

Local Educational Agency (LEA) Name and CDS Code	Contact Name and Title	Email and Phone
Options for Youth Public Charter Schools - San Bernardino CDS Code: 36678760120568	Ileana Arroyo - Principal	E: iarroyo@ofy.org P: 909-531-3015

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 San Bernardino - CDS Code: 36678760120568

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 - San Bernardino 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 Public Charter School San Bernardino (hereafter OFYSB) was identified for Comprehensive Support and Improvement (hereafter CSI) due to a 66.90% two-year graduation rate average in 2019. The purpose of the CSI plan is to review best practices, make ongoing adjustments, and continue to move forward in the 2021-22 school year in order to increase graduation rates. OFYSB's reflection process includes sharing current indicator data with all stakeholders and collaboratively establishing program practice goals based on the following indicators: college and career readiness, graduation rates, ELA and Math SBAC scores, English language learner progress, suspension rates, and chronic absenteeism.

OFYSB used the CA Dashboard results from the Fall 2019 release and our 2020-21 Comprehensive Needs Assessment. Data and findings from the CA Dashboard and Comprehensive Needs Assessment were analyzed with stakeholders to find root causes and determine the school's needs for a continuous school improvement. Our CSI plan was updated using this data and subsequent analysis, including the identification of evidence-based interventions and resource inequities identified for implementation. Through the implementation of our 2020-21 CSI plan, we increased our 2-year graduation rate to 74.4%, our 1-year graduation rate for 2019-20 to 87.3%, and our College/Career Preparedness increased to 5.2%. Therefore, OFYSB will continue with the established goals because they have proven to be successful. All interventions implemented will be evaluated grounded on evidence-based research with moderate to strong findings.

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

Comprehensive Needs Assessment Findings:

The following observations were noted based on the data:

Graduation Rate

Overall grad rate YTD: 32.71%

Graduation Rate (YTD) EL: 20%

Graduation Rate (YTD) SPED: 22.22%

Graduation Rate (YTD) FRMP: 28.75%

SBAC Results

100% of EL students did not meet SBAC math standards in 2018-2019, compared to 73.23% of all students.

72.2% of EL students did not meet SBAC ELA standards in 2018, 2019, compared to 30.31% of all students.

RenStar Results

2017/2018 Renstar Reading - Average Scaled Score: 801.6

ELL: 563.9

Foster: 853.9

FRMP: 798.9

SPED: 629.7

2017/2018 Renstar Math - Average SGP: 42.7

EL SGP: 44.35

Foster SGP: 50.11

FRMP SGP: 39.21

SPED SGP: 42.59

Lexile Growth

Overall, 47.62% demonstrated growth

EL: 46.15% demonstrated growth

SWD: 46.43% demonstrated growth

FRMP: 50.33% demonstrated growth

Foster: 50% demonstrated growth

Stakeholder Engagement

Data indicates parent participation for virtual engagement events has decreased during the 2020-2021 school year.

Core Course Completion:

2019-2020 - Math: 6.95 Units, ELA: 6.46 Units

2020-2021 - Math: 5.20 Units, ELA: 4.15 Units

Comprehensive Needs Assessment Root Cause Analysis Findings:

Increasing student achievement in Math and English Language Arts with added support to subgroups will provide students with more opportunities to meaningfully engage with content. Stronger readers become stronger writers, and stronger writers become stronger readers. It is necessary to build foundational skills in core subjects in order to build student confidence and aptitude before focusing on any higher order skills. In short, ensure students have a mastery of basic skills before they can improve assessment scores or graduation rates. Students need more opportunities to apply their knowledge in math and ELA in order to gain mastery; doing so will allow them to perform better on assessments, increase their level of achievement, and graduate more successfully.

Comprehensive Needs Assessment Trends/Themes Identified:

Overall, our greatest area of focus appears to be EL student achievement. The achievement gap seems to be most significant between the general student population and English Learners (ELs). EL students had the greatest discrepancies in SBAC and RenStars scores, graduation rates, and Lexile level increases as compared to the general student population. We must invest more resources into tracking, intervention, and support for our EL students in order to close this achievement gap and ensure their academic success.

Data Utilized to conduct our Comprehensive Needs Assessment:

The charter pulled data from multiple platforms to analyze student performance data which included student group data as applicable to the data source.

Data pulled included:

- CAASPP data
- California School Dashboard
- Internal Tracking Data (Tableau)
- Graduation Rate
- A-G Enrollment and Completion Rates
- Lexile Growth Percentages
- Surveys
- LCAP Survey (Once per semester)
- School Climate Survey (Biannual)

Evidence-Based Interventions incorporated into our CSI Plan:

By providing students access to these evidence-based interventions, OFYSB strives to see graduation rates increase and ultimately work toward closing the opportunity gap specifically amongst our foster/homeless youth, EL Learners, students with an IEP and special education needs, and free and reduced lunch qualifying subgroups of students. The need to increase the use of our evidence-based interventions was identified in our Comprehensive

Needs Assessment (CNA). School site staff was supported in identifying evidence-based interventions through the implementation of action research study teams to evaluate current and authenticated evidence-based interventions and supports that meet the needs of the students.

Evidence-based interventions and supports include the following: iLit, Expository Reading and Writing Course (hereafter ERWC), and subject specific tutoring. Based off of the CNA, internal data tracking, and student performance outcomes on the CA Dashboard, the need to increase the use of Achieve 3000 and ERWC were based off of the following student performance data: students scoring 30.3 points below standard on the ELA SBAC which has increased 14.7 points, ELA SBAC increased by only 9 points, and the 2-year graduation rate average of 66.9% (which is below ESSA requirement of 68% or above). The goal with the identified ELA evidenced-based interventions such as iLit is to help target instruction for ELL students to help prepare them with the tools and resources needed to increase their scores and ultimately get them to graduate and succeed in college-level coursework.

Through the implementation of our 2020-21 CSI plan, we increased our 2-year graduation rate to 74.4%, our 1-year graduation rate for 2019-20 to 87.3%, and our College/Career Preparedness increased to 5.2%. OFYSB anticipates that with the needed intervention programs cited above, this graduation rate will maintain or increase. However, based on the Fall 2019 CA Dashboard performance indicator results, OFYSB's one-year graduation rate is 61.4% and the school maintained College/Career student outcomes over last year with 8.8% of students prepared for post-secondary pathways. 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.

In the upcoming year, OFYSB will continue using RenStar assessments and benchmarking as well as student achievement data to place students in targeted interventions and support in order to help them meet grade-level standards for college and career readiness. RenStar benchmark scores, teacher observation, and other student achievement data will inform not only who has the highest level of need for intervention, but also what specific interventions are needed to support growth toward grade-level learning goals. The expected outcome of this action is that students are prepared for the demands of higher education and the workforce.

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

Achieve 3000 will be used to target students performing in the urgent intervention level and work toward math and English literacy. These evidence-based interventions will not only serve to increase SBAC performance outcomes, but also prepare students for grade-level core course curriculum. OFYSB will continue to use Achieve 3000 to provide appropriate interventions and instruction to students who demonstrate a high level of need in English Language Arts. Identified students will be placed in cohorts where a trained teacher will facilitate lessons through the Achieve 3000 curriculum. This intervention will be used as supplemental resources while students complete core English courses through either Independent Study coursework or Small Group Instruction classes. Throughout each semester, these students will be exposed to a number of activities and lessons that will enhance and strengthen their literacy skills. Activities include, but are not limited to, learning objectives related to vocabulary acquisition, comprehension skill building, and writing competence. Over time, student achievement will be continuously measured to determine whether or not the student is in need of continued ELA intervention and to what extent.

iLit, a tier 1 intervention, is a reading intervention program designed to comprehensively support comprehension and literacy gains for English Learners, in a fully digital platform. iLit uses high-interest texts (fiction and nonfiction) to engage students. It also provides real-time student achievement feedback to teachers so that instruction is adjusted to differentiate for each student. In studies of iLit's effectiveness, the average iLit student saw an average increase of 20 percent in vocabulary, 23 percent in sentence comprehension, and 5 percent in overall comprehension as compared to students overall. This program and its unique design for improved English language acquisition, provide an additional curricular support for our English Learner (EL)

population, which directly correlates to the increased success of students overall. Further, it provides English Learners in our program the opportunity to increase their language skills as they work towards reclassification to Fluent English Proficient.

Resource Inequities

When evaluating the CNA, assessment data, and other internal measures, the LEA determined that there were three significant resource inequities identified within the school:

1. The EL Department is not adequately staffed due to a combination of staff departures, insufficient applicants, and budgetary constraints. A lack of targeted support and staff has resulted in insufficient support for EL students charter wide.
2. There are significant gaps in the assessment scores of English Learner (EL) students as compared to the general student population.
3. Students with Disabilities (SWD) do not participate in Pathways in Education trips or other extracurricular activities at the same rate the general student population does

To Address these Inequities, the LEA plans to implement the following:

1. Actively recruiting and hiring more staff credentialed in EL Support services to better support the needs of our EL population
2. Evidence-based interventions, professional development specific to EL specialists, professional development for IS teachers regarding EL intervention strategies and best practices, increasing stakeholder engagement to better support EL students in and out of the classroom
3. The charter will actively promote to and recruit Students with Disabilities for Pathways in Education trips and other extracurricular activities. Resource Specialists and IS teachers have set minimum participation percentages for SWD populations within their caseload.

The Charter plans on addressing these inequities

Lack of English Learner (EL) Support:

Actively recruiting and hiring more staff credentialed in EL Support services to better support the needs of our EL population

Test performance discrepancies: Evidence-based interventions, professional development specific to EL specialists, professional development for IS teachers regarding EL intervention strategies and best practices, increasing stakeholder engagement to better support EL students in and out of the classroom

Lack of SWD participation in extracurriculars:

The charter will actively promote to and recruit Students with Disabilities for Pathways in Education trips and other extracurricular activities. Resource Specialists and IS teachers have set minimum participation percentages for SWD populations within their caseload.

Stakeholder Involvement

OFYSB collaborated with our School Site Council and parents, students and staff to develop our Single Plan for Student Achievement (SPSA) and CSI prompts. OFYSB collected data from various avenues, including outcomes from the CA Dashboard, internal data pulls, and individual student tracking and documentation to evaluate and monitor the implementation and effectiveness of the CSI plan. OFYSB conducted quarterly monitoring cycles to update our School site Council and School Board on progress toward reaching each goal in our SPSA, which included graduation rate updates. Evidence-based intervention implementation and the impact on student learning for each evidence based intervention is contributing to. OFYSB worked with staff to coordinate the review and analyzing of student performance data alongside evidence-based intervention data to support progress and provide feedback on the impact on student outcomes. As our School Site is the decision making authority of the SPSA/CSI Plan, they made any necessary updates needed based on the analysis of student performance data and budget updates reviewed in our School Site Council Meetings.

We utilized data and subsequent analysis from all stakeholders, including the identification of evidence-based interventions and resource inequities identified for implementation . The LEA integrated feedback that was given through stakeholder engagement surveys as part of our LCAP stakeholder engagement events to effectively meet ESSA requirements as well as alignment with our Local Control and Accountability Plan in the development and updates necessary to use in our 2021-22 CSI Plan.

Stakeholder Involvement Process (Stakeholders included parents/guardians, students, and staff)

In order to ensure all stakeholders had the opportunity to provide feedback, the LCAP survey was promoted in a variety of ways. Parent/Student letters were sent home with an invitation to participate in an online survey, survey links were sent out directly to students and parents/caregivers. Online survey links were provided to all staff along with designated time during meetings to complete the surveys. Surveys were closed after 3 weeks so that responses could be gathered and analyzed to be 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 at the corporate level to integrate the Instructional team with the Finance team.
- Board meetings with our charter-level Board of Managers
- DELAC/ELAC Committee Meetings (by-monthly)
- Strategic Planning
- School Site Council Meetings
- SELPA consultation

OFYSB also administers a biannual School Climate Survey (SCS), which took place most recently in April 2021. The SCS provides an opportunity for all stakeholders to express their views on the school's overall culture, safety, and community. The school goals coincide with the district goals which ensures all students are meeting the same requirements. The school regularly involves stakeholders in review of long range planning. Charter leadership used the data from Comprehensive Needs Assessment (CNA) and LCAP needs assessment (RenStar and SBAC) and input gathered to make resource allocation decisions that are closely related to our vision, mission, and schoolwide learner outcomes. The school effectively evaluates the collaboration and development of each individual 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.

LCAP Stakeholder Engagement Process

The principal and other administrators meet regularly to develop the Fall and Spring LCAP surveys that are administered to students, parents, and staff. LCAP surveys are given twice a year to students, parents, and staff to provide them with the opportunity to give their feedback about the OFY - San Bernardino educational program and to inform the development of LCAP goals for the upcoming school year. The principal and administrators meet monthly with the school leadership team to discuss LCAP goal progression and how to best ensure that the needs of all students are being met. Additionally, the leadership team attends conferences and professional development events to ensure that they are up to date with all educational policies.

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

- OFY-SB Board Meeting - September 17, 2020

- OFY-SB Board Meeting - November 19, 2020
- OFY-SB Board Meeting - December 9, 2020
- OFY-SB Board Meeting - February 4, 2021
- OFY-SB Board Meeting - March 11, 2021
- OFY-SB Board Meeting - April 8, 2021
- OFY-SB Board Meeting - May 20, 2021
- OFY-SB Board Meeting - June 23, 2021
- Virtual FAFSA Workshop - February 4, 2021
- Virtual Senior Signing Night - May 25, 2021
- Drive through graduation - June 10, 2021

In addition, OFY - San Bernardino held DELAC meetings six times throughout the 2020-2021 school year. The English Language Specialist led a presentation about programs available to English Language Learner Students at the first meeting; there were discussion periods regarding these services at each meeting. Parents are also invited to provide feedback and comments pertaining to the English Language Learner program at each meeting.

DELAC Meeting Dates:

- Aug. 28, 2020
- Oct. 9, 2020
- Nov. 6, 2020
- Jan. 22, 2021
- Mar. 19, 2021
- April 16, 2021

The Board of Directors was updated on progress toward developing goals, metrics, received information about the proposed changes to past years LCAP metrics and goals within the new LCAP, and gave feedback to school leadership prior to voting on the adoption of the LCAP. Below is a breakdown of the process taken to review and adopt the charters 2021-24 LCAP as required by Ed Code:

- The LEA notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) - Notice was posted on May 17, 2021 to the public 72 hours in advance of the Board Meeting scheduled, which has the LCAP draft on the Agenda for review and public comment.
- The LEA held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1) - Board Meeting was held on May 20, 2021
- The LEA adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2) - Board Meeting will be held in June 17, 2021 and the Board voted to Adopt the 2021-24 LCAP.

Parents, students, and staff have been participating in LCAP surveys during the fall and spring semesters over the past several years with the most recent in Fall 2020 and Spring 2021. The surveys reach out to parents, students, and staff to ask questions about where they would like to see the school improve. In addition, the survey asks them if they are aware of the current LCAP Goals and Funding Model so we have data on how we are doing at disseminating that information. Furthermore, meetings are regularly held to gain stakeholder participation, input, and support. The school goals coincide

with the district goals which ensures all students are meeting the same requirements. The school regularly involves stakeholders in review of long range planning. Charter leadership used the data evaluated in our Comprehensive Needs Assessment and LCAP needs assessment (RenStar and SBAC) and input gathered to make resource allocation decisions that are closely related to our vision, mission, and schoolwide learner outcomes. The school effectively evaluates the collaboration and development of each individual 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.

Options for Youth San Bernardino has integrated feedback that was given through stakeholder engagement surveys as part of our LCAP stakeholder Engagement events to effectively meet ESSA requirements, as well as in alignment with our Local Control and Accountability Plan (LCAP). These surveys were given once a semester to all stakeholders which included parents/guardians, students and staff. We plan to use feedback that was given on behalf of our School Site Council, who met monthly and helped formulate and evaluate goals for the coming school year. Additionally, we utilized the Comprehensive Needs Assessment (CNA) completed within the charter, along with our resource inequity review, to determine needs for the students and used this information to select the evidence-based interventions that will help us target areas of need as identified in this process.

CNA Stakeholder Engagement Process

The Comprehensive Needs Assessment (CNA) for Options for Youth San Bernardino was conducted over a series of sessions utilizing key members of the leadership team, including the Principal, the Assistant Principal of Instruction and Operations (APIO), school site Assistant Principals (APs), Lead SES Special Education Specialist (SES), English Language (EL) Specialist, Instructional Coach, and a small group of teachers. A core CNA team reviewed the Fall 2020 LCAP survey as well as various data sets from multiple years and sources; from there, the larger group reviewed the data, identified needs, and crowdsourced potential solutions and goals.

School Site Council Process

The School Site Council (SSC) meets at least six times per school year and is made up of the school principal, teachers, other personnel, parents, and students (secondary level). The SSC's primary responsibility is to identify common goals and work collaboratively with the site leadership team to establish a plan that will help achieve these goals.

Monitoring and Evaluating Effectiveness

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

The School Site Council (SSC) is a decision-making body that represents all stakeholders of the school community. The SSC meets at least six times per school year and is made up of the school principal, teachers, other personnel, parents, and students (secondary level). The SSC's primary responsibility is to identify common goals and work collaboratively with the site leadership team to establish a plan that will help achieve these goals.

The School Board meets approximately 9-12 times per year to review goals and policies and ensure that actions taken within the charter are aligned with those goals. The School Board also reviews and approves both the LCAP and SPSA before each coming school year.

The charter collaborated with our School Site Council and Stakeholders to develop our Single Plan for Student Achievement (SPSA) and LCAP CSI prompts, that outline our plan for the 2021-22 school year to monitor and evaluate the effectiveness of our SPSA. Options for Youth San Bernardino - will continue to collect the data 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 effectiveness of the CSI plan. Identified quarterly monitoring cycles and an

annual analysis of implementation progress and impact on student learning will continue to be conducted to continually monitor the implementation and effectiveness of the CSI plan. Options for Youth San Bernardino - will continue to work with staff to coordinate the review and analyze data to support progress and provide feedback on the impact on student outcomes. Additionally, Options for Youth San Bernardino - will continue to monitor and evaluate the effectiveness of our CSI plan: by using the comprehensive needs assessment completed in Spring 2021 to determine if evidence-based interventions are moving students toward their identified goals and addressing their overall needs.

The LEA is currently still developing this section with all necessary stakeholder groups and will add updated data here for any interventions for student performance data available.

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 - San Bernardino plans to continue its efforts outlined in our 2020-21 SPSA and CSI prompts submitted and approved by the State Board of Education in January 2021 throughout the 2021-22 academic school year in order to move out of CSI identification for the 2022-23 academic school year.

OFYSB 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.

OFYSB collaborated with our School Site Council and parents, students and staff to develop our Single Plan for Student Achievement (SPSA) and CSI prompts. OFYSB will be collecting data from various avenues, including but not limited to the outcomes from the CA Dashboard, internal data pulls, and individual student tracking and documentation to evaluate and monitor the implementation and effectiveness of the CSI plan. OFYSB will be conducting quarterly monitoring cycles to update our School site Council and School Board on progress toward reaching each goal in our SPSA, which includes graduation rate updates. Evidence-based intervention implementation and the impact on student learning for each evidence-based intervention is contributing to. OFYSB will continue to work with staff to coordinate the review and analyzing of student performance data alongside evidence-based intervention data to support progress and provide feedback on the impact on student outcomes. As our School Site is, the decision-making authority of the SPSA/CSI Plan they will make any necessary updates needed based on the analysis of student performance data and budget updates reviewed in our School Site Council Meetings.

Additionally, OFYSB will continue to monitor and evaluate the effectiveness of our CSI plan by performing a comprehensive needs assessment (CNA) annually to determine if evidence-based interventions are moving students toward their identified goals and addressing their overall needs. To effectively meet the ESSA requirements of having a graduation rate at or above 68%, the plan will continue to reflect and evaluate current programs and practices to work toward maintaining the increase in our overall graduation rates that we achieved in the 2019-2020 school year. Current data will be analyzed with all stakeholders through a collaborative process that will include college and career student performance, graduation rates, ELA/math SBAC scores, EL student progress, and chronic absenteeism in order to make any necessary adjustments and ensure the effectiveness of the implementation of our CSI plan.

Student Performance Data to be Pulled, Analyzed and Shared Quarterly with OFYSBs School Site Council and Stakeholders:

- Progression
- Credit Attainment
- RenStar Assessment Data
- Graduation Rates
- Chronic Absenteeism

Small Group Instruction (SGI)

OFY-SB offers small group instruction (hereafter SGI) classes for students to support them in English, Math, and Science. Due to COVID-19 and restrictions on in-person learning, the school is no longer able to offer these classes in an in-person setting. Instead, SGI teachers are offering cohorts where they create video instruction to support students through their core classes. SGI teachers are fully credentialed and highly qualified in the subject in which they teach. They have analyzed the curriculum and created videos based in areas they believe students will struggle. In addition to creating content-specific videos, SGI teachers have dedicated time to tutoring students and building connections in a one-on-one setting. Creating video instruction that can be accessed by students at any time is the best way to reach as many students as possible under the current circumstances. Some students have challenges with reliable computer access, and others are working or taking care of their siblings while their parents are at work. Due to the different situations students face, OFY-SB anticipated it would be difficult for students to log in synchronously for virtual classes. Uploading videos that students can watch at any time and scheduling individual tutoring appointments seem to be the type of support students need at the moment. With time, the school will offer virtual lessons to give students the opportunity to ask questions while they are learning and experience the classroom discussions that drive student learning.

Stakeholder Engagement Process

OFYSB collaborated with our School Site Council, parents, students and staff to develop our Single Plan for Student Achievement (SPSA) and CSI prompts. OFYSB will be collecting data from various avenues, including but not limited to the outcomes from the CA Dashboard, internal data pulls, and individual student tracking and documentation to evaluate and monitor the implementation and effectiveness of the CSI plan and share the findings with our stakeholders. OFYSB will continue to work with staff to coordinate the review and analyzing of student performance data alongside evidence-based intervention data to support progress and provide feedback on the impact on student outcomes. OFYSB will survey our stakeholders in Fall 2021 and Spring 2022 to gather feedback from our stakeholders on their perception of the effectiveness of the CSI plan to support student academic improvement and measure stakeholder connectedness and sense of safety in our schools.

Monitoring and Evaluation Process for Analysis Finding 1: Increase student achievement in Math and English Language Arts with added support to subgroups Increase student achievement in math and ELA with added support to subgroups.

This goal is the broadest and most critical. To meet this goal, OFYSB has will monitor implemented many new policies and programs. The school will resume requiring students to complete at least one English unit and one math unit per month to ensure completion of these critical subjects over time. The school hopes to return to offering direct instruction courses in these areas as well to help students complete the courses with more support. Instructional staff has worked together to create supplemental study guides for English courses in addition to using revised and updated curriculum in both English and math. Each school site has hired at least one math tutor. Direct instruction classes and cohorts have moved toward a mastery-based scoring system that encourages students to not only pass the test, but to achieve mastery and show improvement over time. For EL students in particular, the school has developed a program called Bilingual Scholars that aims to support EL students' language development through one-on-one tailored ELD lessons with an English Language Specialist. We've hired English Learner Specialists and an EL Coach to support this subgroup of students. These

students have appointments with their EL Specialists twice a week; similar to their Independent Study Teachers. At the end of the year, the school holds a Bilingual Scholars Banquet and awards night where EL students' successes are recognized and celebrated. The Bilingual Scholars program also has achievement incentives each month for students moving forward on their language development or unit progress. Because it is not always known which students are classified as EL, the school ensures 100% SDAIE course enrollment at all times for all students.

Monitoring and Evaluation Process for Root Cause Analysis Finding #2: Increase student achievement by helping students feel connected to the school.

Due to COVID-19, many of these events that were suggested and identified as needed in the CNA were cancelled, postponed, or reimagined. To help combat the effects this may have on student engagement, the OFYSB Post-Secondary Counselors hosted virtual events in their place. These virtual events included three Virtual College Tours to various 4-year Universities and Community Colleges in Southern California, a Virtual College Week with workshops on FAFSA and the college application process, and referrals to various soft-skills training workshops hosted by Pathways College. For the second semester, OFYSB Post-Secondary Counselors hosted three Career Chats that included guest speakers from different career pathways. All virtual events were recorded and posted to the Post-Secondary Counselors' website so that students who are unable to attend can still benefit from this opportunity. Virtual community service opportunities have also been implemented. This includes participation in a letter writing project through Operation Gratitude and a virtual children's book reading project that will take place during the second semester.

OFYSB also has classes and programs that build student communities. College Readiness Explore the World (hereafter CREW) is a program that offers 11th and 12th grade college-bound students guidance and community. CREW also awards scholarships for OFYSB students who want to attend universities or community colleges. These students meet monthly with their CREW facilitator to receive support and guidance through their college application process. OFYSB offers courses that build student connectedness; these include Student Council (Student Leadership), sports, Expository Reading and Writing, Dual Enrollment in community colleges, and the Bilingual Scholars groups. All new students take a course called New Student Seminar which serves as an introduction to their new school site and staff; provides answers to questions students might have upon enrollment, and asks students to identify different staff roles and interview them to increase connectedness for positions that may be of support in the future.

Although COVID-19 has impacted the instructional method of these classes and programs, many of these programs have transitioned to online/virtual instruction. This includes monthly virtual CREW meetings and one-on-one check in's with their facilitator, center-based virtual Student Council meetings, virtual dual enrollment support courses for online college courses and check in's with the dual enrollment program manager. Additionally, a virtual Pathways Travels Crime Scene Investigation course has been implemented, an e-sports online gaming league has begun, and a virtual yoga course has been introduced to help encourage students' overall well-being.

OFYSB also hosts events that help bring students together. Every year at the end of October, the school sponsors a spirit week where students are encouraged to dress up according to a theme to show their school spirit. Seniors receive recognition for their accomplishments at three individual events: Senior Social (an event where they prepare for graduation), Senior Breakfast (an event where they celebrate and bid farewell to other seniors and school staff members), and Senior Signing Night (where all four-year bound students are given special awards for their acceptance into their college of choice). Due to COVID-19, spirit week was hosted virtually and included a chance to win raffle prizes for online participation. Senior Signing Night was transitioned to a virtual platform as well.

In addition to these trips, courses, and events, students and staff can feel the connectedness everyday around the school site. Students use student planners with their teacher's help to plan their success. Students and teachers bond over trials and achievements daily. Teachers are challenged to find

new ways to connect with students on a weekly basis by their site leadership. Celebration bells are rung when students complete their final units. Students wear their school shirts, sweatshirts, and lanyards with pride. Student apparel is earned by completing units for stamps and trading them in for items. OFYSB also connects with students via social media on Facebook, Instagram, and Twitter.

Although students are not at the school sites at this time due to COVID-19, OFYSB still strives to foster connection with students through the following: social-emotional check-ins with teachers, post-secondary counselors, and/or a school psychologist; interactive posts on social media platforms that include tips for successfully navigating online distance learning; recognition for students of the month at each center; and the implementation of a post-secondary counseling website. This website allows all students to have access to important information and support (like the career exploration page, a community resources tab, and a calming corner that helps students regulate their emotions) at their leisure beyond normal school hours.

Monitoring and Evaluation Process for Root Cause Analysis Finding #3: Increase Parent Connectedness to the school.

OFYSB believes that parent participation is vital for student growth, academic success, and social/emotional well-being. Therefore, the school continues to find methods that will promote parent engagement despite COVID-19 restrictions. Typically, OFYSB holds several events throughout the school year to engage and connect with parents and families. Back to School Night is held each year at each school site. Family Fun Night is also an annual event which began five years ago where families are invited for dinner, games, prizes, and a chance to give valuable feedback about our school. Families of students participating in Pathways trips are invited to a trip orientation that outlines the trip itinerary and expectations. Parent/Teacher Conferences are held each year to inform parents of their students' progress and goals. Parents are also invited to attend all virtual meetings hosted by the Post-Secondary Counselors throughout the school year. This includes students' graduation progress meetings, mental health check-ins, FAFSA nights, and other informational events.