Comprehensive Support and Improvement

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

Options for Youth – Acton CDS Code: 19 75309 0136648

Schools Identified

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

Not Applicable

Support for Identified Schools

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

During the 2022-2023 school year, Options for Youth Acton was identified as a CSI school due to our 4-year graduation rate average of 60.5% which is below the 68% ESSA requirement. The charter CSI/SPSA plan will reflect and evaluate current programs and practices and will make needed adjustments to ensure an increase in our overall graduation rate.
OFY-Acton plans to continue its effort outlined in our 2022-2023 School Plan for Student Achievement (SPSA) throughout the 2023-24 academic school year in order to make progress to move out of the CSI Identification for the 2024-25 academic year. OFY-Acton's 2022-23 SPSA was developed after reviewing the identified needs of the Comprehensive Needs Assessment with feedback and input from the School Site Council. In order to meet the 68% graduation rate average, we will continue to reflect and evaluate our instructional practices and programs to retain students throughout all grade levels.

Options for Youth Acton's CSI plan integrates data from our comprehensive need's assessment, determination of evidence-based interventions to address needs, and resource inequities evaluation. To effectively meet the ESSA requirements, the plan will incorporate LCAP educational partner engagement feedback by utilizing their feedback through a comprehensive survey gathered once a semester and through various educational partner engagement events throughout the year. Utilizing this information, the selection of the evidence-based interventions were selected to address our performance indicators 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.

LCAP goals that align to our CSI focus areas and are as follows: **LCAP Goal 2** metrics and actions align to our CSI math and grad rate focus areas, **LCAP Goal 3** metrics and actions align to our grad rate and college/career CSI focus areas and our **LCAP Goal** 4 metrics and actions align to our grad rate and chronic absenteeism CSI focus areas.

Comprehensive Needs Assessment Findings:
Through the comprehensive need's assessment process, these were the identified areas of focus:
English Learner Lexile Reading Bands
12.31% of EL students are reading at their Lexile reading band which is lower than the result for the 21-22 school year
22-23 results are about 8% lower than the expected outcome
Grad Rate:
Homeless and Foster Youth grad rate is about 20% lower than the expected outcome
EL students have the lowest grad rate compared to all other subgroups
Foster Youth students have the highest graduation rate compared to all other subgroups
Math Performance (Renaissance Star, SBAC, Exact Path):
Students at all school sites are not meeting the 60% expected outcome
22/23 data is similar to 21/22 data
SBAC data from 21/22 shows that a majority (97.04%) of our 11th graders are performing below the standard which is similar to the results from the previous year
A majority of 8th graders (94.74%) also performed below the standard in math during the 21/22 school year
My Math Path has fewer students who have completed the course compared to 21/22 completion rates
Math SBAC results for 11th graders in 20-21 and 21-22 are nearly the same for "met" and "exceeded"
There was an increase in the number of 11th graders who were classified as "not met" during the 21-22 school year

English Language Arts Performance (SBAC, Renaissance Star)
21/22 ELA SBAC results slightly increased to the prior year in underperformance results. 61.47% of 11th graders in 21/22 performed below the standard compared to 60.81% of 11th graders in 20/21.
84.21% of 8th graders are performing below the standard
More than 50% of all students were meeting the goal of demonstrating reading Lexile growth from the first to the second administration of Renaissance Star

A-G Completion Rate:
The school has exceeded the A-G expected outcome of 12% of students graduating on the A-G guide
EL students and Students with Disabilities are at 0% and the lowest ranking subgroup in this category
FRMP are graduating on the A-G plan at a lower rate compared to Foster and Homeless students
Dropout Rate:

The school is not meeting the expected outcome of the dropout rate expected outcome. The school is over by .88%. However, the dropout rate has declined by almost half in the 22-23 school year compared to the previous year.
Foster and Homeless students have the highest dropout rates.

Grad Pace (the percentage of students completing 5+ units each school month):
The school is just meeting the 40% or higher goal of students meeting graduation pace (5+ credits per month)
Most of the subgroups are below the 40% goal
Some school sites are meeting the goal (Fontana 2 and Rancho)
Homeless students have the lowest grad pace at 26.51%
EL students have the highest grad pace at 35.36%, but still not meeting the 40% goal

Comprehensive Needs Assessment Root Cause Analysis Findings:
As a part of the root cause analysis, the OFY-Acton CNA participants identified possible root causes for each:
English Learner Lexile Reading Bands: An increase in EL enrollment, not enough ELD Teachers available to support the increase in enrollment of EL students, the reading skills of EL students may have been impacted by distance learning, and intervention supports are not being utilized to support reading levels.
Grad Rate: Poor attendance may be a factor, lack of transportations or limited transportation, other major life events or responsibilities outside of school, and motivational factors after returning back to school after adjusting last year to in-person instruction.
Math Performance (Renaissance Star, SBAC, Exact Path): Implementation of Exact path was not successful, lack of teacher and support buy-in, teachers were not properly trained to feel confident in facilitating and assigning it to students, implementation of SBAC prep was not successful, and SBAC prep started too late in the school year
English Language Arts Performance (SBAC, Renaissance Star): Implementation of SBAC prep was not successful, SBAC prep started too late in the school year, lack of teacher and support buy-in for intervention program to support students in ELA
A-G Completion Rate: Need more information and awareness about A-G, timing of when students/parents find out about A-G, teachers need to be more knowledgeable on the benefits of A-G requirements being met to better inform parents/students, course offerings to complete some A-G requirements are limited, and EL and SWD awareness and expectations of A-G/
Dropout Rate: Poor attendance, implementation of intervention support and follow through, lack of feeling connected and understanding the program before leaving, and were barriers identified and attended to provide student success.

Comprehensive Needs Assessment Trends/Themes/Prioritized Need Identified:
Achievement gaps were observed for our foster youth, students experiencing homelessness, EL students, and students with disabilities. One of the trends identified was among our foster youth and students experiencing homelessness. Students in both of these groups had the highest dropout rates and lowest graduation rates when compared to other subgroups. Also, our EL students demonstrated lower reading skills than their peers and were less likely to graduate on the A-G planning guide compared to their peers. Students with disabilities also were not graduating on the A-G planning guide compared to other students. Math

performance on Ren Star, SBAC, and Exact path completion and participation rates are all lower than they have been in previous years for all students.

Data Utilized to conduct our Comprehensive Needs Assessment:
As a part of the comprehensive needs assessment (CNA) process, the OFY-Acton leadership team conducted two data dive sessions. Both sessions included various school positions, including independent study teachers, small group instructors, tutors, math intervention specialists, special education specialists, paraprofessionals, career pathways coordinators, coaches, center coordinators, EL specialists, post-secondary counselors and other support roles so that the needs and strengths of our students and program could be reviewed from multiple perspectives. The data reviewed during these sessions included EL reclassification rates, Lexile scores for students with disabilities, graduation rates for all student subgroups, Lexile reading bands for EL students, English language proficiency progress, student progression, Renaissance Star Math and reading growth, core course completion, student participation rates in evidence based interventions, A-G graduation, undecided career selection rates, chronic absenteeism, college and career preparedness, chronic absenteeism, suspension rates, dropout rates, graduation pace, and SBAC math and ELA results. In addition, SSC reviewed data which included graduation rate for all students as well as homeless students, student progression, A-G completion rates, CTE participation and completion rates, Lexile grade level bands for EL students, and Lexile growth results for all students.

Resource Inequities to be addressed:
As a part of the resource inequity review, the OFY-Acton leadership team determined that there were resource inequities in the areas of professional development, intervention support staff, EL specialist staffing, the AP exam program, early intervention and physical space. Due to the increase of newly hired teachers in the 22-23 school year, there is a need for additional training and professional development to support novice teachers. Additionally, student enrollments grew in the 22-23 school year, resulting in area teachers being utilized to support student loads. Enrollment increased across all subgroups and this was no different for our 8th grade enrollment. As a result of increased 8th grade enrollment, there was also an identified need to create more structured 8th grade cohorts and provide continued professional development for the teachers supporting 8th grade students. While participation in AP testing for our students increased in the 22-23 school year, there was an identified need to build more awareness for all educational partners about the AP testing program. All students also have access to intervention, but it has been noted that there is insufficient follow through for students to continue in those opportunities. As enrollment in the learning centers has grown, physical space to accommodate teachers and support staff has been limited, in turn limiting the amount of support staff we are able to have available for students. The priorities that OFY-Acton intends to address in this improvement plan for the 23-24 school year are professional development, intervention support staff, EL specialist staffing, and 8th grade student support. To address these priorities, OFY-Acton intends to provide specific and intentional professional development to all staff throughout the school year and increase staffing.

These measurable outcomes and efforts are evidenced in our LCAP as follows:
Professional Development:

Goal 1: Specialized Instruction for Foster, Homeless, English Learner, Students with Disabilities, and Socioeconomically Disadvantaged Pupils
Action 3 - EL Professional Development
Goal 2: All students will have access to a Board Course of Study
Action 2 - Professional Development
Action 6 - Math Professional Development
Action 10 - Professional Development for Leadership & Instructional Staff
Action 12 - Reading Strategies & Literacy Professional Development
Goal 4: Safe and Healthy Learning Environments
Action 7 Mental Health, Wellness, and Substance Abuse Awareness activities, tools, and workshops for students (Title)

Intervention Support Staff:
Goal 2: All students will have access to a Board Course of Study
Action 1 - Targeted Group Instruction
Action 3 - ELA & Math Intervention Services
Action 6 - Math Professional Development
Action 7 - Academic Intervention Specialist (Title)
Action 8 - Tutoring Services through Paper Education (Title)
EL Specialist staffing:
Goal 1: Specialized Instruction for Foster, Homeless, English Learner, Students with Disabilities, and Socioeconomically Disadvantaged Pupils
Action 1 - EL Individualized support and instruction
Action 3 - EL Professional Development
AP Exam Program:
Goal 3: Pupils Engagement and Achievement in College and Career Pathways
Action 1 - Post-Secondary Plans
Action 2 - Post-Secondary Events
Action 3 - Strengthen WIOA and Community Partnerships
Action 4 - Grow the CTE Program
Goal 2: All students will have access to a Board Course of Study
Action 1 - Targeted Group Instruction
Action 3 - ELA & Math Intervention Services
Action 7 - Academic Intervention Specialist (Title)
Action 8 - Tutoring Services through Paper Education (Title)

Early Intervention:

Goal 4: Safe and Healthy Learning Environments
Action 1 - Enrollment and Outreach
Action 2 - Parental Involvement and Educational Partner Engagement
Action 4 - Social Emotional Learning
Action 6 - Parent University
Action 7 Mental Health, Wellness, and Substance Abuse Awareness activities, tools, and workshops for students
Action 8 - Mental Health, Wellness, and Trauma Professional Development and resources for educators

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 educational partner 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 during the 2022-23 school year. 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.

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://oemmndcbldboiebfnladdacbdfmadadm/https://assets.pearsonschool.com/asset_mgr/current/201851/iLit_CA_Research_Overview.pdf

Comprehensive Needs Assessment (CNA) Educational Partner Engagement

The Options for Youth - Acton leadership team conducted two separate data dive sessions for the Comprehensive Needs Assessment and also shared the data results with the School Site Council for review and feedback. The first session was facilitated by the leadership team during an all staff in-service. During the staff in-service, staff were split into smaller groups to rotate through different sets of data. During each session, staff completed the data dive protocol where each session included an observation round, a question round, a hypothesis round, and a next step round. In addition, possible root causes were discussed during each rotation for identified areas of focus. The second CNA session was facilitated virtually using the same structure mentioned previously with staff who were not able to participate in the first session.

School Site Council/Parent Advisory Committee Process:
The School Site Council (SSC) consists of various educational partners such as students, parents, staff, teachers, and community members OFY - Acton facilitated the School Site Council to increase the opportunity for more Educational Partner Engagement and school improvement input. There was an election process during the start of the school year for parents, students, and staff. Once the election process was complete, SSC met throughout the school year on the following dates: November 1, 2022, December 2, 2022, December 9, 2022, December 14, 2022, March 23, 2023, April 19, 2023, and May 25, 2023. SSC was composed of 4 parents, 3 students, 2 staff members, 4 teachers, and 1 principal. During these meetings parents, students, teachers, staff, and administrators participated in discussions involving the review and update to the School Plan for Student Achievement (SPSA), monitor the progress and evaluate the goals outlined in CSI/SPSA, and help the school decide how to allocate title funds for school improvement. SSC was also trained to learn about the legal requirements for SSC and Title Funds. During the school year, SSC worked on reviewing, sharing feedback, and approving goals, actions, metrics, and allocations in SPSA for Title Funds spending.

The SSC worked on reviewing, sharing feedback, and approving the Parent Family Engagement Policy and School-Parent Compact. During the March 23, 2023 School Site Council meeting, data was presented to attendees which included parents, students, and staff. During the meeting graduation rate, student progression, college and career indicators, and Lexile reading grade level results were presented and discussed for SSC review and feedback on the school's continuous progress in these areas. During the April 25, 2023 DELAC meeting, data was presented to attendees which also included parents, students, and staff. During the meeting various EL data points were presented and discussed for DELAC to review and provide feedback to the school on the progress being made for our EL student population.

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 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 assessment data from Renaissance Star, and individual student tracking and documentation to evaluate and monitor the implementation and progress of the CSI plan alongside the School Site Council/Parent Advisory Committee.

Data being tracked includes student progress towards increasing the performance indicators on the CA Dashboard for all areas currently identified as very low or low which include: **English Learner Progress, Graduation Rate, Language Arts, and Mathematics**. Specific metrics that are pulled include the graduation rate, student academic progression, and student Lexile growth. On a quarterly basis, the leadership team will present data analysis to educational partners and receive feedback from educational partners through surveys to support student and school improvement. The Parent Advisory Committee 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/Parent Advisory members will receive a guidebook and regular training to equip them with the necessary resources to develop and adjust the LCAP/CSI/SPSA 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 again conduct a Comprehensive Needs Assessment (CNA) to identify student needs and how to address student achievement gaps. 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.