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	Options for Youth - Acton	19753090136648	May 12, 2021	June 17, 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 the majority of their performance indicators are not in the red and orange to trigger them for CSI or TSI. OFY 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.

Options For Youth - Acton was identified for Comprehensive Support and Improvement in 2019 due to our 48% two-year graduation rate average. Through the implementation of the 2020-2021 plan, the school's one-year graduation rate increased to 79.9% in the 2019-2020 school year and the 2-year average increased to 70.8%. While the two-year graduation average now exceeds the ESSA graduation requirement, OFY Acton cannot move off of CSI classification due to the suspension of the CA 2020 Dashboard as a result of the COVID-19 pandemic. The purpose of this plan is to reflect upon current practices, which have translated to consistent increases in annual graduation rates (2017-18: 34.4%, 2018-19: 61.6%, 2019-20: 79.9%). 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, graduation rate, English Language Arts and Math SBAC, EL progress, suspension rates, and chronic absenteeism.

Implementation of the 2021 SPSA strategies contributed to positive student academic outcomes, as can be noted through collected student achievement data. OFY Acton achieved a graduation rate increase of 18.3% from the previous year in the 2019-2020 school year. This increase led to a two-year graduation rate average that exceeds the ESSA graduation requirement. In addition, the College and Career Indicator increased by 6.4% from the previous year, demonstrating that more students were prepared for their post-secondary goals. English Learner reclassification rates are at 77.27%and 0% of students were suspended in the 2020-21 school year. Furthermore, from the first to the second Renaissance Star administrations this school

year, 45.65% of students demonstrated a Lexile Measure increase.

The strategies that were outlined in the 2020-21 CSI plan included: ERWC, Accelerated Math, Achieve 3000, and iLit. As a result of the positive student achievement that was accomplished through the implementation of strategies and interventions outlined as a part of the 2020-21 CSI plan, OFY Acton will continue to use these same interventions with the exception of Accelerated Math. Accelerated Math did not meet the needs of our students and teachers and Exact Path will be piloted as a Math evidence-based intervention in the 2021-22 school year. This new intervention is housed on a platform that both students and teachers are familiar with and it utilizes baseline assessment scores to develop individualized learning plans to continue building their math skills through targeted skill support.

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.

Options For Youth - Acton will integrate the following goals to create an effective school plan: Comprehensive Needs Assessment, resource inequities evaluation, and utilize evidence-based interventions to address areas of need. To effectively meet ESSA requirements, stakeholder engagement feedback from the LCAP development process will be incorporated into the development of the Single Plan for Student Achievement as well as LCAP 2021-24 goal, metric, and action alignment as applicable. Stakeholder feedback will be collected through semesterly surveys that are disseminated to students, parents/guardians, and staff and feedback collected at stakeholder engagement events. The effectiveness of the school's plan will be regularly monitored through the collection and review of data on a monthly basis, monthly progression updates for staff, and quarterly meetings to analyze data and present findings to stakeholders.

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.

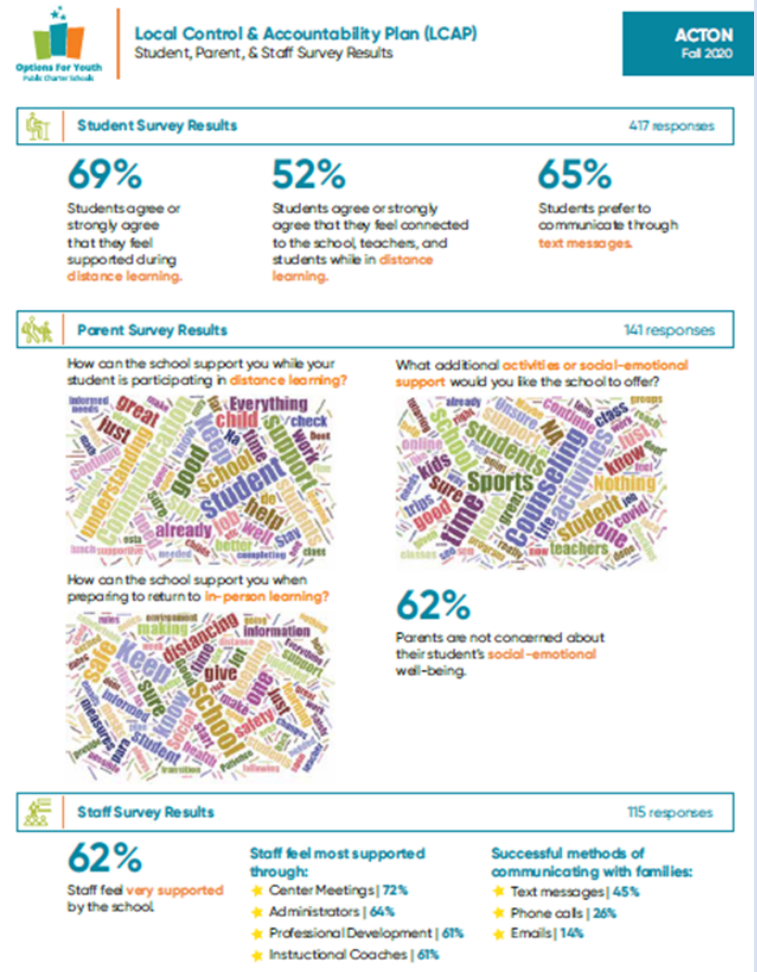
Options For Youth Acton held the following Stakeholder Engagement Activities virtually during the 2020-2021 School Year:

- 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

Here is a snapshot of our Fall 2020 survey feedback.



The 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.

Resource Inequities

OFY Acton conducted a Resource Inequity Review in February 2021. 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.

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
Options For Youth - Acton	February 10, 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/servies/resource or etc to help remedy the issue. As a reminder resource inequity identification is an LEA decision and is locally controlled and determined.

1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	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.
2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	As explained above, inequities were not identified during the resource inequity review. Regular review of student achievement data, feedback from all stakeholders, and school spending will continue to occur as a part of monitoring for any resource inequities that may arise.
3. How does the Charter plan on addressing these inequities?	The School identified that there are a wide range of support positions in addition to access to teachers that are accessible to all student groups. OFY-Acton will continue to seek stakeholder feedback to continue ensuring the needs of all students are met and all staff will continue to receive regular and intentional professional development to equip them with the necessary tools to ensure that all students have equitable access to an education at our school.
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.	N/A

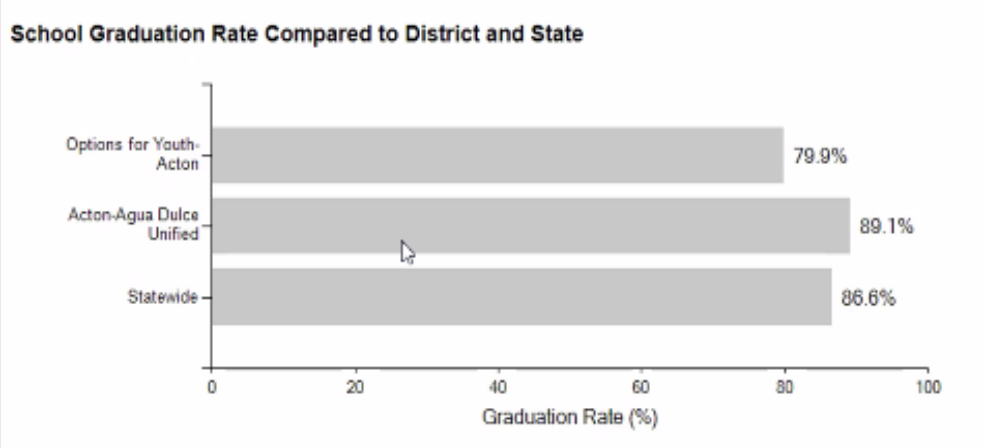
Goals, Strategies, Expenditures, & Annual Review

Goal 1

Graduation Rates: The charter aims to maintain the two-year Graduation Rate Average at or above 70.8% to exit CSI classification.

Identified Need

OFY Acton Increased its graduation rate by 27.2% reported on the Fall 2019 CA Dashboard with a red color ranking. The 2019-2020 annual graduation rate then increased to 79.9%. OFY Acton will continue to work toward improving our graduation rates and moving out of the red color ranking (lowest ranking) into a higher color ranking of yellow or higher.



Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	383	306	79.9%
English Learners	20	12	60.0%
Foster Youth	7	*	*
Homeless	20	15	75.0%
Socioeconomically Disadvantaged	257	198	77.0%
Students with Disabilities	44	32	72.7%
African American	38	32	84.2%
American Indian or Alaska Native	4	*	*
Asian	6	*	*
Filipino	5	*	*
Hispanic	219	172	78.5%
White	86	69	80.2%
Two or More Races	13	12	92.3%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Charter aims to increase its graduation rate to work toward exiting CSI identification.	Two-year Graduation Rate Average 70.8%	Two-year Graduation Rate Average will be at or above 70.8%
The Charter aims to maintain student progression for all students.	Average student progression = 71.05%	Student progression will be at or above 85% for all students

Strategy/Activity 1

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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity (Evidence-based interventions)

Achieve 3000

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity (Evidence-based interventions)

Exact Path

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity (Evidence-based interventions)

Expository Reading & Writing Course (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.

Amount(s)	Source(s)	Expenditures
$2,000,000	LCFF	Basic Services - Students will have access to fully credentialed teachers to help aid their mastery of core courses and/or common core standards.
$320,000	LCFF	Professional Development - Teachers will be offered professional development opportunities to better equip them to provide individualized, standards-aligned instruction.

$560,000	LCFF	LEA aims to increase overall Lexile growth and benchmark assessment scores through specialized instruction including: intervention tools, Math Intervention Specialist, and Math & English tutoring
$200,000	LCFF	All Students will have access to a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English , Science, Mathematics, and Career Technical Education. Digital Platforms - Edmentum

Goal 2

College/Career: The charter aims to decrease the percentage of students not prepared on the college/career indicator to be at or below 55% by the end of the 2023/2024 school year.

Identified Need

In the 2018-2019 school year, 5.1% of all students at OFY-Acton were placed in the prepared level for the College and Career indicator on the CA Dashboard. The percentage of prepared students increased by 1.8% from the previous year, 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. In the 2019-2020 school year, 11.5% of students at OFY-Acton were identified as prepared for the College and Career Indicator, this is an increase of 6.4% from the 2018-2019 school year. OFY Acton will continue to work toward improving the college/career scores and moving out of the red color ranking (lowest ranking) into a color ranking of yellow or higher.

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	11.5%	7.9%	*	*	*	11.0%	--	9.3%	15.4%	15.0%	11.3%	4.5%	*	0.0%
Percentage Approaching Prepared	20.9%	26.3%	*	*	*	21.0%	--	20.9%	0.0%	5.0%	19.5%	9.1%	*	15.0%
Percentage Not Prepared	67.6%	65.8%	*	*	*	68.0%	--	69.8%	84.6%	80.0%	69.3%	86.4%	*	85.0%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Charter aims to increase its graduation rate to work toward exiting CSI identification.	Two-year Graduation Rate Average 70.8%	Two-year Graduation Rate Average will be at or above 70.8%
College and Career Readiness through increased the number of students graduating on the A-G planning guide.	6% of students have graduated on the A-G planning guide this school year.	12% of all students will graduate on the A-G planning guide.
Identify and track the career pathway of each student, reducing the undecided option.	20.79% of students chose the undecided option in 2020-2021.	The percentage of students choosing the undecided option for

		their career pathway will be at or below 10%.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity (Evidence-based interventions)

Expository Reading & Writing Course (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.

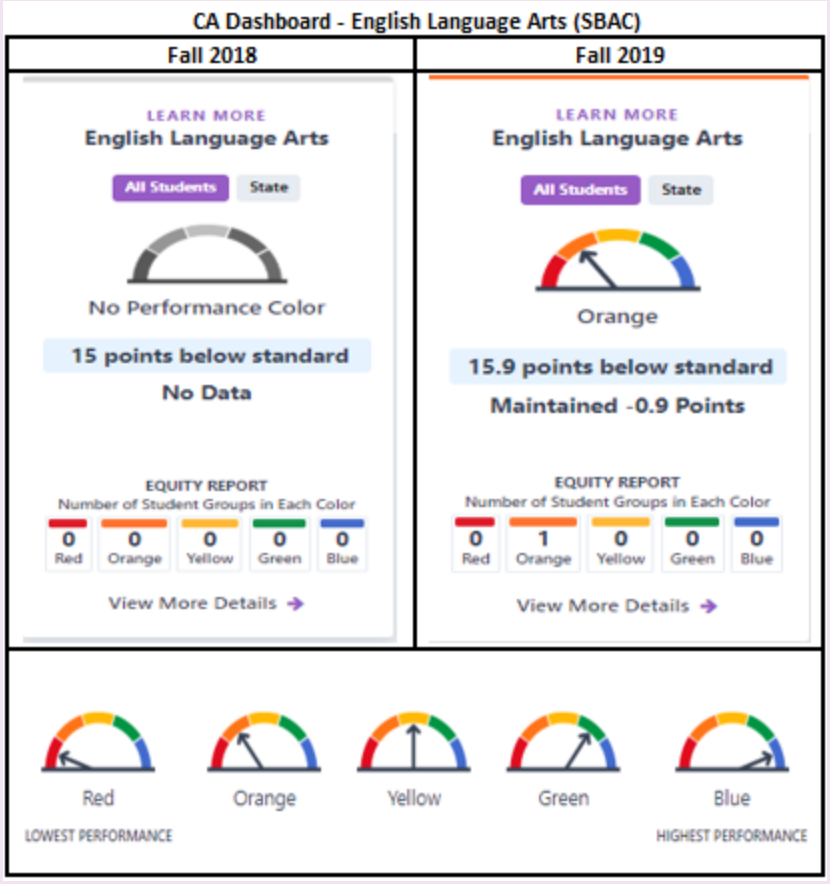
Amount(s)	Source(s)	Expenditures
$140,000	LCFF	The Charter will work toward developing a CTE program aligned to the Grant qualifications. This program will offer various CTE courses to students with the goal of passing with a C- or higher. The LEA will explore partnerships with local community colleges to increase the number of students participating in dual enrollment. Additionally, the LEA will further strengthen WIOA and community partnerships. The LEA will provide AP testing opportunities for students.
$977,600	LCFF	Post-Secondary Plans - All seniors will meet 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 data. All students will meet with Career Pathways Coordinators to discuss career pathways and be connected with resources to pursue those pathways.
$120,000	LCFF	Post-Secondary Events - The LEA will host/develop the following events: College & Career Fair, Senior Social, College Trips, Graduation, College Signing Day, FAFSA Nights, A-G night, Senior Information night, and senior early transition. These events may be held virtually if we need to due to the COVID-19 pandemic.

Goal 3

ELA SBAC: Improve ELA SBAC scores to attain an increased ranking on the CA Dashboard.

Identified Need

For SBAC ELA students scored 15.9 points below standard and maintained -0.9 points reported on the Fall 2019 CA Dashboard, with a color of orange for Fall 2019 CA Dashboard results. OFY Acton will continue to work toward improving our ELA SBAC and move out of the orange color ranking (low ranking) into a higher color ranking of yellow or higher.



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Charter aims to demonstrate student ELA growth.	40.91% of all student groups will demonstrate reading Lexile growth from the first to the second administration in the 2019-20 school year.	50% of all student groups will demonstrate reading Lexile growth from the first to the second administration.
"Charter aims to maintain or increase overall Lexile growth for English learners and Reclassified EL students	Baseline: 15.57% of EL students are reading at or above grade level	At least 20% of EL students will be reading at or above Lexile grade level band.

Strategy/Activity 1

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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity (Evidence-based interventions)

Achieve 3000

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.

Amount(s)	Source(s)	Expenditures
$350,000	LCFF	The LEA will provide individualized support for EL students through English Language Specialists. Additionally, EL students have access to the Bilingual Scholars Program, designated ELD curriculum, and participate in the development of Academic Learning Plans twice a year.
$100,000	LCFF	Educational Technology Resources- The LEA will provide stakeholders with access to appropriate educational technology resources so that they are able to take digital courses and utilize research based digital intervention tools to grow as 21st century thinkers.
$130,000	LCFF	EL Professional Development - The LEA will provide English Language Specialists with annual professional development to keep them up-to-date on current policies and practices.Additionally, there will be professional development led by Lead Specialists.

Monitoring of progress

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.

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).

Budget Summary

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	$3,368,853.93

EVIDENCE-BASED INTERVENTIONS

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

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.
In the 2021-22 school year, students will be identified for this course during a meeting to discuss achievement data with parents/guardian, student, counselor, and teacher. Additionally, instructors for this course will monitor and track student progress throughout the school year.

5. Evidence-Based Intervention Name and link to study

ERWC:
https://www.evidenceforessa.org/programs/reading/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

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 pilot Exact Path as an Intervention tool during the 2021-2022 school year. Exact Path is a flexible curriculum platform that takes a personalized approach to create individualized learning plans for K-12 students in mathematics.
Student intervention plans in the 2021-22 school year will be more strategic and may include adding math enrichment appointments to a student's schedule. During these academic appointments 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. 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 of knowledge or understanding

in mathematics that students may have. Using math enrichment in conjunction withExact Path we hope to see our students' math performance data evolve and students gain the skills necessary to master grade-level material.

5. Evidence-Based Intervention Name and link to study

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

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 2021-22 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.

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/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)
✓ Suspension Rate (TK-12)
❏ Chronic Absenteeism (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 plans to implement iLit, a designated ELD standards-aligned curriculum, during the 2021-22 school year. EL Specialists will teach iLit curriculum in 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.

5. Evidence-Based Intervention Name and link to study

iLit
chrome-extension://oemmndcbldboiebfnladdacbdfmadadm/https://assets.pearsonschool.com/asset_mgr/current/201851/iLit_CA_Research_Overview.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.

OFY Acton's 2019-2020 graduation rate was 79.9%, increasing our two-year average to 70.8%, exceeding the 68% ESSA requirement. Our graduation is currently at 46.34% for the 2020-21 school year and we are well on our way to maintaining our two-year average. The number of students on the A-G planning guide, demonstrating that they are prepared for post-secondary plans, has increased from 16.88% in the 2019-2020 school year to 20.32% for this current school year. In the 2019-2020 school year, 11.5% of students at OFY-Acton were identified as prepared for the College and Career Indicator, this is an increase of 6.4% from the 2018-2019 school year. 45.65% of students demonstrated Lexile growth from the first to the second Renaissance Star assessment. Growth in the aforementioned areas is indicative of the overall effectiveness of the strategies outlined in the 2019-2021 School Plan for Student Achievement.

ERWC
Options For Youth - Acton offered Expository Reading & Writing Courses (ERWC) to seniors in place of 12th grade English as an intervention designed to develop student academic literacy skills and prepare them for the literacy demands of higher education and the workforce. ERWC courses were taught by appropriately-credentialed teachers in a virtual setting during the 2020-2021 school year. Instructors for this course monitored and tracked student progress throughout the school year.

Accelerated Math
While Accelerated Math was available and offered, the Accelerated Math course was not fully implemented in the 2020-21 school year. Due to the COVID-19 pandemic the school shifted to a distance learning platform. The school did not offer Accelerated Math virtually because it was difficult for both students and instructors to navigate virtually. Students were offered individualized math support through virtual appointments with Math Intervention Specialists and math tutors.

Achieve 3000
In the 2020-21 school year, Achieve 3000 was used primarily to support EL students. 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 participated in Achieve 3000 courses that are facilitated by EL Specialists or English Tutors during virtual one on one or small group appointments.

iLit
The School implemented iLit during a designated ELD standards-aligned curriculum, during the 2021-22 school year. EL Specialists taught iLit curriculum virtually in a small group direct instruction format. EL Specialists were offered regular professional development opportunities that trained them on how to deliver and engage students in the curriculum. Instructors regularly monitored and tracked student progress in this course.

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

Financials are still being updated for the school year. At this time, there are no significant differences between the intended implementation or the budgeted expenditures.

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.

Implementation of the 2019-2020 CSI plan goal, metrics, and strategies resulted in positive student achievement outcomes. Based on regular analysis of goal progress and the perceived effectiveness of the strategies that were implemented, the goals, most annual outcomes, metrics, and strategies will remain the same.

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Summary / Addendum Document
2020-21 Comprehensive Needs Assessment

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

Whom 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)]

The Options For Youth-Acton leadership team participated in a series of data digest sessions that comprised the Comprehensive Needs Assessment. The team included all OFY-Acton Principals, Assistant Principals, and instructional coaches. Findings from the Comprehensive Needs Assessment were shared with various stakeholder groups, including the School Site Council and District English Learner Advisory Committee.

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)

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.

RESULTS / Phase 2 (Data Dive Summary Table)

What were the Area(s) of Focus (findings) of the data (just the facts, not opinions)?

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. Furthermore, 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, dropout rates increased significantly to about 9% during the 2020-21 school year.

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.

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. 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 have selected undecided for their career pathway.

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.

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 too 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.

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?

Achievement gaps were observed for students with disabilities, EL students, and Black/African American students in both Math and ELA. 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.

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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
Options For Youth - Acton	February 10, 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.

1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	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.
2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	As explained above, inequities were not identified during the resource inequity review. Regular review of student achievement data, feedback from all stakeholders, and school spending will continue to occur as a part of monitoring for any resource inequities that may arise.
3. How does the Charter plan on addressing these inequities?	The School identified that there are a wide range of support positions in addition to access to teachers that are accessible to all student groups. OFY-Acton will continue to seek stakeholder feedback to continue ensuring the needs of all students are met and all staff will continue to receive regular and intentional professional development to equip them with the necessary tools to ensure that all students have equitable access to an education at our school.
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.	N/A