI plan. Current data will be analyzed with all stakeholders through a collaborative process that will include college and career student performance, graduation rates and Math SBAC scores, in order to make any necessary adjustments and ensure the effectiveness of the implementation of our CSI plan. The School Site Council (SSC) is required to annually review the data and develop interventions and strategies as well as monitor progress throughout the school year. School Counselors, teachers, coaches, and Assistant Principals of each center will continue to compile data to share with the stakeholders on the progress of each metric, tracking, monitoring, & individualized support for seniors, college and career readiness, and improvement in Mathematics SBAC

scores. The LEA will continue to survey all stakeholders throughout each school year, and monitor the results to include the development of ongoing interventions and strategies. This report will be compiled each quarter and submitted to the Director of Schools and the School Board. The LEA is currently still developing these sections with all necessary stakeholder groups and will add updated data here for any interventions for student performance data available. Support to build stakeholder capacity for continuous improvement includes analyzing data with the staff, the DELAC Committee, and the School Site Council. The School Site Council will also receive guidebook training and coaching to increase their ability to understand their role and the process of the CSI plan including identification of needs, analysis of data, selecting and developing Evidence-Based Interventions, implementation, and monitoring. Each of these groups will have multiple opportunities to discuss and inquire about the LEA's CSI progress during their meetings throughout the school year. Resources provided to staff include access to monthly intervention trackers and professional development related to improving outcomes in our CSI metrics. Resources provided to our school parents include Parent Engagement events and semesterly Achievement Chats, which increase parent participation and capacity to better support students at home, therefore contributing to the desired student achievement outcomes outlined in the CSI Plan.

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	\$1,757,500

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

Tracking, Monitoring, & Individualized support for seniors for strategic planning and progress will be implemented as a new initiative.

WIOA & Career Awareness: Engage students to connect schoolwork and college/career success will be expanded with greater opportunities and commitment to fidelity.

Student and Family Engagement will be expanded with an increase in events and opportunities.

5. Evidence-Based Intervention Name and link to study

US Department of Education, Preventing Dropout in Secondary Schools as approved and published by What Works ClearingHouse, <https://ies.ed.gov/ncee/wwc/practiceguide/24>

ClearingHouse studies cited and additional studies include:

Kemple, J. J., & Snipes, J. C. (2000). Career Academics: Impacts on student’s engagement and performance in high school, NY: MDRC

Dynarski, M., Gleason, P., Rangarajan, A., & Wood, R. (1998). Impacts of dropout prevention programs [Horizon High Schools - Las Vegas, NV]: Final report. A research report from the School Dropout Demonstration Assistance Program evaluation. Princeton, NJ: Mathematica Policy Research.

Edmunds, J., Unlu, F., Glennie, E., Berstein, L., Fesler, L., Furey, J., & Arshavsky, N. (2015). Smoothing the transition to postsecondary education: The impact of early college model. Retrieved from <http://www.serve.org/>

McDonough, P., M. (2005). Counseling and college in America’s high schools. CA: NACAC

Sinclair, Christenson, Evelo, & Hurley, (1998). Dropout prevention for youth with disabilities: Efficacy

of a sustained school engagement procedure. *Exceptional Children*, 65(1), 7-21
 Sinclair Christenson, & Thurlow, (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children*, 71(4), 465-482.
 Gonzales, N., Wong, J., Toomey, R., Millsap, R., Dumka, L., & Mauricio, A. (2014). School engagement mediates long-term prevention effects for Mexican American adolescents. *Prevention Science*, 15(6), 929-939.

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

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

5. Evidence-Based Intervention Name and link to study

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

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

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

- ✓ Strong
- Moderate
- Promising

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

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

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

- ✓ New
- Continuing

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

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

5. Evidence-Based Intervention Name and link to study

Achieve 3000: <https://ies.ed.gov/ncee/wwc/Intervention/1284>
<https://www.evidenceforessa.org/programs/reading/middlehigh-school/achieve3000-secondary>

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 year, we will be using RenStar assessments and student achievement data to place students in ERWC (Expository Reading and Writing Course) Small Group Instruction as a 12th grade intervention and support in order to help them meet grade level standards for college and career readiness. The expected outcome of this course is that students are prepared for the literacy demands of higher education and the workforce. Students in this rhetoric-based course will develop advanced proficiency in expository, analytical, and argumentative reading and writing. The ERWC courses will continue to be taught by credentialed teachers who also have the specific ERWC certification to teach the course. Instructional staff members teaching this course will be offered continuous professional development opportunities to better serve the students enrolled in this class.

5. Evidence-Based Intervention Name and link to study

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

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

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

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

- Strong,
- ✓ Moderate
- Promising

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

- What Works Clearinghouse
- LAUSD Evidence-Based Intervention Bench
- ✓ Evidence for ESSA

- Other-Specify and Provide Link to Study:_____

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

- New
- Continuing

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

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

5. Evidence-Based Intervention Name and link to study

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

Annual Review

SPSA Year Reviewed: 2020-21

ANALYSIS

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

The LEA's expected outcome for increasing its one year graduation rate was 65%. The LEA exceeded this expected outcome and was able to increase its one year graduation rate to 87.4% which increased the two year average to 71.8%. The LEA had success with Seniors meeting with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards. The expected outcome of 85% of identified students will be tracked, monitored, and engaged in strategic planning was 90% and will be used as strategy/activity to maintain higher graduation rates. When students are actively engaged in goal setting and strategic planning they are more committed to achieving a positive outcome. Following the recommendations provided by the evidence-based research in Preventing Dropout in Secondary School publication, the LEA designed a plan to develop and implement the interventions that have strong to moderate findings in order to effectively increase graduation rates.

We have seen the following positive results from this evidence-based intervention. Through intentional and individualized tracking, we have seen greater commitment from our teachers in monitoring student progress and implementing targeted interventions to support academic progress toward graduation. This is evidenced by the 100% continued participation by all teachers in the LEA. Additionally, through this tracking, we have increased student progression to 80% and student attendance to 96% with COVID Restrictions in place and students being a 100% virtual learning environment for the 2020-21 year. We have seen an increase in stakeholder involvement in collaborative academic planning through semesterly Achievement Chats. School counselors have been able to achieve 90% participation rates with seniors to help them prepare for graduation and post-secondary planning. The LEA has implemented a process to increase the number of students utilizing an A-G Planning Guide. Currently, 34% of all students are using the A-G Planning Guide, which is a 10% increase over the previous school year. With the addition of a Career Path Coordinator in each learning center, students have been more engaged and connected to schoolwork and college/career success. All newly enrolled students continue to meet with the Career Pathway Coordinator and have received guidance toward selecting a desired career path. The Career Path Coordinator also provides each student with resources for their selected career path. The LEA has been active in offering many events to foster family engagement to bolster involvement and feelings of school connectedness and will continue doing so in the 2021-22 year. The goal of increasing student and family engagement to 5 regional events was met through virtual platforms due to the COVID-19 emergency. The LEA recognized the importance of maintaining connection with stakeholders during this difficult time and was able to pivot the method in which to engage with students, families, and staff. The LEA believes there is a direct correlation between building community and stakeholder engagement to positively impact student achievement in making progress towards graduation. The goal of having all Post-Secondary Counselors and Career Pathways Coordinators attend at least one Professional Development in the 2020-21 school was accomplished despite the challenges of the pandemic. The Post-Secondary counselors attended a multitude of virtual professional developments including: Addressing Challenges for Youth

Experiencing Homelessness During COVID, College Board Counselor Workshop 2020 - California, CSU System and Cal State Apply Updates for HSs, FERPA and Students Experiencing Homelessness, Kern County McKinney-Vento Education Liaison Certification, and LACOE: Homeless Education Training for Charter Personnel. Career Pathways Coordinators attended monthly professional developments from our vendor, Skyrocket, pertaining to various WIOA topics. The LEA believes it is extremely important for Post-Secondary Counselors and Career Pathways Coordinators to remain up-to-date on current policies and practices in order to better support the students. The LEA improved its college/career scores: the Percentage Prepared increased by 7.8% from 6.1 to 13.9; the Percentage Approaching increased by 5.7% from 14.8 to 20.5; and the Percentage Not Prepared decreased by 13.5% from 79.1 to 65.8 and feels it will continue to see improvement with additional time and effort in these areas. The expected outcome of all students meeting with his/her teacher to conduct academic strategic planning and goal setting was 90%. This goal was met with an average of 96%. Conducting academic strategic planning and goal setting on a consistent basis ensures that each student has a viable and realistic path toward graduation, post-secondary aspirations, and career planning. All stakeholder commitment is increased because they are all actively involved in the planning process. The expected outcome of implementing a process for screening students on appropriate Planning Guide placement, regular or A-G track was met. Planning discussions occur during student registration and at each Achievement Chat to guide discussions and decision making between the educational staff, parents, and students related to post-secondary education plans. All stakeholders will be able to make well-informed decisions based on the individual needs and goals of the student. The goal of increasing the number of students on the A-G planning guide to 30% was exceeded; the charter was able to attain 35% in this metric by utilizing a form that was created to guide the student and parent during registration in focusing on the student's post-secondary educational goals. Students are encouraged to start with the A-G planning so they are working towards being A-G eligible upon enrollment. These goals and appropriate planning guide placement are reviewed with the educational staff, student and parent at each Achievement Chat. The LEA also had a goal of identifying and tracking the WIOA career pathway of each student with 15% or less of students being undecided. The Career Pathways coordinator meets with each student and parent upon enrollment to guide a discussion about the student's career interests. Students who are able to determine an area of interest are assigned a career pathway and are provided with opportunities for exposure to those industries. Only 14% of students are undecided. WIOA & Career Awareness engages students to connect schoolwork and college/career success will be expanded with greater opportunities and commitment to fidelity. The LEA met the goal of having Math Intervention Specialists (MIS) available to all students to offer targeted interventions during additional appointment times. This goal was accomplished through virtual tutoring appointments during the pandemic. The LEA feels having additional and targeted math support and assigned interventions throughout the year will increase student math skills so they are better prepared to take the SBAC. The LEA met the goal of developing and implementing an SBAC enrichment program to help students become familiar with the available testing tools and overall layout of the test as well reviewing math concepts previously learned. When students feel better prepared prior to taking the SBAC, testing anxiety will be reduced. The 50% participation goal was exceeded; the LEA reached 54.4% participation. The LEA also met the goal of offering professional development opportunities with 85% teacher participation. Professional development opportunities enable teachers to improve in their instructional strategies and teaching practices which correlates to improved student academic success.

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

The budget allocation for Action 1 will not be met due to unexpected longterm leaves from 2 of the 3 Post-Secondary Counselors. The services were still provided to all students by the remaining Post-Secondary Counselor during the unexpected absences. The LEA has met all other budget allocations.

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.

Metrics and actions have been changed to align with LCAP as a result of the LEA's Comprehensive Needs Assessment.

The LEA has modified its metrics to address goal 1: Graduation Rate. The metric of having seniors meet with their credentialed teacher and/or Post-Secondary Counselor has been moved to strategy/activity. This practice has proven to be effective and is now part of the school culture. It no longer needs to be measured as it is now common practice. Holding Student and Family Engagement Events has also become part of the school culture and has also been moved to strategy/activity. This metric is being replaced with Increasing School Connectedness. The LEA recognizes that it is not enough just to hold Student and Family Engagement events and is going to focus on increasing participation in these events and strives to have a student and parent participation rate of 10%. Additionally, the LEA has added a metric related to Mental Health Awareness and participation. Past survey results indicated students were experiencing anxiety and wanted increased mental health support. The LEA provided additional mental health groups but less than 2% of students participated. The LEA will change its approach to how mental health groups are offered in order to increase student participation. The goal is to have a 15% participation rate by 2024. When students are able to reduce their anxiety and connect with other students, academics will improve which will lead to higher graduation rates. The LEA has revised the metric of increasing its one year average graduation rate of 65% as this goal has been met. The metric will now address maintaining a two year average graduation rate to be at or above 70%. The LEA will focus on maintaining its higher graduation by adding metrics for Core Course Completion Rates and Student Progression Rates. The addition of these metrics will keep the focus on student academic success which will keep students on track for graduation. The goal for Core Course Completion is to have all students completing, on average, 6 units per core course, and the goal for Student Progression will be to maintain or increase the 85% Monthly Student Progression average. The LEA will provide EL students research-based and/or state recommended designated ELD curriculum, such as iLit or Achieve 3000, designed to develop and strengthen the English skills necessary to access core curriculum. Additionally, the LEA will be utilizing a new Evidence Based Intervention program, Exact Path, to support students who need additional support with math.

The LEA experienced growth in College and Career Readiness and will continue working toward improving these outcomes. The LEA is going to narrow its focus by concentrating on 2 metrics, increasing the number of students on an A-G Planning Guide, and identifying and tracking the WIOA career pathway of each student. When students are focused on an intentional career pathway with clear goals and requirements, they are more likely to be motivated to graduate, participate in dual enrollment, and seek out CTE and WIOA opportunities. The metric of implementing a process, which includes all stakeholders for screening students on appropriate Planning Guide placement, regular or A-G track has been met and is now part of the LEA's strategy/activity section. Similarly, the metric of all students meeting with instructional staff and parents/guardians to collaborate on academic goals, post-secondary goals, educational planning, and ways to better support individual student learning and progress has been moved to the strategy/activity section. The LEA has added the evidence

based intervention of Expository Reading and Writing Course (ERWC) to help 12th grade students prepare for the postsecondary reading and writing skills necessary in both college and the workforce.

The LEA has selected new metrics to address Goal 3, Mathematics. The previous metric of focusing on developing and implementing an SBAC enrichment program to support students in reviewing mathematics concepts they previously learned and focusing on areas of weakness has been met. Moving forward the LEA will be introducing weekly SBAC practice questions in English and Math Small Group Instruction courses to help prepare students for the SBAC format. The previous metric of offering additional time for students to receive Math intervention support has been moved to the Strategy/Action section. The previous metric for increasing Professional Development opportunities focused on data analysis and Professional Learning Communities targeting teacher growth and SBAC preparation has been met. Based on the LEA's Comprehensive Needs Assessment, this metric is being replaced with: Once the charter meets the numerically significant population size for Foster Youth/Homeless, the charter aims to increase enrollment in SGI Math for students who are Foster/Homeless. Since state law has suspended the reporting of state and local indicators on the 2020 Dashboard, the LEA is replacing the metric of the charter strives to maintain and/or improve its math academic performance indicator color on the CA Dashboard. The new metric is the charter strives to maintain or improve its math academic performance as indicated by past internal benchmark assessments. The LEA will be implementing a new math intervention program, Exact Path, to be assigned to all students identified as needing urgent intervention in the first administration of RenSTAR Benchmark Assessments.

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 - William S. Hart	January 19, 2021

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>1. What actionable inequities were identified by the Charter during their Resource Inequity Review?</p>	<ul style="list-style-type: none"> There is an achievement gap for Students With Disabilities in English Language Arts and Math SBAC testing Students With Disabilities are struggling with science course completion All students continue to under-perform on Math SBAC testing
<p>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</p>	<p>All three-bullet points mentioned above will be priorities for the Charter to address in their School Improvement Plans.</p>
<p>3. How does the Charter plan on addressing these inequities?</p>	<ul style="list-style-type: none"> The Charter will provide professional development to staff working with Students With Disabilities The Charter will provide additional training to Paraprofessional staff in its science course offering so they can better support Students with Disabilities in their science classes. The Charter will provide targeted interventions to improve the Math skills of all students.
<p>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write “NA” in the textbox below.</p>	<p>N/A</p>

OFL William S. Hart 2020-21 Comprehensive Needs Assessment Summary / Addendum Document

PURPOSE

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

STAKEHOLDERS

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

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

- Yelena Shapiro - Principal
- Stephanie Bowen - Assistant Principal
- Zachary Hillewaert - Assistant Principal
- Michael Leonesio - Assistant Principal
- Catlin Rhymer - Assistant Principal
- Leslie Banks - Mathematics Coach
- Michelle LaMar - Teacher
- Sindy Park - Teacher
- Nadine Krystowiak - Teacher
- Matt Homer - Teacher
- Jason Esswein - Math Intervention Specialist

- David Perlovich - Math Intervention Specialist
- Jadi Estrada - English Coach
- Kim Reed - Teacher
- Reese Jensen - Teacher
- Tetyana Lee - Teacher
- Natalie Moreno - Area Teacher
- Nafisa Nahrin - Lead English Language Specialist
- Kris Heanske - English Language Specialist
- Susan Hong - English Language Specialist
- Jessie Romero - Area Teacher
- Stefanie Singer - Area Teacher
- James Park - Instructional Coach
- Jessica Bradley - School Counselor
- Beth White - School Counselor
- Gretchen Lindgreen - School Counselor
- Brenda Garcia - College and Career Coordinator
- Adriene Morales - Area Teacher
- William Fields - Area Teacher
- Kristen Mowry - Special Education Specialist
- Valerie McDonough - Teacher
- Keeli Rzewski - Special Education Specialist
- Myles Lira - Special Education Specialist
- Jeff - Special Education Specialist
- Cindy Hall - Lead Special Education Specialist
- Carlos Vasquez - Area Teacher

- Bernadette Grant - Community Member
- Deanna Miller - Center Coordinator Coach
- Lina Diaz - Parent
- The charter had a student involved in the CNA process but for privacy reasons their information was included from this form.

The process to analyze data, agree on areas of focus, and create measurable metrics or goals that focus on the LEA's special populations. The data dives were separated into focus groups based on specialized educational areas. Each group had a leader who would reach out to coordinate the best date(s) and time(s) for your group to conduct the data dives. The CNA Data Analysis Google Sheet was shared with all stakeholders for in depth research. Each team has a separate tab on the Google Sheet, which included an Introduction to provide some guidance for your group; Directions for the data dive, The Data Dive Protocol; a place to record your group's brainstorming ideas for each part of the data dive protocol; and most importantly, the links to the data your group will be analyzing. This is an example of the English groups instructions; "You will be looking at English data through a couple of different lenses. You will complete separate data dives for each subtopic related to English. One data dive will be focused on our charter's ELA SBAC performance, please look at trends related to all students and trends within each subgroup. Another data dive will be focused on English course completion (both SGI and IS). Again, please look for trends related to all students and trends within each subgroup. What are we doing well and where do we need to improve? After the observation round, please be sure to analyze the resources available to all students and each subgroup. Are there additional resources that can be offered? An area of weakness for our charter is enrollment in and completion of AP level courses please be sure to include this in your analysis."

Each stakeholder did prep-work prior to scheduled data dive, allowing for a smoother and faster data dive meeting(s).

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.*

Center-based Student Academic Master Trackers, Regional Direct Instruction Course Data, Special Populations (English Language Learners, Students with Disabilities, Foster and homeless, FRMP) Core Course Completion Data, SARC Report, English SBAC Dashboard 2018 -2019, Math SBAC Dashboard 2018-2019, WSH Dashboard 2018 - 2019, LCAP 2019-20, Renaissance Star Math and English Results, Professional Development, AP courses, Graduation Rates, A-G course enrollment and completion rates, School Counselor Senior Trackers, Lexile

Reports, DELAC Meeting agendas and minutes, WSH Concurrent Enrollment College and Career, Event Marketing/Flyer/Advertisement, Engagement Event Trackers, WSH Incident Report CALPADS, WASC Self Study 2017, Engagement Event Tracker, School Climate Surveys

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:

- Our EL and students with disability require more time and more specialized support to complete tasks and generally score lower than our general education students do. (English course completion)
- Our students with disability had the largest percentage of students in level 1 compared to general education students (students with disability, 63.64% and general ed., 23.56%) (English SBAC)
- SPED students needed more time to complete units and therefore the overall course even with the specialized SPED support available to them. (Math course completion)
- None of our 11th grade “students with disability” population surpassed Level 2 in SBAC math testing with most of our population testing at Level 1 (83.87%) and then at Level 2 (16.13%).
- The 2018-19 grad rate was 56.1%. The following year, 2019-2020, increased to 85.3% with no significant gaps in special populations.
- There is a lack of stakeholder engagement in both parent and student groups. The LEA provided over 40 extra-curricular programs with consistently low participation. There is a gap between interest and attendance.
- Within the 36% absenteeism rate for Middle School students, 78% of chronically absent students are socially disadvantaged students.
- Special populations are at a higher percentage of dropout rate than all students are. 4.48% for all students. 6.3% for Students with Disabilities, 5.53% FRMP, 5.36% for English as a Second Language
- 23.58% of students stated they were experiencing anxiety. 23.91% of parents said their student needed mental health support, but only, 6 students participated in the mental health group provided by the LEA.
- We focused on why SBAC Math scores were the lowest in every testing year for all students and for FY/LI students. Overall Math proficiency was only 7.9%.
- We focused on why the SBAC math scores were below the goal for our Foster Youth & Low Income students
- Our EL students have shown to complete more core courses in 2019-2020 than the general student population.
- Our charter is meeting the reclassification goals. The students are performing in the lower range in Star Ren Reading scaled scores than the qualifying reclassification scores.
- The percentage of EL students that met or exceeded state standards in ELA (16%) was lower than that of all students (38%). (SBAC English)

- The percentage of EL students that met or exceeded the state standard in Math (8%) was slightly higher than that of all students (6%). (SBAC Math)
- Foster Youth & Low Income students are not engaged in our College & Career Resources & Offerings
- Our EL and students with disabilities have the largest disadvantage when using various technology platforms.
- While SWD completed English, Math and History courses at a higher rate than average, they completed Science courses at a rate of 0.39 less than average.
- 0% of SWD met or exceeded the standard on SBAC Math assessment
- SWD dropped out of English 12A, English 12B and Biology B SGI classes at higher rates than average. (English and science course completion)
- Chronic Absenteeism can cause EL and SPED students to fall behind in the classroom and prevents completion of the class.
- The presence of a specialized Para educator in the classroom provides more timely support to special population students.

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:

- SWD Core Course Completion
- SWD SBAC performance
- EL student SBAC performance
- FY & LI student SBAC performance

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.

- SWD English SBAC Root causes
 - Our students with disabilities have learning gaps related to their specific disabilities that may affect their ability to comprehend English concepts at the same level as a general education student.
- SWD English SBAC Measurable Outcomes
 - At least 10% of students with disabilities will move from level 1 to level 2 by completing English courses during the academic year to strengthen English comprehension skills.
- SWD Math SBAC Root Causes
 - 11th grade “Students with disability” population may be unfamiliar with accessibility features built into the testing construct.
 - When students come to us with barely passing grades in Math, such as a grade of "D", we do not make them retake the course, so students may have never mastered content.
 - Tech in Testing helps student "cram" for test, but doesn't necessarily address lack of mastery
 - There is a big push to get students to show up and test, but not necessarily a big push for them to try their hardest (some students may not care if they know it is not graded or that they will not have to take it again).
 - SPED students may not be trained in how to use / access accommodations
- SWD Math SBAC Measurable Outcomes
 - At least 25% of our 11th grade “students with disability” population be trained on accommodations available to them for SBAC testing.
 - Have students take SBAC Practice 2 times per year, so they get used to format and using accommodations
 - Schedule meeting with Leadership team to discuss Incentive options for students who move into next level up (to encourage students to try their best)
 - Increase SPED enrollment in SGI math classes by 50% (with added specialized support staff)
 - Weekly SBAC practice question in math classes to prepare students for SBAC format
- SWD & EL English Course Completion Root Causes
 - EL and students with disability have specific learning disabilities and language barriers that affect the time needed to complete tasks and reach mastery.
 - Our EL and students with disability struggle with using various online learning platforms due to language barriers and specific learning disabilities.
 - Student's schedule may prevent them from taking SGI science courses
 - There is a lot of specialized support in the areas of English and Math (tutors, para, AT1), but not a lot of specialized support in the area of Science.
 - EDM Science courses are very difficult and labs are extensive
 - B classes were held in Spring 2020 when COVID first happened, and there may have been many students who dropped for various personal reasons (child care responsibilities, full time job, etc.).
 - Students' schedules may not allow for them to complete SGI classes

- SWD & EL English Course Completion Measurable Outcomes
 - At least 25% of EL and students with disability will complete tasks on time by implementing more specialized supports, which includes teacher and resource teacher collaboration strategies.
 - All of our EL and students with disability will receive in class training on computer literacy and online learning platforms.
 - Increase SPED enrollment in SGI science course by 50% (with specialized support staff assistance (i.e. paraprofessional)
 - Provide specialized training to SPED staff (SES & paras) on EDM Science courses so they can provide weekly Lab cohorts
 - Offer consistent Night School option, with weekly SES support, to help students with scheduling issues complete more difficult classes
 - Offer consistent Night School option, with weekly SES support, to help students with scheduling issues complete more difficult classes
- SWD & EL Math Course Completion Root Causes
 - SPED students may not be completing courses on time because they do not have the same relationship with their SGI math teacher as they do with their SPED teacher.
 - SPED students could not be completing courses on time because the SPED teacher is not specialized in mathematics.
 - Student's schedule may prevent them from taking SGI science courses
 - There is a lot of specialized support in the areas of English and Math (tutors, para, AT1), but not a lot of specialized support in the area of Science.
 - EDM Science courses are very difficult and labs are extensive
 - EL and SPED students who are absent tend to miss the full lesson and get a modified makeup with the SGI teacher or the math tutor.
 - The Para educator can leverage their close personal relationship with students and provide immediate intervention and feedback, and engage in 1 on 1 math support in the classroom.
 - The Para educator can efficiently help students without spending unnecessary time looking up the content of the class.
- SWD & EL Math Course Completion Measurable Outcomes
 - At least 50% of SPED students will meet the goal of completing their units on time by June 2020.
 - Increase SPED enrollment in SGI science course by 50% (with specialized support staff assistance (i.e. paraprofessional)
 - Provide specialized training to SPED staff (SES & paras) on EDM Science courses so they can provide weekly Lab cohorts
 - Offer consistent Night School option, with weekly SES support, to help students with scheduling issues complete more difficult classes
 - EL and SPED students will be in class 75% or more and not have absences over 25% of the time.
 - 80% of students in special populations will complete math class on time (with a specialized support staff in the classroom.)
- EL SBAC Performance Root Causes
 - EL students struggle with academic vocabulary, which causes a gap in their language skills. This is reflected on the SBAC English test scores for EL population.

- EL students are not provided the same level of academic support in the subject of English at home as the general ED population. This is reflected on the SBAC English test scores for the EL population.
- EL students having higher test scores overall compared to the general student population could be a result of more one on one support from math specialists.
- Enrollment in SGI math courses could account for the increase in math scores among the EL population.
- EL SBAC Performance Measurable Outcomes
 - EL students will improve their percentage on SBAC English scores from 16% to 20%.
 - EL students will not drop below the 8% benchmark that they have set for the school year. Maintaining that benchmark for the following year would be a success.
 - EL students will continue to meet or exceed state standards in SBAC Math.
- FY & LI SBAC Performance Root Causes
 - FY/LI students are under prepared in their Math knowledge with severe gaps in Math education throughout their Middle School & High School years.
 - FY/LI students are not equally motivated as other students to take the State Assessment
 - FY/LI students are not properly prepared and trained to succeed on the SBAC
- FY & LI SBAC Performance Measurable Outcomes
 - 50% of FY/LI students will meet the goals for their grade level by the next SBAC administration
 - 50% of FY/LI students will be taking Math core courses.
 - 50% of all FY/LI students will attend and complete the next iteration of the Tech and Testing class

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?

- There is a discrepancy between what stakeholders (parents and students) state they want the LEA to offer and what they actually participate in.
- SWD are struggling with core course completion (English, Math and Science) than any other student population
- SWD are struggling more with SBAC performance (English and Math) than any other student population
- All student populations are under performing on Math SBAC
- EL Students are under performing on English SBAC
- Special populations have slightly higher dropout rates
- Charter grad rate is improving
- EL students are completing more core courses than other populations