

Local Educational Agency (LEA) Name and CDS Code	Contact Name and Title	Email and Phone
Options for Youth Public Charter Schools - San Gabriel CDS Code: 19 75291 1996016	Jodi Moreno, Principal	E: <a href="mailto:jmoreno@ofy.org">jmoreno@ofy.org</a> P: 626.622.0640

## 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 Public Charter Schools - San Gabriel; CDS Code: 19 75291 1996016

### Support for Identified Schools

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

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. OFY SG 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 - San Gabriel (OFY-SG) was identified for Comprehensive Support and Improvement (CSI) due to our 2-year graduation rate average of being below the 68% threshold set forth by ESSA and the state in 2019. Since then we have actually improved our graduation rate average to be above 68% landing us at 78.5% as of January 2021, but due to the suspension of the dashboard we were unable to move off CSI identification. The purpose of our plan is to reflect upon current practices and make adjustments to our program practices in order to increase our graduation rate even higher and improve our Math Performance and College/Career preparedness. Our reflection process includes sharing CA Dashboard Performance indicator data results from the Fall 2019 release with all stakeholders and collaboratively establishing program practice goals based on the following indicators: These areas include Math SBAC scores, chronic absenteeism, and graduation rates.

Through the strategic efforts set forth in our 2020-21 CSI plan we not only had a one-year grad rate increase of 19.6%, our College/Career indicator had 12.1% increase of students at the prepared level. The LEA supported identified schools in developing a CSI plan by using the CA Dashboard results released in Fall 2019, and the 2020-21 CNA findings and internal data. CNA Findings and findings from the CA school dashboard we found that the efforts set forth in our 2020-21 CSI plan were very much still relevant for the 2021-22 school year. By using our 2020-21 CSI plan we determined this

data and subsequent analysis, including the identification of Evidence-Based Interventions (EBI) and resources identified for implementation had positive student outcomes and would be carried into the 2021-22 school year. Specifically Accelerated Math and Preventing Dropout in Secondary Schools Clearinghouse were identified as our Evidence-Based Interventions.

**Comprehensive Needs Assessment Findings:**

The stakeholder group followed a data dive protocol to facilitate a productive dialogue about the school data highlighted above. The following observations were noted based on the data:

**Math**

Students enroll with us being deficit in Math.

Students are performing lower on Math SBAC than ELA SBAC.

Our SWD with a Not Met performance indicator is 23.55% above our all student Not Met indicator on the SBAC for our 18-19 school year.

Our EL student group had a Not Met performance indicator at 27.15% above our all student Not Met indicator on the SBAC for our 18-19 school year.

100% of EL Students are in the "not met" category in SBAC math performance.

Our Foster youth student population completed the lowest amount of math credits (3.66) out of all student groups. The all student group was at 6.46 math credits for the 19-20 school year, and the closest group was the EL population at 6.012 math credits.

**Grad Rates**

2018/2019 to 2019/2020 saw an overall increase in grade-rates, but there is stillroom for improvement.

Our EL students had the largest decline in grad rates from 2017-2018 to 2018-2019 school year (-10.4%) as well as being the only student group that changed level was lower than the All Student group (all students = 78.6% and EL= 71.4%).

**College and Career**

The socioeconomically disadvantaged student group is listed in the Orange indicator on the CA Dashboard for 2017/2018 digressed to the Red indicator in 2018/2019.

On the 2018/2019 CA Dashboard, only 8.80% of socioeconomically disadvantaged students, 12% Hispanic and 10.90% White students were identified as being prepared for college based on the College/Career Performance Indicator.

12.1% of all students were college and career prepared in the 2018/2019 school year on the CA Dashboard.

**Other**

SPED students had a social emotional participation rate that was 11.43% below the all student group. This student group had the lowest participation rate out of all subgroups for the 19-20 school year.

Increase Parental and Student input in surveys, achievement chats, School Climate, LCAP, LCP, School Site Council and DELAC.

**Comprehensive Needs Assessment Root Cause Analysis Findings:**

Area of Focus: Math

Root Causes:

Most students are not consistently working on math.

Students enroll deficient in math and with learning gaps.

Measurable Outcome: The charter aims to maintain or improve its Math Renaissance Star intervention tiers for each student group.

Area of Focus: Grad Rates

Root Causes:

Students enroll with the school deficit in credits.

Students are able to promote to the next grade level throughout the school year.

Students who enroll with limited electives may lose motivation.

Additional support continues to be a need for subgroups. Instructional staff need professional development to help meet the needs of students.

Measurable Outcome: Add from LCAP: Charter strives to have a one-year graduation rate annually above the statewide average (85%).

Area of Focus: Core Credit Completion

Root Causes:

Additional instructional support is needed besides the homeroom teacher.

Students need foundational skills to help close the gap.

Lack of internal motivation from students.

Measurable Outcome: Add from LCAP: Retention, maintenance, and recruitment of credential staff in order to aid student progression in core courses.

Area of Focus: College and Career

Root Causes:

Deeper understanding of what it means to be college and career prepared

Need offerings that work with our students and their schedules.

Measurable Outcome: Add from LCAP: College and Career Preparedness through increase in Dual Enrollment

### **Comprehensive Needs Assessment Trends/Themes Identified:**

A consensus was reached concerning the following four areas of focus that will be the charter's priorities in the upcoming school year:

- Ren STAR and SBAC data shows that students are underperforming in Math, and it continues to be an area of focus for the LEA across all student groups.
- The overall Grad Rate for the LEA has slightly increased each year from the 2017/2018 school year, but there is still room for improvement.
- Data from the California Dashboard identifies 12% of all students as being College and Career prepared.
- Increasing Parental and Student input in surveys, achievement chats, School Climate, LCAP, LCP, School Site Council, and DELAC.

### **Data Utilized to conduct our Comprehensive Needs Assessment:**

The following quantitative data was gathered and analyzed for the CNA: California Dashboard data, CAASPP data, local assessment data, RenStar), EL reclassification data, graduation rate, Core Course completion rates. Qualitative data gathered for the CNA include stakeholder surveys and staff feedback.

### **Evidenced-Based Interventions (EBI)**

Based on internal data, our CNA and the CA dashboard performance indicators the charter has identified the need to continue offering a math intervention program for students who are underperforming. While the charter will not have SBAC data from the spring 2020 assessment, due to COVID,

to evaluate the effectiveness of our interventions with students during the 2019-20 & 2020-21 school year, we are able to track the progress and achievement of our students who were involved in our intervention programs during that time internally. The charter will continue to utilize the evidence-based intervention program Exact Path during the 2021-22 school year for students who performed low on our internal assessment through Ren Star. Students take this internal benchmark assessment three or more times a year. This data will continue to be pulled early in the school year to determine which students are performing well below grade level/are experiencing learning loss, and therefore require the most proactive level of intervention. Student support teams will also weigh in on which students are struggling and decide whether Exact Path is an appropriate intervention based on their given skill deficits. Based on these criteria, students will receive targeted and individualized math support from the Math Tutor and/or Math Intervention Specialist, with supplemental support through Accelerated Math. In these cohorts, the Math Tutor and Math Intervention Specialist will tailor lessons from Exact Path to meet the needs of specific students while ensuring that they are also progressing in their core math courses. A more individualized cohort setting and increased availability will provide more students the opportunity to receive this intentional and direct form of intervention. Staff will be trained on Exact Path so that it will increase student engagement with our math curriculum and therefore increase exposure to math content and language. The goal will be to have students increase their Ren Star scores and SBAC scores, as this will demonstrate that they are prepared for post-secondary plans in college level courses.

**2020-21 - Accelerated Math Student outcomes:**

Charter Name	Scaled Score Gains	Percent Rank Gain	Student Sample Size
San Gabriel	15	0	366

**2020-21 - Preventing Dropout in Secondary Schools Student outcomes:**

The school plans to continue to implement the What Works Clearinghouse’s practice guide for Preventing Dropout in Secondary Schools. The charter plans to continue to utilize the recommendations of this practice guide to inform the direction of our academic program. Following Recommendation 3, and Recommendation 4, for schools with many at-risk students, the charter will create small, personalized communities to facilitate monitoring and support, which demonstrates moderate evidence and is categorized as a tier 2 strategy. The charter aims to increase student and family engagement in order to provide students with a community of support that ultimately encourages school membership and inclusion in the school community. As a result of the COVID-19 emergency, the charter has made several modifications with the practice guide in mind. For example, the sports program now includes virtual yoga courses and competitive E-sports. Student Council and other groups focused on mental health meet virtually on a regular basis. Stakeholder engagement events such as Back to School Night and Open House are being held virtually as well as Senior Social. A senior cohort, student council, and other groups based on small communities will be offered throughout the year. Families are also asked to engage in strategic academic planning sessions twice a year where collaboratively, the student, parent, and instructional staff go over the individual student data, progress towards graduation, establish an academic and social-emotional road map for the upcoming semester, and address any needs and concerns.

**Stakeholder Involvement Process**

**School Site Council (SSC) Stakeholder Engagement:**

SSC members were nominated and then elected to serve for a one-year term. All members received overview training on the following to ensure robust dialogue and engagement.

- Local Control Funding Formula – Purpose of Supplemental & Concentration Funds
- School Safety Plan

- Requirements for the SPSA - Development, progress monitoring and approval
- Plan development cycle/approval process and timelines
- Local Control & Accountability Plan
- Student data analysis strategies

All agendas and meeting notices were posted to our websites to further encourage participation.

**SSC Meeting Dates:**

November 13, 2020

December 3, 2020

January 7, 2021

February 11, 2021

April 23, 2021

June 10th, 2021

Options For Youth -SG is devoted to ensuring that all stakeholders are a part of the LCAP process. Principals and Administrators met to develop the Fall and Spring LCAP surveys that are administered to students, parents, and staff. Additionally, Principals and Administrators met regularly with the School Leadership team to discuss LCAP goal development and how to best ensure that the needs of all students are being met by the actions and metrics proposed. EL Specialists, Special Education Specialists and additional teachers also attended LCAP meetings and supported the development of LCAP metrics and action items specific to Students with Disabilities (SWD) students, and our EL learners. LCAP Surveys are given twice a year to staff, parents, and students to provide them with the opportunity to provide feedback about the OFY-SG educational program and to inform the development of LCAP goals for the upcoming school year. For the 2020-2021 school year, the school developed a Learning Continuity and Attendance Plan instead of a Local Control and Accountability due to the COVID-19 Pandemic. In response to the COVID-19 emergency health pandemic, Options for Youth San Gabriel shifted to 100% distance learning. In preparation for the shift, surveys were administered to students and staff to determine technology needs and technology was distributed accordingly.

Principals and Administrators at Options For Youth -SG met to develop the 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-San Gabriel has reached out to stakeholders through Achievement chats to receive direct 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 contact with families to ensure an open line of communication. During this time, staff have 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.

OFY - SG sent emails and text messages to families and students that included a link to an initial survey using Survey Monkey, with the 2020-2021 school year options. The survey link was posted on the School's social media account and included in weekly newsletters to students. The surveys for

students and parents/guardians were written in English and Spanish to ensure they would be accessible to a broader family range. Parents/guardians and adult students were asked the comfort level they had in returning to onsite learning, as well as their commitment to follow all health and safety guidelines that would need to be in place. We utilized this information to remain in a distance-learning platform, until the county had been moved into a safer tier. We then regularly communicated with families through School Messenger to keep all stakeholders informed of current status in our larger reopening plan.

Furthermore, instructional coaches developed surveys that were distributed to teachers via email to reflect on the initial distance-learning period (March 2020-June 2020). Feedback from these surveys, along with leadership input, was used to inform the development of the professional development plan for the 2020-2021 school year. Time was then designated for teachers to meet and discuss what they felt went well, areas of growth, and suggestions for the 2020-2021 school year. Additional feedback was collected from center meetings and an In-Service held in August. Highlights from the plan were also presented at the School Site Council Meeting and District English Language Advisory Committee meeting and time was allotted for feedback and questions.

CNA stakeholder meetings were held in the 2020-21 to discuss needs assessments and resource inequities, and are reviewed annually. Data utilized for CNA and LCAP needs assessment (RenSTAR and SBAC) are analyzed for program practice improvements at the end of every school year and are also shared with all stakeholders during parent conferences/Achievement Chats. The comprehensive needs assessment (CNA) had a multitude of stakeholders involved in the process. The positions that were involved in the overall process include: Principals, Assistant Principals, Teachers, SGI Teachers, Math Intervention Specialist, English Learner Specialist and instructional support staff.

Staff representatives from the Options for Youth - San Gabriel learning centers were involved in the CNA process by collecting data that would enable the LEA to effectively participate in the CNA. Once a sufficient amount of data was collected, the school formed a CNA Committee; included a variety of instructional positions within the LEA, enabling the LEA to hear and receive input from varying perspectives/expertise across the LEA. The committee met virtually on December 16, 2020, January 14, 2021, and February 3 2021, to review, analyze, and discuss school data. Additionally, on the February 3, 2021 committee meeting, participants were asked to share the committee findings with their peers for additional feedback. This presented valuable information to help identify root causes, and to also develop measurable outcomes in regards to addressing root causes. After the committee concluded their findings, the information was presented to Administration, and insight from Principals was provided. The CNA findings were also shared with the charter School Site Council and DELAC for additional feedback.

#### **Resource Inequities Review:**

The outcomes of the comprehensive needs assessment provided us the three areas of focus necessary to address systematic learning needs.

#### **Actionable inequities that were identified by the Charter during their Resource Inequity Review: and that are priorities for the Charter to address in their School Improvement Plans are as follows:**

Dimension 2 - Empowering, Rigorous Content

- Varying levels of rigor depending on modality of the course offering.
- Core vs. Elective offerings.
- Inconsistencies in modification and adjustments of curriculum between teachers.

Dimension 3 - Instructional Time and Attention

- Semesterly planning, and course offerings. Core course completion

Dimension 6 - Family Academic Engagement  
Communication in Native Language  
Ongoing and consistent progress reporting

Dimension 8 - School Leadership Quality  
Exploring mentoring, coaching, PD, and conferences for school leadership.  
Assessing leader effectiveness and promotion of effective feedback

Dimension 9 - Diverse and Inclusive Charter  
Better analyzing teacher loads and considering the impact of high independent study student roster on teacher effectiveness.

**Inequities that were identified by the Charter during their Resource Inequity that are priorities for the Charter to address in their School Improvement Plans are as follows:**

Core vs. Elective offerings and Early Intervention are two key priorities from our resource inequity analysis. We believe these two priorities are tied to our low math outcomes for our subgroup students and will align with our overall school goals.

**The Charter's plan on addressing these inequities:**

Specifically we will focus on intentionality and timing of intervention offerings  
Communication and documentation of all interventions used to create a cohesive team working to support students and evaluate the efficacy of the interventions used. Additionally, staff professional development on interventions and intervention courses.

## 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 San Gabriel will continue to monitor the implementation and effectiveness of the CSI plan throughout the school year by regularly collecting data from various avenues, including but not limited to the outcomes from the Dashboard, internal data pulls from Ren Star Benchmark testing and formative assessments, as well as individual student tracking and documentation. The LEA 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.

The charter will monitor the implementation and effectiveness of the CSI plan through identified quarterly monitoring cycles and provide an annual analysis of implementation progress and impact on student learning. Current data will be analyzed with all stakeholders through a collaborative process that will include college and career student performance, graduation rates, and internal Benchmark assessment scores, in order to make any necessary adjustments and ensure the effectiveness of the implementation of our CSI plan. The charter will work with staff to coordinate reflection on data quarterly and report progress to support continued implementation effectiveness and provide feedback of impact on student outcomes to all stakeholders. The School Site Council will contribute to monitoring and evaluating the implementation and effectiveness of the CSI plan at each meeting during the school year. Specific CSI data includes intervention and progress towards moving our graduation rates in the direction of exceeding our 78% two-year average. Furthermore, the charter will continue to monitor and evaluate the effectiveness of our CSI plan by conducting a Comprehensive Needs Assessment

annually, which will include stakeholder collaboration and feedback to identify areas of growth and to identify students who have experienced learning loss because of the COVID-19 emergency. The LEA will continue to assess evidence-based interventions to combat learning loss and improve overall student learning. We expect that the implementation of our research-based interventions will continue to positively affect our graduation rates, Chronic Absenteeism, and will improve our Math scores through consistent and careful monitoring of student progress. All stakeholders will be focused on maintaining our grad rates to be at or above 78% and to move our Math and Chronic Absenteeism indicator from Orange to Yellow.

Goal data will continue to be collected and tracked at the end of every school month and will be monitored and analyzed every quarter by the Charter leadership team. Data will continue to be analyzed and shared with all stakeholders at least once a semester during stakeholder engagement events. Additionally, school leadership and staff will participate in data dives to review student assessment data, which drive instructional decisions. We will utilize Ren Star assessment data after each testing window to ensure all students have been identified, and measure the efficacy of our intervention programs and adjust as needed. Renaissance Star benchmark assessments are used to gauge comprehensive skill growth, which are nationally normed and aligned with CCSS. The implementation of the Renaissance STAR assessments allows the School to delve into the mathematics data, evaluate math curriculum, and compare students' skill growth to that of students at other charter schools and around the nation. This computer-adaptive assessment tool allows for the measurement of student math skill levels shortly after enrollment and math growth over time. The test gives the instructor a diagnosis of the math ability of each student; the follow-up assessments detail which standards, if any, each student is deficient in and provide for individualized, targeted interventions. The goal is to assess students three times a year to see the growth and progression of each student in math. By testing the entire student body, the School is able to track growth in mathematics of the student population as a whole.

In addition, the Renaissance STAR Assessments allow the School to design formative and summative assessments that align with the school's specialized curriculum. Students are regularly tested to assess math level growth and the appropriateness of the program for meeting their individual needs. In monitoring, the charter's progress towards exceeding our graduation goal our Post-Secondary School Counselors and school leadership will meet on a monthly basis to identify students who have fallen behind and need intervention. The charter will continue its implementation of a senior tracker so that the entire Senior Support Team can remain cognizant of students' pace towards graduation. This tracker will enable teachers and staff to observe trends in student progress and be proactive in addressing any concerns.

The School Site Council (SSC) meets annually to review the collected data and develop interventions and strategies as well as monitor progress throughout the school year. School Counselors, teachers, coaches, and Assistant Principals of each school site will continue to compile data to share with the stakeholders on the progress of each metric.. The charter will continue to survey all stakeholders throughout each school year, and monitor the results to include the development of ongoing interventions and strategies. This report will be compiled each quarter and submitted to the School Board. Support to build stakeholder capacity for continuous improvement includes analyzing data with the staff, the DELAC Committee, and the School Site Council. The School Site Council will also receive guidebook training and coaching to increase their ability to understand their role and the process of the CSI plan including identification of needs, analysis of data, selecting and developing Evidence-Based Interventions, implementation, and monitoring. Each of these groups will have multiple opportunities to discuss and inquire about the charter's CSI progress during their meetings throughout the school year. Resources provided to staff include access to monthly intervention trackers and professional development related to improving outcomes in our CSI metrics and increasing student learning. Resources provided to our school parents include Parent Engagement events and semesterly Achievement Chats, which increase parent participation and capacity to better support students at home, therefore contributing to the desired student achievement outcomes outlined in the CSI Plan.