

# 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 Duarte  
CDS Code: 19 64469 0139535

## ***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.

The school was identified as a being on Comprehensive Support and Improvement (CSI) as “DASS Community of Practice” school due to low graduation rate, as measured by the California School Dashboard. Following a comprehensive needs assessment (CNA, January 2023) and insight from the school climate survey for 8th and 10th grade (January 2023) the school developed a comprehensive support and improvement plan (CSI) that was incorporated into our 2021-24 LCAP. The LCAP/SPSA/CSI plan was developed in collaboration with educational partners who were engaged in: School Site Council (SSC), District English Learner Advisory Committee (DELAC), parent engagement events and student Achievement Chats. In addition to addressing progress on graduation rate the charter aims to effectively address outcomes identified in need of improvement based on the 2023 California Dashboard including: English Learner progress (ELPI), Chronic Absenteeism and raise achievement on ELA and Math SBAC.

2021-24 LCAP goals that align to our SPSA/CSI focus areas are as follows: LCAP Goal 2 metrics and actions align to our SPSA/CSI focus areas in math/ELA and 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 SPSA/CSI focus areas.

### **Comprehensive Needs Assessment (CNA) Process:**

The charter consists of eighteen school sites that are broken into six regions: High Desert (Palmdale and Lancaster sites), Los Angeles Phoenix (Cudahy, Koreatown, and Vermont sites), Los Angeles Jaguars (Bellflower, Compton, and Watts sites), San Gabriel Valley (City of Industry and Pasadena sites), San Fernando Valley (Arleta, Encino, Northridge, and Simi Valley sites), and Long Beach (Bixby, Hawthorne, North Long Beach, and Signal Hill sites). Educational partners from all regions participated in the

CNA, including Principals, Assistant Principals, Teachers, Instructional Coaches, and representatives from the Special Education, English Language, and Postsecondary Counseling Departments. The educational partners participated in a multi-phase process that included the following steps: 1) gathering and compiling data needed to conduct the CNA, 2) participating in data analysis deep dives to identify data-driven areas of focus, 3) participating in a Root Cause Analysis of the identified areas of focus, 4) developing measurable outcomes to address the Root Causes, and 5) conducting the Resource Inequity Review of the charter. After reviewing the data, the team provided the following feedback:

- Hold parent meetings at more convenient hours
- Improve engagement around SBAC testing
- PDs, kick off, parent nights, events to support testing season
- Increase cohorts for EL support/ increase support for newcomers
- Invest in more English interventions Programs and Staffing
- Invest in more Math interventions Programs and Staffing
- Increase Small Group Instruction class offerings
- Provide increased opportunities for homeless youth and foster youth to connect with community resources.
- Hire more ELD Teachers, Special Education Specialists, Math Intervention Specialists to increase intervention supports
- Review Ren Star testing procedure/best practices
- Research non-computer-based classes for interventions
- Increase home visits & wellness checks

In January 2023, the charter conducted a Comprehensive Needs Assessment (CNA) in order to determine areas of focus based on education partner feedback and data collected from the last two school years. Educational partners involved in the data analysis of the CNA included: administrators, teachers, postsecondary counselors, programs coaches, English language specialists, and special education specialists, teachers, and support staff. The CNA determined the areas of focus based on Educational Partner Feedback and internal data analysis: school attendance, graduation rates, dropout rates, and ELA and Math achievement.

Educational partners from all regions participated in the CNA, including Principals, Assistant Principals, Teachers, Instructional Coaches, and representatives from the Special Education, English Language, and Postsecondary Counseling Departments. The educational partners participated in a multi-phase process that included the following steps: 1) gathering and compiling internal and external data needed to conduct the CNA, 2) participating in data analysis deep dives to identify data-driven areas of focus, 3) participating in a Root Cause Analysis of the identified areas of focus, 4) developing measurable outcomes to address the Root Causes, and 5) conducting the Resource Inequity Review of the charter.

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

The following quantitative data was gathered and analyzed for the CNA: California Dashboard data including: EL reclassification data, graduation rate, CAASPP assessment data together with local assessment data, (RenStar) and internal monthly student

progression data. Qualitative data gathered for the CNA included Educational Partner surveys, Parent Engagement nights and staff feedback.

For the **comprehensive needs assessment (CNA)** educational partners engaged in a productive data dive protocol from which the following observations were noted:

**English Language Arts (SBAC & RenStar):**

EL and Foster Youth had a much lower percentage of students performing “at or above grade level” on RenStar ELA when compared with all students.

0% of EL students and Foster Youth met or exceeded the standard on ELA SBAC for 2022 compared with 31% of all students who met or exceeded the standard.

**Math (SBAC & RenStar):**

Students scored significantly better on the benchmark RenStar Math assessment than on the SBAC Math (20-34% of all high school students scored at/above level on RenStar compared to 2-7% meeting/exceeding standard on Math SBAC).

0% of homeless students met or exceeded the standard on Math SBAC.

Overall math scores (SBAC & RenStar) are significantly lower for the charter than overall ELA scores (SBAC & RenStar).

**School Attendance & Progression:**

Student attendance/progression has not yet returned to pre-Covid progression numbers (83% in 19-20 vs. 61% in 21-22).

Middle school, homeless students, and foster youth have the lowest progression (43%, 38%, 43% respectively) compared with 61% of all students.

FRMP attendance/progression numbers mirror all students due to the high percentage of low-income students enrolled in our school.

**Core Course Completion:**

Core course completion from 21/22 school year for English and Math (4.70 and 4.02 respectively) continues to lag behind core course completion for Science and Social Studies (6.21 and 5.97 respectively).

**Graduation Rates & Dropout Rates:**

All students (24%) and subgroups are very low on the CA Dashboard for graduation rates.

SPED students (44.74%) fall below all students (50.42%) in graduation rates according to internal one-year cohort graduation rate

Foster Youth and Homeless students (36.73% and 33.72% respectively) have a significantly higher dropout rate when compared with all students (22.72%).

**Area of Focus: Graduation Rate:**

**Root Causes:**

Options for Youth - Duarte's Fall 2022 DASS 1-Year Graduation Rate was 68.5%. The state made a change for DASS schools moving from a 1 year graduation rate to a 4 / 5 year cohort graduation rate and this has impacted how Options for Youth - Duarte's graduation rate is calculated. OFY- Duarte's Fall 2022 DASS  $\frac{4}{5}$  year cohort Graduation rate was 24%.

Students who enroll with the program are often severely credit deficient

Students are experiencing the effects of learning loss due to the Covid pandemic and lack foundational knowledge

Students socioemotional needs have increased and motivation decreased

*Measurable Outcome: The charter strives to work towards achieving an average graduation rate of 68% or higher.*

**Area of Focus: English Learner Progress:**

**Root Causes:**

49.02% of OFY-Duarte's student population's primary language is not English

Fall 2022 English Learner Progress: 42.7%. This percentage represents English Learners making progress towards English language proficiency or maintaining the highest level on the English Language Proficiency Assessments for California (ELPAC).

*Measurable Outcome: The charter aims to positively impact the percentage of students progressing at least one ELPI level or maintaining an ELPI level 4 to 55% or higher.*

**Area of Focus: Chronic Absenteeism:**

**Root Causes:**

Attendance has not returned to pre-Covid numbers

Many students are employed in addition to their independent studies schedules

Fall 2022 California Dashboard indicated 92.9% were chronically absent. 92.3% were socioeconomically disadvantaged

*Measurable Outcome: The charter strives to maintain a high school dropout rate that will not exceed 8% and middle school dropout rates will not exceed 10%*

**Area of Focus: ELA and Mathematics Growth:**

**Root Cause:**

For CBEDs Fall 2022 the charter's demographics and number of students served changed with the addition of 11 new learning centers. The student population increased from 826 to 2,091 and there were also increases in homeless, English Learner and Student with Disabilities (SWD) subgroups.

Students who enroll with OFY- Duarte are credit deficient and lack the foundational skills to meet SBAC standard.

California Dashboard Fall 2022 ELA reported as 59.4 points below standard.

California Dashboard Fall 2022 Math was reported as 176 points below standard.

*Measurable Outcomes: The charter strives to ensure that 65% of all students who take at least two Ren Star Reading assessments will experience Lexile growth. Students who take at least two Ren Star Math assessments will demonstrate Student Growth Percentile (SGP) average of 45 or higher*

**Student Progression:** (Foster, Homeless, FRMP and SWD)

Options for Youth - Duarte aims to increase student progression for All student groups to 80%. Internal school data indicates that 2022-23 student progression for All students was 69.94% while Foster Youth 54.04%, Homeless 58.49%, lower income 69.08% (FRMP) and Students with Disabilities 65.67% (SWD). Incremental increases from 2021-22 are evidence that the charter is moving in the right direction but more work needs to be done. As a data driven DASS COP school the charter has identified that core course completion rates are lower for English (4.65) and Math (4.59) than Science (6.28) and Social Studies (5.56).

*Measurable Outcomes: The charter aims to increase and maintain student progression at an average of 80% for all student groups. Math Core course completion for FRMP will be 5 by the end of 23-24.*

**CNA Trends / Themes:**

One major trend that emerged in our data was the need for increased professional development, training, and support for teachers. One

of the components of professional development that could have a significant impact on student achievement is around the topic of increasing collaboration among staff and families to more effectively meet the needs of our students. Another trend that emerged was that our homeless students, foster youth, and English learners tend to consistently fall below the general population on many of our metrics. While some of these subgroups may be small in number, the need for wraparound services in order to provide the proper support is essential to the success of these learners. Lastly, a major trend observed is that the majority of the students served at OFY Duarte are At-Promise students. Many students enroll in the program credit deficient and with academic gaps in both reading and math that require intervention and support to progress toward graduation. In this sense, it is essential that we continue to refine and enhance our interventions programs to best serve our students in making progress on their road toward graduation.

**Resource Inequities Review:**

“Resource equity” is the allocation and use of resources: people, time, and money to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their race or income.

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:

What actionable inequities were identified by the Charter during their Resource Inequity Review?

- Homeless and Foster Youth dropout rates
- English Language Arts achievement for EL students
- Student attendance and progression as measured by credit completion for Homeless and Foster Youth

Which inequities are priorities for the Charter to address in their School Improvement Plans?

- Graduation rates
- Math/ELA progression and achievement
- Chronic absenteeism/student progression

How does the Charter plan on addressing these inequities?

- Identification and implementation of tiered system of support for our at risk subgroups through Academic Intervention Specialists and Educational Partner Liaisons
- Professional Development to support collaboration among staff and families to support Homeless Youth, Foster Youth, and EL subgroups as identified in question 1 above
- Fully utilizing student schedules to ensure that subgroups are making adequate progress in ELA and math (as measured by the Core Course Completion Rates)
- Continuing to utilize PLCs to conduct data dives and to share resources and best practices
- Providing students and families resources for self-referral (such as Daybreak telehealth services)

### **Evidence Based Interventions (EBI's)**

For 2023-24 the charter will continue to utilize evidence-based interventions (EBI) including: Expository Reading and Writing (ERWC) curriculum, iLit designated ELD curriculum, Achieve3000, Edmentum's Exact Path ELA/Math for students who, based on internal assessment (RenSTAR), score below the benchmark. Early identification of students below grade level means that the charter is proactive in ensuring that students receive timely intervention and targeted support. Students are administered RenSTAR three times a year so that growth can be effectively monitored and support plans adjusted to meet student needs. Data from Ren STAR assessments, and teacher input will determine whether the evidence-based intervention is appropriate based on student's specific skill deficits. Based on these criteria, students will receive targeted and individualized support. By providing students access to these evidence-based interventions, OFY Duarte strives to see an increase in graduation rates, student performance outcomes and ultimately work toward closing the opportunity gap specifically amongst our unduplicated student groups and students below grade level. The need to increase the use of our evidence-based interventions was identified in our Comprehensive Needs Assessment (CNA).

[Expository Reading and Writing Curriculum](#) (ERWC), developed in 2004 by the regents of California State University system as a tier 2 intervention, is a full-year college preparatory English course for high school seniors that uses an asset-based approach and curriculum that emphasizes rhetorical analysis of critical social issues using rigorous nonfiction texts. ERWC was selected as an evidence-based intervention for our charter as research indicates overall improvement in English Language Arts skills (reading, writing, listening and speaking) which are crucial to the success of students in a blended learning model and translate into increased growth for EL students in English language proficiency and benchmark assessment scores.

[iLit](#), a tier 1 intervention, is designed to provide English learners and newcomers with digital high-intensity exposure to English language skills by making language learning visual, auditory, and interactive. iLit uses high-interest fiction and non-fiction texts to engage students and provides real-time student achievement feedback to learners and teachers so that instruction can be differentiated for each student's unique language needs. Sheltered Instruction Observation Protocol (SIOP) is a research-based and validated instructional framework embedded with iLit and has been proven effective in addressing the academic and language needs of EL students. In research studies the average iLit student saw an increase of 20 percentiles more than the average

comparison student in vocabulary, 23 percentiles more than the average student on sentence comprehension and 5 percentiles more than the average student on overall comprehension making iLit a proven and effective intervention for EL students. In the 2022-23 year on average, OFY-D students enrolled in iLit increased their Lexile score in RenStar by 36.69%. OFY-D Students not enrolled in iLit increased their scores by 15.05% in the same time frame. OFY-D iLit students' Lexile scores increased by 52.03 compared to 46.17 for students not enrolled.

[Achieve 3000](#), a tier 1 intervention, is a supplemental online literacy program that uses nonfiction texts to provide differentiated instruction for grades pre-k through 12. The program was created for diverse student groups and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. Achieve 3000 was selected as evidence-based intervention for our charter as research indicates potentially positive effects on reading comprehension and general literacy for adolescent students. Achieve 3000 program addresses the needs of students who are reading below grade level in a way that is uniquely tailored to meet their instructional needs and goals providing a space for students to improve not only comprehension but also literacy, both of which in turn lead to reading success across all core content areas. Nonfiction texts engage student and provide them with opportunities to be exposed to domain specific vocabulary which translates to robust vocabulary development and increased benchmark achievement.

[Edmentum Exact Path](#) ELA/Math a tier 1 intervention, is an online educational tool designed to support individualized student instruction through the Edmentum platform. Exact Path includes an initial diagnostic assessment, individualized instruction and skills practice, progress monitoring checks, and embedded resources such as translation and glossary. Exact Path provides students with immediate feedback and adjusts in real-time to student progress by incorporating a formative assessment approach to monitoring and adjusting student instruction. Research on the effectiveness of Exact Path revealed that there are statistically significant positive impacts on mathematics achievement, for students using Exact Path, compared to students who did not as Exact Path scaffolds the skills that students need to develop in order to improve mathematics achievement.

### **Educational Partner Engagement**

***Philosophy on Educational Partner Engagement:*** OFY-Duarte is committed to engaging educational partners in the development of its Local Control and Accountability Plan (LCAP) to ensure that all educational partners have a voice in shaping the school's priorities and goals. The school has established several structures and processes to facilitate this engagement. These include the SSC, DELAC, Board of Directors, parent/community engagement events, surveys, parent conferences, and other school activities that provide opportunities for educational partners to provide necessary input.

Before finalizing the 2021-24 LCAP OFY Duarte utilized various engagement strategies throughout the school year to consult and collaborate with its educational partners in the development of its school improvement plans along with feedback sessions specifically geared towards the annual update of LCAP 2023-24. In order to capture the needs of at-risk students we used education partner feedback to reflect on our current practices and adjust as needed to meet the needs of the entire school community with an emphasis on our EL, FRMP, and Foster Youth/Homeless students. OFY Duarte utilized direct feedback from



all educational partners achievement chats, one on one check ins, surveys, back to school nights/open house, various charter level events as well as professional learning communities to gather feedback and incorporate the voice of educational partners in the LCAP.

OFY-Duarte continues to develop ways to increase opportunities for families to engage with families and educators using language that is accessible and understandable to all families. This includes providing school newsletters, emails, and information in family's first languages, and providing translators during engagement events meetings. OFY-Duarte's emphasis on Educational Partner engagement is reflected in its 21-24 LCAP through Goal 4 Action 1: Educational Partner Engagement, Goal 3, Action 1: Academic and Postsecondary Counseling, and Goal 4 Action 4: School Safety. These engagement events continue to be essential to ensure that our school continues to provide families and the community with opportunities to engage in our program, continue to provide two-way communication to build strong rapport with students and families and to provide a welcoming environment in both remote and in our physical locations.

The charter is proud of the development of its Bilingual Scholars Program and the program's emphasis on developing meaningful relationships with students and parents, and then partnering with families to address EL achievement and explain the process for reclassification. The Bilingual Scholars Program emphasizes that first languages are an asset to the student, family and school community and this has increased the connectedness of students to the school and supported students to reclassify. Continuing to expand and enhance the Bilingual Scholars Program is an area of focus for our charter.

***School Site Council (SSC):*** OFY-Duarte has established its own School Site Council (SSC). The SSC meets 7 times during the academic year and is a decision-making body for the use of federally allocated Title Funds. The SSC is made up of staff, parents and students who are elected to run the SSC. SSC is frequently updated by school leadership in regard to the Local Control and Accountability Plan (LCAP) goals. The SSC also approves and provides feedback on the development of the annually updated Local Control and Accountability Plan (LCAP) and other instructional plans. Parents and educational partners who are not elected to the SSC are welcome at all meetings and can provide feedback on any item. An updated draft of the charter's goals, metrics, and actions was presented to the SSC on May 11th, 2023 to provide an opportunity for feedback before finalizing LCAP 2023-24.

***District English Learner Advisory Committee (DELAC):*** OFY Duarte has established its District English Learner Advisory Committee (DELAC), which meets 7 times a school year. Members of this committee include staff, students and parents. Similar to the SSC, these members are elected to the DELAC, but meetings are always open to non-elected members. This committee meets to discuss the needs of the schools English Learner students and their families. Topics include: reclassification criteria and process, the schools English Language Development Master Plan, any legislation that could impact English Language Learners, and approval and feedback of development or annual update of Local Control and Accountability Plan (LCAP) During the meetings parents were provided with updates on progress toward LCAP and Title 1 goals. Parents were then given the opportunity to provide feedback. An updated draft of our goals, metrics, and actions was presented to the SSC on May 11th, 2023 to provide an opportunity for feedback before finalizing LCAP 2023-24



**SELPA:** OFY Duarte works alongside SELPA in engaging educational partners in its role as a collaborative forum for stakeholders, including parents, educators, and community members, to work together to ensure that students with disabilities receive the appropriate support and services they need to succeed academically and socially. SELPA provides a valuable perspective on the unique needs of students with disabilities and can help identify gaps in services and areas where additional resources are needed in order to facilitate high-quality academic programs. An updated draft of our goals, metrics, and actions was presented to the SELPA on May 17th, 2023 to provide an opportunity for feedback before finalizing LCAP 2023-24

**Student Achievement Chats:** Teachers regularly communicate with families on student behavior and academic progress and provide monthly updates on student progress but have formal meetings twice a year, December 2022 and May 2023, with parents and students in the form of Achievement chats where staff review the personalized learning plans with each student and parent. During these meetings staff will make any adjustments with the feedback from parents and students to ensure success.

**LCAP Surveys:** In the 2022-23 school year, the charter conducted two student, staff, and family surveys to help inform the review and modifications to the 2021-24 LCAP as well as one School Climate Survey. These surveys were conducted in Fall 2022 and Spring 2023. The questions in these surveys were designed to provide parents, students, and staff with an opportunity to provide feedback on 1) their desired priorities for school offerings, 2) their desired priorities for school funding in the 2022-23 school year 3) their opinion about overall school climate in the current school year. The charter sought feedback from students, staff, and parents regarding student engagement and connectedness to the school, access to program resources, feedback about curriculum, instruction, and staff customer service, and school safety.

**Family Engagement Events:** OFY-Duarte hosted multiple family engagement events in the Fall and Spring semesters to gather feedback related to the development of the charter's school improvement plans. OFY-Duarte hosted multiple Fall "LCAP Recap" Parent Night, on 9/15/22, 09/28/22, 10/11/22, 11/3/22, & 11/16/22 and provided an overview of the 2021-24 LCAP plan to parents, and sought feedback to be considered in the revision of the LCAP for 2023-24. In the Spring 2023, OFY Duarte conducted multiple family engagement nights on 03/30/23 4/13/23, 4/20/23 seeking feedback on the update of the LCAP for 2023-24

**Teacher/Staff Meetings/ PLCs:** Teacher feedback was collected from multiple sources (including our staff LCAP survey referenced above) and used in revising our LCAP for the upcoming school year. One of the ways in which teacher feedback was collected is through data-driven Professional Learning Communities (PLCs), which provide a space for instructional staff members to collaborate, plan and reflect in an effort to improve instruction and student achievement. Principals, assistant principals, and coaches also meet with teachers

on a regular basis to collect feedback, and recognize that our teachers and instructional staff have the closest daily access to parents and students and their experiences in the field are heavily considered in the development of goals and metrics. Additionally, teachers also participate in ongoing training, workshops, and professional development to help inform their practices as well as give them an opportunity to provide insight on curriculum, instruction, and best practices that inform revisions of the LCAP.

**OFY-Duarte's Board of Directors:** Board of directors meet bi monthly. These meetings are always open to the public. Meeting agendas are posted beforehand on the school's website and at the school's entrance. Our educational partners are always welcome to provide comments during public comments. Per Ed Code, the board of directors was updated on the goals, metrics, and actions and provided feedback to the charter prior to voting to adopt the 2021-24 LCAP.

## ***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 - Duarte will engage in a cycle of continuous improvement in order to monitor and evaluate the effectiveness of the 2021-24 LCAP/SPSA/CSI Plan by collecting and analyzing quantitative data from various sources, not limited to: LCAP priority outcomes from the California School Dashboard, internal data from RenSTAR Benchmark testing, CAASPP and formative assessments from SGI and independent studies courses to track and monitor metrics and actions identified within each goal for each academic month and at the end of each quarter. The charter will share data from the LCAP/SPSA/CSI Plan with educational partners for review and consultation during achievement chats and Parent Advisory Committee (PAC) meetings.

Student achievement data will be collected and analyzed each academic month by charter school leadership who in turn will coordinate with instructional coaches, teachers and staff to ensure that the LCAP/SPSA/CSI Plan is being implemented and the data from evidence -based interventions are collected and form the foundation of professional learning communities (PLC) work that instructional staff will use to monitor and inform ongoing decision making. Ren Star assessments will continue to be conducted three times a year and the results will inform the formation of differentiated intervention plans for students who are below the benchmark.

The Charter aims to partner with Educational Partners by making student achievement data readily available including during PAC and DELAC meetings, parent engagement events and during achievement chats. Instructional staff will monitor students in evidence-based interventions and engage in informed data conversations with educational partners which will positively impact the evaluation of the effectiveness of the LCAP/SPSA/CSI Plan.

OFY Duarte is focused on building school and Educational Partner capacity for continuous improvement. OFY Duarte plans on providing Instructional staff with the following: professional development, coaching from instructional coaches, and access each month to real time data to build school capacity for continuous improvement. Resources provided to parents/guardians will include Educational Partner engagement events, which aim to increase parent/guardian participation and build their capacity to better support students at home and contribute to desired student achievement outcomes of the LCAP/SPSA/CSI Plan. Additionally, PAC and DELAC will meet regularly and review and monitor the progress of LCAP/SPSA/CSI plan goal achievement throughout the academic year. OFY Duarte will be conducting annual Comprehensive Needs Assessments to gauge student performance against state performance standards and will ultimately be working toward closing the opportunity gap for our subgroups of students, which will also include Educational Partner collaboration and feedback to identify areas of growth.