

2020–21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

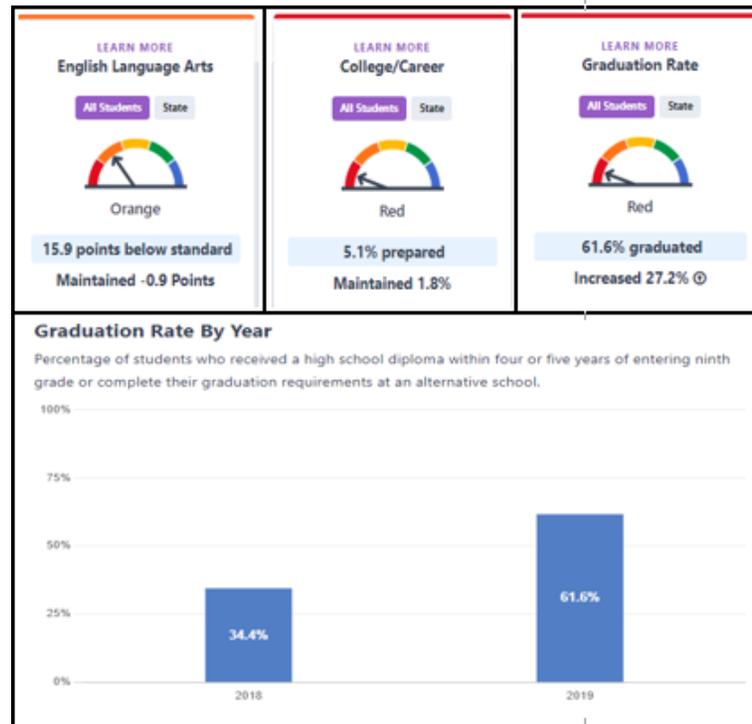
Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options for Youth Acton	Wendy Gillespie, Principal	wgillespie@ofy.org (760)285-7571

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
N/A

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>Our school was identified for Comprehensive Support and Improvement due to our 48% two-year graduation rate average. The purpose of our plan is to reflect upon current practices from our 2019-20, which shows an increase of 27.2% in our one-year graduation rate (2017- 34.4% and 2018 - 61.6%). The school will continue to review our best practices, make ongoing adjustments, and continue to move forward in the 2020-21 school year in order to increase our graduation rate and exit CSI identification. Our reflection process includes sharing current indicator data with all stakeholders and collaboratively establishing program practice goals based on the following indicators: college and career, grad rate, ELA and Math SBAC, EL progress, suspension rates, and chronic absenteeism. The Charter collaborated with its School Site Council and Stakeholders to develop the School Plan for Student Achievement (SPSA) and CSI prompts that outline the 2020-21 school year’s plan to improve the below performance indicators and work towards exiting the CSI identification.</p>



WASC- Visiting Committee/Comprehensive Needs Assessment:

Options For Youth - Acton used the CA Dashboard results from the Fall 2019 release and the Western Association of Schools and Colleges (WASC) Accreditation findings from our 2017 Visiting Committee Report in conjunction with a charter-level data dive as a comprehensive needs assessment to identify evidence-based interventions, student performance gaps, and resource inequities. Data and findings from the CA Dashboard and WASC Visiting Team were analyzed with stakeholders to identify root causes and determine the school’s needs as a part of this comprehensive assessment. A CSI plan was developed using data and subsequent analysis, including identifying evidence-based interventions and resource inequities.

The Visiting Committee observed that staff administration and stakeholders are firmly committed to continuous improvement, reflective inquiry on student achievement data, and academic performance that they use to further strengthen a culture that focuses on each student’s academic success and socio-emotional well-being of each student. Furthermore, the following areas for critical follow-up were identified: Administration and staff need to develop and implement a formalized professional development plan based on student achievement data, new avenues for parent involvement and engagement should be established, new routes for extra-curricular activities and student engagement should be developed, and

there is a need to create a college-career awareness culture within the school. The critical areas for follow-up identified by the WASC Visiting Committee are realistic and attainable for the intended outcomes. The school can regularly monitor progress and achievement and assess the effectiveness of the action steps associated with each goal. The leadership team met to review and analyze student achievement data, student enrollment data, and stakeholder feedback to determine student needs and identify any resource inequities. Data that was collected and analyzed as a part of the needs assessment included ELA and Math SBAC data, core course completion, graduation rates, enrollment data, monthly student progression, expulsion and suspension rates, chronic absenteeism, English Language learner enrollment, EL reclassification rates, and feedback from all stakeholders. The professional development needs of teachers and staff to implement the goals of the CSI plan were also determined. Findings from the needs assessment were shared with stakeholders at the learning center level meetings and stakeholders were encouraged to ask questions and provide feedback.

As part of the comprehensive needs assessment, the leadership team discussed school awareness and identified the main goals and focus areas. The main goals identified included supporting teachers in making connections between data and impacting student learning through additional professional development and increasing college and career readiness among students by organizing college and career readiness events that exposing students to various post-secondary pathways. Additionally, Expository Reading and Writing Curriculum courses are offered to 12th-grade students to prepare them to enter California State Universities. An emphasis was also placed on determining what was going well at individual centers and honing in on areas of need at each learning center. A positive correlation was found between having access to math and English Tutors and SBAC test scores, so tutors were hired at learning centers that did not have tutors previously. The observation that most students were scoring at a level 2 in both ELA and Math SBAC sparked questions about what needed to be implemented to demonstrate growth towards performing at a level 3 in ELA and Math. The data dive determined that with access to small group instruction courses and appropriate interventions, such as Accelerated Math (AM) and Achieve3000, students demonstrated improvement in their math and English skills. Students who most actively participated in the AM intervention showed significant growth in their math skills. However, it was also noted that it was challenging to get students bought into the idea of participating in AM enrichment classes. To address this challenge, the Charter plans first to ensure that teachers are informed of AM's benefits and are provided professional development surrounding how AM can be effectively incorporated into classes and tutors and intervention specialists will also be trained on how to engage students and lead successful intervention appointments. Through equipping teachers, tutors, and intervention specialists with the necessary tools to lead engaging and impactful intervention sessions, we hope to increase student interest in AM. Furthermore, iLit was identified as an evidence-based reading comprehension intervention that would be offered to EL students as additional support to improve English language acquisition. The rationale for selecting evidence-based interventions (EBI) and the implementation of these interventions as a part of our plan is further described in the EBI section. The goals below were developed based on the findings from the comprehensive needs assessment.

Goal 1: Charter aims to increase its 48% graduation rate average to work toward existing CSI identification.

OFY-Acton's overall graduation rate for the 2018-2019 school year was 61.6%, a 27.2% increase from the previous year. This is a significant stride towards attaining our goal graduation rate of at least 68%. The graduation rate for our Socioeconomically Disadvantaged group also showed an increase of 26% from the previous year, and 60.7% of students in this group graduated. Furthermore, compared to the state of California, there is an opportunity gap of two performance levels with OFY-Acton. To further demonstrate growth in this area, Post-secondary counselors meet regularly with seniors to track and monitor their academic progress, all students will have access to highly qualified and credentialed educators, teachers will be offered professional development opportunities to equip them better to provide individualized standards-aligned instruction, and students will have access to a comprehensive course of study. The development of a clear professional development plan was identified as an area of follow-up from the WASC visiting committee report. Professional development offerings this year were adjusted to reflect student and

teacher needs while our school has shifted to distance learning due to the COVID-19 pandemic. OFY-Acton will focus on demonstrating continued growth in our graduation rate this upcoming year by providing high-quality individualized instruction and support and providing necessary materials to continue maintaining adequate academic progress for all students while in Distance Learning and when students can return to in-person instruction.

Goal 2: Increase college and career readiness indicator on the CA Dashboard to achieve a yellow color ranking or higher.

OFY-Acton received a red for the College & Career Indicator, as 5.1% of all students at OFY-Acton were placed in the prepared level for this indicator. The percentage of prepared students increased by 1.8%, and the percentage of students in the approaching prepared category increased from 8.9% for graduates in 2018 to 18.1% for graduates in 2019. Goal 2 was developed to address the identified need for college and career preparedness among our students. This goal is also geared towards creating a college-career awareness culture within our school and creating avenues for extracurricular activities, which are critical areas for follow-up identified during the WASC visit. To improve in this area, OFY-Acton plans on increasing the number of students on the A-G planning guide and identifying and tracking the career pathway of each student to reduce the undecided option. Increasing participation in both of these areas can be challenging when many of the students at OFY-Acton come to our school credit deficient and over-age. OFY-Acton plans to increase engagement in both of these areas by exposing students to post-secondary education through virtual college tours and college/career fairs, regular achievement chats with teachers and post-secondary counselors to discuss student goals and aspirations, and through increased access to career-focused coursework. During the 2019-2020 school year, the LEA offered six college and career events to expose students to various career paths and post-secondary opportunities. The LEA has been active in offering virtual events to foster family engagement to bolster involvement and feelings of school connectedness through various virtual events, including virtual spirit week, virtual parent conferences, virtual mentorship classes, student council, a virtual entrepreneurship challenge, virtual Yoga, Esports league, virtual award ceremonies, and virtual social hours. Additionally, OFY-Acton created a Career Pathways Coordinator position to provide guidance and support for students to build skills that prepare students for their post-secondary goals. The incorporation of this new position, coupled with the various events and coursework geared towards engaging students in college and career opportunities, will help OFY-Acton improve in this indicator.

Goal 3: ELA SBAC: Improve ELA SBAC scores to attain a yellow color ranking or higher on the CA Dashboard.

Another area of improvement for OFY-Acton is English Language Arts; the third goal of our Single Plan for Student Achievement addresses this need. OFY-Acton students achieved an orange color for this metric on the CA Dashboard because we maintained our score, only declining by .9 points from the previous year. At least 95% of students will take the Renaissance Star benchmark assessment throughout the school year. Student Achievement data collected from this assessment will inform the interventions that are implemented for students. OFY-Acton plans to increase student ELA skills overall average Lexile growth for all students through specialized instruction and interventions. Achieve3000 enrichment courses to develop student reading and literacy skills may be offered to students scoring in the “intervention” and “urgent intervention categories on the reading portion of the Renaissance Star assessment. An Expository Reading and Writing course is available for students to help grow their rhetorical and analytical skills so that they are prepared for the literacy demands of higher education and the workforce. EL students will take designated ELD iLIT classes led by EL specialists to develop the necessary literacy skills to achieve reclassification.

Resource Inequities:

As part of the LEA's continuous school improvement process, school site staff were provided updates on the LEA's overall budgets and year to date spending. Staff received feedback from the LEA's leadership team on how resources are utilized/used side by side with student performance data in relation to resources and outcomes. Based on the analysis of the LEA's budget, the school leadership and school site staff do not feel there are resource inequities evident in the LEA.

Evidence-based interventions:

A CSI plan was developed using the data from the WASC visiting committee findings from our 2017 report and subsequent analysis from the charter-level data dive, including the identification of evidence-based interventions and resources identified for implementation. The School leadership team met to analyze data, determine areas of need based on the analysis of student data and stakeholder feedback, and identify evidence-based interventions that could be implemented to improve identified performance indicators from the CA Dashboard. Identified areas of improvement, resource inequities, and evidence-based interventions were shared with the School Site Council for feedback and approval. The identified evidence-based interventions include the following: Achieve 3000, Accelerated Math, Expository Reading and Writing Course (ERWC), and iLIT.

Accelerated Math

Accelerated Math is a tier 1 intervention that provides practice math problems for students. Individualized student assignments are created based on each student's Renaissance Star scores. Student Scores on Renaissance Star Students will be identified for intervention based on Renaissance Star mathematics test results. Teachers and counselors will further review achievement data for students identified at intervention or urgent intervention levels based on Renaissance Star test results to determine an appropriate intervention plan. The LEA will be continuing with Accelerated Math as an Intervention tool during the 2020-2021 school year. Student intervention plans in the 2020-21 school year will be more strategic and may include adding math enrichment appointments to a student's schedule. Students will meet with a Math Intervention Specialist(MIS) or Math tutor to receive support in either a one on one or small group setting during these academic appointments. Students will navigate Accelerated Math during these enrichment opportunities and the MIS or Math tutor will act as the facilitator for the course, offering students support. Accelerated Math will identify specific strands of Mathematics that students could improve on and an individualized learning sequence is developed for each student. MISs and Math tutors will be trained on how to facilitate these sessions and will regularly meet to discuss best practices with colleagues throughout the school year. Furthermore, this school year, Math teachers will be trained on how Accelerated Math can be utilized in the classroom to fill in any gaps in knowledge or understanding in mathematics that students may have. Using math enrichment in conjunction with Accelerated Math, we hope to see our students' math performance data evolve and students gain the skills necessary to master grade-level material.

Achieve 3000

Achieve3000 is a tier 1 intervention that serves as a supplemental online literacy program. Students focus on building fluency, reading comprehension, vocabulary, and writing skills through nonfiction reading content that is tailored to each individual student's reading ability. This program is designed for diverse student groups and English Learners. In the 2020-21 school year, the LEA will continue to use Renaissance Scores along with achievement data and meetings with students, parents, and teachers to determine which students require additional intervention to meet grade-level standards. Achieve 3000 is a flexible curriculum platform that adjusts to the grade level of the individual student and adapts content accordingly so that students are able to increase literacy skills at their own pace. Identified students will participate in Achieve 3000 courses that are facilitated by EL Specialists or English Tutors during one on one or small group appointments. EL Specialists and English tutors will be trained in the appropriate facilitation of this course.

Expository Reading & Writing Course (ERWC)

ERWC is a tier 2 intervention; the program is designed for 12th graders to prepare them for entering a California State University. Options For Youth - Acton will offer the Expository Reading & Writing Course (ERWC) to seniors in place of English 12A as an intervention designed to develop academic literacy skills. ERWC is a rhetoric-based course that will help students grow in their rhetorical and analytical reading, writing, and

thinking. The expected outcome of this course is that students are prepared for the literacy demands of higher education and the workforce. The ERWC courses will continue to be taught by credentialed teachers who also have the specific ERWC certification to teach the course. Additionally, instructors for this course will monitor and track student progress throughout the school year.

iLit

iLit is a tier 1 comprehensive reading intervention program that has demonstrated reading growth results. The LEA plans to implement iLit, a designated ELD standards-aligned curriculum, during the 2020-21 school year. EL Specialists will teach iLit curriculum in a small group direct instruction format. This curriculum will be used to develop literacy skills among our EL Students and support English Language acquisition. EL Specialists will be offered professional development opportunities and be trained on how to deliver and engage students in the curriculum. The expected outcome of this intervention is that English Learners will develop the necessary literacy skills to be reclassified. Furthermore, improved literacy skills will ensure that students are better equipped to navigate the blended study coursework and progress towards their goal of graduation.

Based on the WASC visiting committee report findings and student performance outcomes on the CA Dashboard, the need to increase the use of Achieve 3000 and ERWC were based on the following student performance data students scoring 15.9 points below standard on the ELA SBAC, which was Maintained -0.9 points and our 2-year graduation rate average of 48% which is below ESSA requires having a graduation rate at or above 68%. Our goal with the identified ELA evidenced-based interventions such as Accelerated Reader and ERWC is to help target English Learner students and student's who are struggling with the needed English and Math skills to help prepare them with the tools and resources needed to increase their ELA scores and ultimately get them to graduate and succeed in college-level coursework. Based on the Fall 2019 CA Dashboard performance indicator results, our one-year Graduation rate is 61.6%, and we maintained our College/Career student outcomes over last year, with 5.1% of students prepared for post-secondary pathways. We anticipate that with the needed intervention programs cited above, this graduation rate will undoubtedly climb. Expository Reading and Writing Course (ERWC) provides students with additional academic intervention to help with the writing skills needed to successfully participate in college-level courses without the need for remediation courses. Accelerated Math will enable our staff to identify and assign custom intervention plans for each student's Math intervention plan. Accelerated Math will be used by staff to assign and target specific skills to help increase SBAC scores through a custom support plan.

Providing students access to these evidence-based interventions, we are striving to see our graduation rates increase and ultimately work toward closing the opportunity gap specifically amongst our foster/homeless youth, English Language Learners, Special Education, and free and reduced lunch qualifying subgroups of students. Achieve 3000 and Accelerated Math will be used to target students performing in the urgent intervention level and work toward math and English literacy. These evidence-based interventions will not only serve to increase SBAC performance outcomes but also prepare students for grade-level core course curriculum. As mentioned above, ERWC is a course designed to help students with the writing skills needed to successfully participate in college-level courses without the need for remediation courses. This will ensure students are working at grade-level with full mastery of their core courses while fulfilling their A-G graduation requirements. With this added level of intervention for our students, we are hopeful we will ultimately improve our graduation rates and help to close the opportunity gap amongst our subgroups of students. The need to increase the use of our evidence-based interventions was identified in the needs assessment. Research studies that supported the effectiveness of these interventions included What Works clearinghouse and Evidence For ESSA.

Evidence-Based Interventions incorporated into our CSI Plan:

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

Accelerated Math: <https://ies.ed.gov/ncee/wwc/Intervention/309>

Achieve 3000: <https://ies.ed.gov/ncee/wwc/Intervention/1284>

iLit:

chrome-extension://oemmndcbldboiebnladdacbfmadadm/https://assets.pearsonschool.com/asset_mgr/current/201851/iLit_CA_Research_Overview.pdf

Continuous School Improvement Process:

The school has demonstrated improvement in our graduation rates each year. To continue demonstrating growth in this area, teachers will be provided appropriate professional development to engage and support students while in distance learning and support using student achievement data to inform the development of individualized intervention plans for students. The school will have Renaissance Star administration windows throughout the year to gather student achievement data and inform the school if students have experienced learning loss. While the school is in the distance learning format, the benchmark assessment will be proctored virtually. The school has also purchased intervention curriculum, such as Achieve3000 and Accelerated Math, for teachers to use as a part of the intervention plans developed for students. These interventions utilize data from Renaissance Star to create individualized learning plans for students. Additionally, teachers can use reports from Renaissance Star to identify areas of growth for a class as a whole and also identify individual student needs. English tutors, Math tutors, and Math intervention specialists are also available at each school site to provide additional support for students utilizing identified areas of growth from student Renaissance Star test results.

The College and Career Indicator on the CA Dashboard was maintained at red. To demonstrate improvement in this area, the school will continue to offer students post-secondary planning support through regularly scheduled meetings for students with both post-secondary counselors and career pathways coordinators. Additionally, post-secondary events such as college and career fairs, college trips, senior events, and FAFSA nights will still be offered. This year events have been conducted virtually and will continue to be conducted in this manner while the school remains in distance learning due to the COVID-19 pandemic.

ELA SBAC scores were also maintained on the CA Dashboard. EL students will virtually participate in designated and integrated ELD support through small cohorts and one on one sessions with the EL Specialists. Additionally, EL students have access to the Bilingual Scholars Program, designated ELD curriculum (iLIT), and support in the development of Academic Learning Plans twice a year. To ensure that all students have access to the appropriate interventions to improve their ELA skills, teachers will be provided with professional development. Also, the LEA will provide students with access to appropriate educational technology resources so that they can take digital courses and utilize research-based digital intervention tools while in the distance learning format.

Stakeholder Involvement Process (Stakeholders included parents/guardians, students, and staff)

The School used data and subsequent analysis from all stakeholders to develop the CSI plan. The LEA integrated feedback that was given through stakeholder engagement surveys to effectively meet ESSA requirements in our 2020-21 CSI Plan. While there was not an LCAP this year, the Charter used feedback from the LCAP planning process to inform the development of the School Plan for Student Achievement prior to the COVID-19 pandemic. Options For Youth - Acton is devoted to ensuring that all stakeholders are a part of the LCAP process. Principals and Administrators met to develop the Fall and Spring stakeholder surveys that were administered to students, parents, and staff. Additionally, Principals and Administrators meet monthly with the School Leadership team to discuss student data pertaining to annual goals and how to best ensure that the needs of all students are being met. Stakeholder Surveys are given twice a year to staff, parents, and students to provide them with the opportunity to provide feedback about the OFY-Acton educational program and to inform the development of school goals for the

upcoming school year. Parent/Student letters were sent home with an invitation to participate in an online survey. Letters and survey links were sent out directly to parents.

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

- LCAP Meetings with Leadership Team (monthly)
- Stakeholder Surveys (biannually)
- Budget Meetings (quarterly)
- Board meetings with our charter-level Board of Managers
- District English Learner Advisory Committee(DELAC) Meetings (quarterly)
- Strategic Planning Meetings
- School Site Council Meetings
- Special Education Local Plan Area(SELPA) Collaboration

Upon reviewing survey results for OFY-Acton stakeholders, it was noted that both parents and students identified that additional tutors would be beneficial for students. OFY-Acton added tutors in the spring to ensure that at least one English and one math tutor was available at each learning center. As learning centers continue to grow, the LEA plans to add additional tutors accordingly. This feedback influenced the allocation of funding ELA & Math intervention services as a part of Goal 1. While only 6% of students stated that they disagreed or strongly disagreed that they have at least one teacher that makes them excited about the future, this is still an area the LEA hopes to improve through additional professional development opportunities for teachers and by encouraging teachers to participate as student council advisors and participate in opportunities to interact with students in Social Emotional Learning(SEL) settings. Thus, appropriate funding was allocated for professional development for educators as a part of Goal 1 and funding was allocated for post-secondary events as a part of Goal 3. Post-secondary events will be held virtually because of the COVID-19, with the exception of Graduation, which will be organized as a drive-thru event. Teachers, staff, and parents are always encouraged to participate in these events. Furthermore, only 53% of parents felt that they were highly informed about upcoming events and activities, so the LEA purchased a School Messenger account to be able to send texts, emails, and pre-recorded messages to all parents in a more efficient manner. As the school has shifted to distance learning because of the COVID-19 pandemic, communication with students and families is especially vital for our students to continue progressing academically. Staff members are a large part of student success at OFY-Acton through the connections and strong relationships that they develop with all students. While many staff members felt connected to colleagues, only 78% of staff members felt that they had a voice and that it mattered in the workplace. To address this, OFY-Acton plans to increase staff opportunities to share ideas through center meetings and additional department meetings. Additionally, during the SELPA collaboration meeting, the SELPA recommended that despite the Students with Disabilities (SWD) subgroup not generating a color for ELA and Math performance it was still valuable to identify how these students performed on ELA and Math Smarter Balanced Assessments. This feedback influenced the funding allocation for professional development for special education specialists for Goal 3. Additionally, Math & ELA SBAC data will be assessed annually and Renaissance Star assessment data will be collected and analyzed after each administration to identify students that would benefit from specific interventions.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

Options for Youth - Acton will continue to monitor and evaluate the implementation and effectiveness of our CSI plan through identified quarterly monitoring cycles and an annual analysis of implementation, progress, and impact on student learning. Options for Youth - Acton will continue to work with staff to coordinate the review and analysis of data to support progress and provide feedback on the impact on student outcomes. The LEA will monitor the proposed plan through the monthly collection of data pertaining to the outcomes of the interventions from various avenues, including but not limited to the outcomes from the Dashboard, internal data pulls, and individual student tracking and documentation to evaluate and monitor the implementation and progress of the CSI plan alongside the School Site Council. Data being tracked includes student progress towards attaining a yellow color ranking on the College and Career indicator on the CA Dashboard, student progress towards moving out of the orange color ranking for ELA SBAC, and progress towards increasing the graduation rate. Specific metrics that are pulled include the percentage of students on the A-G planning guide, the number of students that have selected the undecided career pathway option, graduation rate, student academic progression, and student Lexile growth. On a quarterly basis, the leadership team will present data analysis to stakeholders and receive feedback from stakeholders through surveys to support student and school improvement. The School Site Council will meet quarterly to review collected data pertinent to the monitoring and evaluation of the effectiveness of our CSI plan. The data collected will be analyzed at these meetings and appropriate adjustments will be made to the plan, as needed. School Site Council members will receive a guidebook and regular training to equip them with the necessary resources to develop and adjust the CSI plan. Due to the COVID-19 pandemic, School Site Council meetings are currently held virtually but may be in-person meetings once it is safe for the schools to reopen for in-person gatherings. The CSI plan will also be presented at a DELAC meeting where members will have the opportunity to ask questions and provide feedback about the plan. Staff will regularly be provided with data updates and will be offered time to review and analyze data at the school site level. This year the Charter will conduct a Comprehensive Needs Assessment(CNA) to identify student needs and how to address student learning loss that may have occurred as a result of shifting to distance learning due to the COVID-19 pandemic. The CNA will also be used to identify appropriate evidence-based interventions to mitigate the impact of student learning loss and support students in being able to access grade-level coursework.