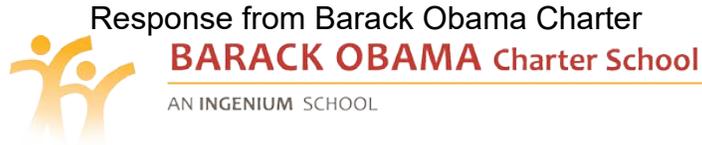


This document was provided, as is, to the California Department of Education (CDE) by **Barack Obama Charter**. This document is posted to the CDE Web site to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at [charters@cde.ca.gov](mailto:charters@cde.ca.gov).



**Barack Obama Charter School  
 Update to the State Board of Education**

**April 26, 2019**

Provide a written response by April 26, 2019, and identify how you have or will address in your 2019–2020 Local Control and Accountability Plan (LCAP) or Annual update the goals and timelines for improving performance schoolwide and for how the low-students groups (specifically, any area that is red on the California Dashboard) will be addressed. Please also state how BOCS will address ELA and mathematics in the coming school year. CDE will be reviewing your LCAP and this written response during monthly calls with the school as part of the oversight.

**Part 1: Summary review of the Fall 2018 Dashboard Results**

**Barack Obama Charter School’s Areas of Greatest Need**

**Mathematics**

In math, BOCS received an orange indicator on the dashboard. ELLs increased by 6.3 points, African American students decreased by 26.3 points, Hispanic students maintained, and students identified as socioeconomically disadvantaged declined by 19.2 points. After receiving this data, math was identified as an area of focus and improvement for BOCS and is included in BOCS’ School Improvement Plan. BOCS has adopted Cognitively Guided Instruction (CGI) in Math to help improve student achievement. CGI is a student-centered approach to teaching math, starting with what students already know, and building upon this prior knowledge and intuitive approaches to problem solving. We are currently closely tracking and monitoring our improvement efforts and making adjustments to our CGI implementation as needed.



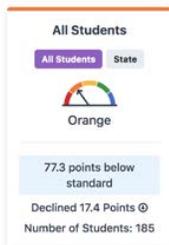
**English Language Arts**

Overall, BOCS did perform slightly higher in ELA than in Math. However, ELA will continue to be area of focus as proficiency rates did decrease from 16-17 to 17-18. Specifically, BOCS received a red indicator for ELA on the dashboard. ELLs and Hispanic students received an orange indicator maintaining their performance while African American students and students identified as Socioeconomically Disadvantaged declined receiving a red indicator on the dashboard.





## English Learner Progress



ELLs did increase by 6.3 points in math receiving a yellow indicator on the Dashboard, however, we would like our ELLs to continue to grow. Currently, the reclassification rate is low at 9.4% and declined by 17.4 points from the previous year. The adoption of CGI math has provided ELLs more opportunities to engage in meaningful discussions using both academic and content vocabulary. BOCS is also utilizing a new system to track and monitor EL progress by using English Language Reclassification Tracking Forms (ELRTFs). Our aim is to improve our reclassification rate to 15% for the 18-19 school year.

## Part 2: A summary of the performance Element Two: Measurable Pupil Outcomes and Element Three: Method for Measuring Pupil Outcomes.

### Outcome Area: English-Language Arts

On the 2018 CAASPP, 23% of students were proficient in ELA, a decrease of 8% from 2017. In regards to student groups, 22% of students identified as economically disadvantaged were proficient and 4% of BOCS' ELL were proficient. 0% of students with disabilities were proficient in ELA in 2018. BOCS continues to focus on improving outcomes in ELA by improving it's tier 1 instruction for students. This is done through data digs conducted by the Principal or Assistant Principal with grade level teams quarterly. Additionally, improved instructional methods are focused on during target coaching cycles. Currently, on BOCS' most recent internal iReady benchmarks, 31% of students are proficient in ELA.

### Outcome Area: Mathematics

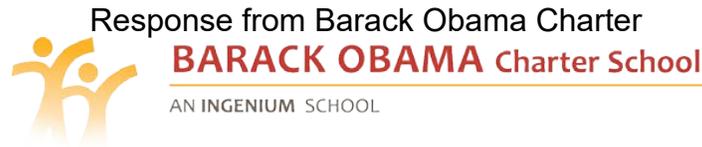
On the 2018 CAASPP, 19% of students were proficient in math. This is a 3% decrease from the 2017. 18% of students identified as economically disadvantaged and 11% of students with disabilities met or exceeded the standard in math. Barack Obama Charter School continues to see an improvement in student outcomes in mathematics. BOCS is utilizing CGI Math to help improve outcomes for students. Also, targeted intervention groups have been utilized throughout the year in addition to after school tutoring groups. BOCS has partnered with it's after school program to provide students additional math fact fluency practice. On BOCS' most recent internal iReady benchmarks, 26% of students are proficient in math.

### Outcome Area: English Learner Progress

On the 17-18 CAASPP, 4% of ELLs were proficient in ELA and 0% were proficient in math. However, in math, ELLs increased by 6.3 points and maintained their performance in ELA as noted on the dashboard. In response to this area of need, a teacher leader has been trained in Guided Language Acquisition and Design (strategies). Through peer coaching and classroom observations, BOCS' teachers have gained knowledge and additional training in utilizing GLAD strategies to support their ELLs in designated and integrated ELD. Teachers have also received professional development around creating language objectives.

### Outcome Area: Students With Disabilities

On the 17-18 CAASPP, 0% of students with disabilities (SWD) were proficient in ELA or Math. In response to this area of need, 2 of Ingenium's most experienced RSP teachers transferred to BOCS. This is an increase from 1 RSP teacher during the 17-18 school year to 1 ½ teachers this school year (1 teacher also supports BOCS' sister school, Clarion Middle School). As these 2 teachers are teachers on special assignment and will be moving back to supporting Ingenium's schools from the district level, we heavily focused on ensuring their roles would be filled with 2 equally qualified teachers. BOCS recently hired 2 highly qualified RSP teachers. To ensure they are fully trained in our model and systems, they will begin on-boarding and receiving

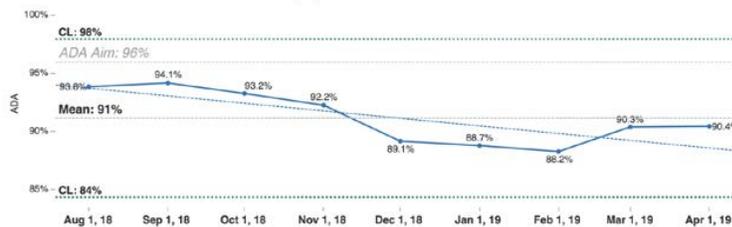


training before the 18-19 school year ends. Additionally, this will allow for their insight and expertise to be utilized when creating the master schedule for the 19-20 school year.

There will be changes and adjustments made to BOCS' master schedule for the 19-20 school year while prioritizing the needs of our SWD. Specifically, BOCS will be utilizing an A/B schedule. This will ensure that grade levels are not teaching the same subject area at the same time, allowing for our RSP teachers and assistant to provide more targeted push-in support. Additionally, general education teachers will be submitting lesson plans to school administration and the RSP team to allow for better collaboration. The RSP teachers will use their plans to create accommodations for SWD that can then be used in the classroom by the general education teacher.

### Outcome Area: Student Conduct

Utilizing an Attendance and Enrollment Dashboard, BOCS is able to closely track and monitor student attendance. Analyzing this data, BOCS is able to identify patterns and trends to implement targeted interventions to support increased attendance. Currently, BOCS has an average ADA of 91%. This is 1% higher than it was this time last school year. However, this still remain an area of focus as we would like to see our average ADA increase towards 96%. Currently, teachers and administrators are partnering with families to support an improvement in attendance. Attendance was affected this year during the LAUSD teacher strike. BOCS utilized school reaches, social media, and parent flyers to ensure parents were aware that BOCS was still in session. BOCS continues to closely align its calendar to CUSD's to help eliminate any confusion for families.



As highlighted in the CA School Dashboard data, Barack Obama has improved its suspension and expulsion rates. In the current year, Barack Obama Charter School has a suspension rate of 0% and 0 expulsions.

### School Outcome Area: Parental Involvement

Barack Obama is proud of the opening of it's parent center this school year. The parent center is open daily and is run by our PTA. Families are encouraged to visit the parent center to access resources such as computers and information about community resources. BOCS utilizes several large school events throughout the year to welcome and engage families. Some of these events include: Hispanic Heritage Festival, Black Heritage Festival, Science Exposition, Parent Conferences, Open House, along with other events. During the 18-19 school year, BOCS has also held Coffee with the Principal once per month.

### Outcome Area: Teacher Performance and Development

All teachers, receive instructional coaching from either the Principal or Assistant Principal. Teachers use data to set personal and meaningful aims that guide coaching cycles. At a minimum, teachers receive a minimum of 5 observations per year but in most cases this is closer to 7 observations. Teachers meet weekly on Wednesdays for two hours of professional development (PD). Additionally, there have been 6 full days of PD and 2 district-wide PD days. This year's PD has been focused around BOCS' two aims around CGI math and trauma informed practices. Teachers have received training on the following routines: number stories, true false equations, counting collections, and number strings. Teachers have engaged in a book study on trauma informed practices.

### Outcome Area: Financial Solvency



Barack Obama Charter School is expected to have a positive fund balance of 775,111.00 on June 30th, 2019 as per its 2nd interim report. This ending fund balance represents nearly 15% of its annual operating expenses and puts it on a strong financial footing.