

Local Educational Agency (LEA) Name and CDS Code	Contact Name and Title	Email and Phone
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Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Options for Youth - Acton; CDS Code: 19753090136648

Support for Identified Schools

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

Options for Youth Acton was identified as being on CSI due to having a two-year graduation rate below 68% per ESSA requirements. During the 2020-2021 school year the two-year graduation rate increased to 70.8%. The LEA developed a School Plan for Student Achievement alongside the School Site Council for the 2020-2021 school year. The charter is currently collaborating with our School Site Council and Stakeholders to develop our Single Plan for Student Achievement (SPSA) and LCAP CSI prompts, that will outline our plan for the 2021-22 school year to improve the below performance indicators and working toward exiting CSI identification and continuing to maintain a high graduation rate.

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. Options For Youth Acton 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.

The purpose of our plan is to reflect upon current practices from our 2020-21 which shows an increase of 22.8% in our two-year graduation rate. The school will continue to review our best practices, make ongoing adjustments, and continue to move forward in the 2021-22 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 2021-22 school year's plan to improve the below performance indicators and work towards exiting the CSI identification.

Options for Youth Acton's CSI plan integrates data from our comprehensive needs assessment, determination of evidence-based interventions to address needs, and resource inequities evaluation. 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. Options for Youth - Acton has also incorporated the goals, metrics, and actions as outlined in our 2021-24 LCAP to ensure alignment between LCAP and SPSA.

Comprehensive Needs Assessment Findings:

Findings from the Comprehensive Needs Assessment showed that no EL or Black/African American students exceeded mastery on the ELA CAASPP test and no EL or Black/African American students met or exceeded standards on the Math CAASPP test during the 2018-2019 administration. OFY-Acton students with disabilities did not meet or exceed math standards in the 2018-2019 CAASPP administration and only 6.66% of students with disabilities met or exceeded ELA standards compared to 39.51% of all OFY-Acton students who met or exceeded ELA standards. It was noted that only 9.9% of all graduates completed the A-G requirements. Approximately 22% of students were undecided on their WIOA career pathway. Core course completion rates were similar across all subgroups. Student progression rates declined by approximately 10% on average during the 2020-2021 school year compared to the 2019-2020 school year. Graduation rates steadily increased in the last 3 years. EL Reclassification rates also increased from the 2019-2020 to the 2020-2021 school year by almost 20%. Lastly, drop-out rates increased significantly to about 9% during the 2020-21 school year.

Comprehensive Needs Assessment Root Cause Analysis Findings:

Students that attend Options For Youth - Acton tend to come to the school credit-deficient in core subjects. This is an identified root cause for observed performance gaps. Measurable outcomes related to this root cause are graduation rates, student progression rate, Lexile growth, and math student growth percentile increases.

EL Students have language barriers that could contribute to many of our EL students not performing at grade level. Measurable outcomes related to this root cause include increasing ELPI progress, improving EL student Lexile grade level bands, and maintaining reclassification rates. Additionally, many students at OFY-Acton are first-generation college bound students who have often only been exposed to limited post-secondary opportunities. Measurable outcomes related to this root cause include increasing the number of students graduating on the A-G planning guide, reducing the number of undecided students, and increasing the percentage of students meeting the College and Career Indicator.

Comprehensive Needs Assessment Trends/Themes/Prioritized Need Identified:

Achievement gaps were observed for students with disabilities, EL students, and Black/African American students. EL reclassification rates have remained high, graduation rates have consistently increased each year, and College and Career Readiness among graduates is steadily increasing each year. Based on the findings from the data dive sessions, it was determined that EL students, student switch disabilities, and socioeconomically disadvantaged students needed tailored supports to address observed achievement gaps based on state assessment scores and Renaissance Star data. It was also identified that the pandemic had impacted student progression and drop-out rates. An identified area of focus was in turn to decrease dropout rates and increase student progression rates so that more students could attain their goal of graduation. Finally, College and Career readiness among all students was identified as an area of focus. To ensure that all students are college and career ready, students will continue to have access to school counselors, career pathways coordinators, and post-secondary activities. Furthermore, the School plans to increase the number of students graduating with the A-G requirements completed and reduce the number of students that selected the undecided option for their career pathway.

Data Utilized to conduct our Comprehensive Needs Assessment:

The OFY-Acton team reviewed data over the course of three days. The first day, the school reviewed 2018-2019 CAASPP ELA data and Reading Renaissance Star data disaggregated by grade, student subgroup, and learning center. During the second session, the school reviewed 2018-2019 CAASPP Math data and Math Renaissance Star data disaggregated by grade, student subgroup, and learning center. Finally, during the last session, the team reviewed charter-wide data including graduation rate, A-G course enrollment & completion rates, student progression, Social-Emotional Development, WIOA undecided, iLit Participation, EL reclassification, and Suspension rate.

Resource Inequities:

The OFY-Acton leadership met twice in February 2021 to conduct a resource inequity review. No resource inequities were identified, though areas in which resources could be more effectively utilized were noted. As part of the Charter's continuous school improvement process, school site staff were provided updates on the Charter's overall budgets and year to date spending. Staff received feedback from the Charter's leadership team on how resources are utilized/used side by side with student performance data in relation to resources and outcomes. While there were no resource inequities identified, the outcomes of the comprehensive needs assessment provided the school with some areas of focus necessary to address systematic learning needs. These areas of focus include organizing more intentional math and English tutoring sessions for students who are not meeting grade level ELA and math standards, providing professional development opportunities to re-engage students and connect students with appropriate interventions, and added opportunities to engage parents.

Evidence-based interventions:

A CSI plan was developed using the data from our Comprehensive Needs Assessment 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, Exact Path, Expository Reading and Writing Course (ERWC), and iLIT.

Exact Path

Exact Path is an intervention program that provides practice tailored math support for students. Individualized student assignments are created based on each student's Renaissance Star scores. 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. 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 Exact Path during these enrichment opportunities and the MIS or Math tutor will act as the facilitator for the course, offering students support. Exact Path 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 Exact Path 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 Exact Path, 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 2020-21 Comprehensive Needs Assessment findings and data collected from the first to the second Renaissance Star administration in the 2020-21 school year, there was a lower ELA performance on SBAC for students among certain subgroups (SWD, EL, and African American/Black) and overall students demonstrated a 15 Lexile point decrease from the first to the second reading assessment administration. The need to increase the use of Achieve 3000 and ERWC were based on the previous student performance data. The school's 2-year graduation rate average was previously 48%, which is below ESSA requires having a graduation rate at or above 68%. The 2-year graduation rate average has since increased to 70.8%. Our goal with the identified ELA evidenced-based interventions such as Achieve 3000 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 79.9%, an increase of 18.3% from the previous year. OFY-Acton increased College/Career student outcomes over last year, with 11.5% 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. Exact Path will enable our staff to identify and assign custom intervention plans for each student's Math intervention plan. Exact Path 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 Exact 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 serve to increase student preparedness 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 continue improving 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>

Exact Math: https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20Effectiveness%20Paper%20FINAL_0.pdf

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

iLit: chrome-

extension://oemmnadbldboiebfnladdacbdm/adm/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 Exact Path, 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 has shown a steady increase in the last three years. Despite this, there is still potential for growth considering only 11.5% of students were prepared and 20.9% of students were approaching prepared for the College and Career Indicator on the CA Dashboard. 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 in 2019 and overall average scaled scores on the Reading portion of the Renaissance Star assessment declined by 15 Lexile points from the first to the second administrations. 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:

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

The LEA is devoted to ensuring that all stakeholders are a part of the planning process for SPSA, the Annual Review & Update and LCAP. The school regularly involves stakeholders in the review of long-range planning. Charter leadership used the data from the Comprehensive Needs Assessment and an LCAP Needs Assessment that used SBAC and Renaissance Star data to make resource allocation decisions that are closely related to our vision, mission, and school-wide learner outcomes. The school effectively evaluates the collaboration and development of each student's post-secondary goals. This is accomplished with all stakeholders, including student advisors, teachers, and parents, as they collaborate in developing plans to prepare students for their college and post-secondary goals. Principals and Administrators meet to develop Fall and Spring surveys that are administered to all relevant stakeholders. 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 initiatives for the upcoming school year. The survey link has been provided at family engagement events so that parents could provide their feedback. Parents and guardians who are unable to attend these events still receive emails or flyers with the survey link and QR code to survey so that they also have the opportunity to participate in providing feedback for the school. Additionally, Principals and Administrators meet monthly with the School Leadership team to discuss improvement plans and how to best ensure that the needs of all students are being met. The leadership team also attends conferences and professional development opportunities to ensure that they are up to date with all educational policy. The Lead EL Specialist and Lead Special Education Specialist regularly join leadership meetings to discuss LCAP goal progression for all students and to identify ways for further supporting EL students and Students with Disabilities (SWD) in progressing academically. Furthermore, all staff is provided with regular intervention updates during center meetings, team building events, and in-services. While partaking in these events, staff is encouraged to provide feedback to improve currently implemented plans.

Stakeholder Involvement Process (Stakeholders included parents/guardians, students, and staff) Principals and Administrators at Options For Youth - Acton met to develop the instructional plan and Learning Continuity & Attendance Plan utilizing stakeholder feedback from the surveys administered to students, parents, and staff. Additionally, Principals and Administrators met with the School Leadership team to discuss School Improvement Plans, student academic progression, and how to ensure that all students' needs are met during distance learning and once students return to in-person instruction.

OFY-Acton has reached out to stakeholders through surveys to receive feedback to create a robust instructional plan; teachers also provided input to teams through center meetings based on input during conversations via phone and google hangouts that they had with parents. Some parents reached out by phone to give feedback, emailed questions and responses through email and commented on social media postings. We encourage feedback through live interaction such as Google hangouts, phone calls (for those without internet access), texts, and social media on an on-going basis to continually increase communications with all stakeholders. Teachers have weekly updates through an update email as well as weekly center meetings. During this time, staff has open dialogue to give live feedback, ask questions, and contribute to the overall plan. This feedback has been a significant contributor to the structures created in our Distance Learning plan.

Options For Youth Acton held the following Stakeholder Engagement Activities virtually during the 2020-2021 School Year:

Virtual College and Career Fair - July 17, 2021

Virtual College Week(counselor meet and greet, College Jeopardy, Bingo, Alumni panel, CSUSB virtual trip Oct 26 - 30)

Shark Tank- November 6, 2020

Virtual Senior Information Night - February 4, 2021

Chaffey College Senior Early Transition - January 22, 2021

Virtual College & Career Week

April 5, 2021 - April 9, 2021

DELAC Meeting Dates:

September 9, 2020

October 28, 2020

January 27, 2021

March 17, 2021

SSC Meeting Dates:

September 3, 2020

November 19, 2020

March 19, 2021

April 16, 2021

May 12, 2021

Staff LCAP survey:

Online survey links were sent out to all staff. Surveys were closed and responses were analyzed and shared with all stakeholders.

The following 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 and integrated the Instructional team with the Finance team.

Board meetings with our charter-level Board of Managers

DELAC Committee Meetings (held quarterly)

Strategic Planning

School Site Council Meetings

SELPA collaboration/consultation

School Site Council monitored 2020-21 SPSA Goal Progress through regular updates during quarterly meetings. The charter collaborated with our School Site Council and Stakeholders to develop the Single Plan for Student Achievement (SPSA) and LCAP CSI prompts that outline our plan for the 2021-2022 school year to monitor and evaluate the effectiveness of our SPSA.

Monitoring and Evaluating Effectiveness

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

Options for Youth - Acton 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. 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. 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.