

Local Educational Agency (LEA) Name and CDS Code	Contact Name and Title	Email and Phone
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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.

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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 purpose of this plan is to address the need to raise our graduation rate as measured by the California School Dashboard. 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 Juan 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. Through all the efforts set forth in our 2020-21, plan which translated into a 63.5% graduation rate average and a 75.2% one year graduation rate. OFY San Juan cannot move off CSI and therefore our plan will continue the efforts we set forth in the 2020-21 academic year to move toward exiting CSI identification once the state deems it possible. Options for Youth San Juan finished the 2019/20 school year with a graduation rate of 63.5%. In order to meet the minimum standard of having a graduation rate average at or above 68%, we will continue refining and examining our instructional practices and procedures to retain students throughout all grade levels. Additionally, we will address all other indicators on the CA Dashboard that are in need of improvement: Chronic Absenteeism, College and Career Readiness, and English Language Arts and Mathematics performance on SBAC.

Comprehensive Needs Assessment: 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:

College and Career Preparedness:

- Over the past three years, college and career preparedness has been overwhelmingly low.
- 2019-81.9%, 2018-81.5%, 2017 85.6% were not prepared as indicated on the College and Career Indicator

- In 2019 A-G completion rates for seniors is currently at 15.5%.

English Language Arts:

- In the 2018-2019 School year, 11th grade 82% of English Language Learners did not meet standard on the English Language Arts SBAC test in comparison to all 11th grade students at 24.07% not met in 2019 despite high reclassification rates of 45%.
- In the 2018-2019 School Year the following percentages of students in 7th, 8th and 11th did not meet standard on the English SBAC test: 33.19% of 11th graders, 52.13% of 8th graders, and 46.43% of 7th graders.
- CORE Course Completion for English for the 2019-2020 school year was 6.745 for all students. (ELL: 7.422, FRMP: 6.030, SWD: 6.373)

Math:

- In the 2018-2019 School Year the following percentages of student in 7th, 8th and 11th did not meet standard on the math SBAC test: 79.30% of 11th graders, 76.6% of 8th graders, and 75% of 7th graders
- Math completion rates averaged 4.738 for all students (EL=5.388, Sped 4.654, FRMP 4.203)

Graduation Rate for Students with Disabilities and Foster Youth/ Homeless Students:

- Students with Disabilities graduation rate dropped from 64% in 2018 to 34% in 2019.
- Homeless student's graduation rates dropped from 69.2% in 2018 to 45.5% in 2019.
- Graduation rates for all students over the past 3 years is as follows: In 2017, 60.6% of students graduated which dropped in 2018 to 54.6% and then increased in 2019 to 69.18%.

Parent and Student Participation:

- There is a significant decrease in parent participation in virtual parent and student engagement.
- Increase in participation in Achievement Chats and SPED meetings.
- Lack of motivation and anxiety/depression make up to 43% of students' challenges in attending appointments according to parents/ students surveyed in fall 2020.

Comprehensive Needs Assessment Root Cause Analysis Findings:

Area of Focus #1: Increase College and Career Preparedness:

Root Causes:

- Staff lacks knowledge on the College and Career Indicator and how students are prepared or approaching prepared for college.
- Teacher buy-in and lack of a college/career culture.
- Students do not have access to direct instruction courses for the higher-level courses and Science lab classes.
- Students lack proper course planning to ensure a balance in coursework.

Measurable Outcomes:

- By the end of the 2023/24 school year, the charter will strive to have an increase of 70% of students who are on the A-G planning guide.
- The charter aims to decrease the percentage of students not prepared on the college/career indicator to be at or below 65% by the end of the 2023/2024 school year.
- All seniors will meet with their credentialed teacher, Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards.
- The Charter will work toward developing a CTE program that will offer various courses to students with the goal of earning job specific certifications.

- By December 2021, Credentialed staff will be provided training on how to develop / identify metrics for the College and Career Indicator.

Area of Focus #2: Math

Root Causes:

- There is a lack of participation in math interventions for students testing at urgent intervention level.
- Students' attitude toward math affects their core course completion.
- Staff does not have a reliable way of tracking math interventions and math levels.
- Teachers are not assigning math courses at the same rate as other courses.

Measurable Outcomes:

- On average students will have a student growth percentile of 40 or higher on both ELA and Math Ren Star test annually.
- Charter aims to increase the use of benchmark assessments, personnel and overall resources to identify students who are in need of specialized intervention supports.
- All new incoming students will be tested on Star Ren within the first 30 days and assigned into an appropriately assigned math course and/or intervention plan.
- All students on average will work on increasing the completion rate of core academic courses through 2024:
- Math - 8 Units

Area of Focus #3: Grad Rate for Students with Disabilities and Foster/Youth Students:

Root Causes:

- Lack of SPED staffing and collaboration between teachers, Special Education Specialists, Counselors and Para educators.
- Student's engagement for Foster Youth and Students with Disabilities has decreased with virtual learning.
- Students with Disabilities and Foster/Youth Students lack the resources and supports to progress through curriculum independently.

Measurable Outcomes:

- 60% of SWD will complete a qualifying activities or coursework for social/ emotional learning.
- 60% of SWD will demonstrate Lexile growth, measured through at least two Ren Star Reading benchmark assessments.
- Foster youth and homeless students work towards increasing the completion rate of core academic courses to at least:
- Math - 5 Units/Credits
- English - 5 Units/Credits
- Science - 5 Units/Credits
- Social Science - 5 Units/Credits
- The charter will implement a review practice between all instructional staff to ensure compliance with all IEP derived goals. All staff will utilize the same format and collection of tools across all centers to increase progress toward post-secondary goals for SWD.
- Foster Youth and homeless students will meet with their Post-Secondary Counselor once a semester to review academic performance/progress and post-secondary plans.

Area of Focus #4: English Language Arts:

Root Causes:

- Students are not regularly enrolled in a English Course.

- Student's skills in English are below grade level and lack the skills to complete the English curriculum.
- Implementation of interventions have been difficult during distance learning.

Measurable Outcomes:

- On average students will have a student growth percentile of 40 or higher on both ELA and Math Ren Star test annually. 70% of students identified as the urgent intervention level will complete the course Literacy Advancement by the end of the 2023-2024 school year.
- All students on average will work on increasing the completion rate of core academic courses through 2024:
- English - 8 Units
- Charter aims to increase the use of benchmark assessments, personnel and overall resources to identify students who are in need of specialized intervention supports.

Comprehensive Needs Assessment Trends/Themes/Prioritized Need Identified:

The following four areas of focus will be the charters' priorities in the upcoming school year:

1) Increase College and Career Preparedness

a) The impact of this priority on student outcomes would be increasing the skills and resources available for students to be prepared for post-secondary education.

2) Graduation Rates for Students with Disabilities and Foster Youth/Homeless Students

a) The impact of this priority on student outcomes would be increasing resources to support SWD and Foster/Homeless youth through their path to graduation and decreasing the amount of time it takes to graduate.

3) Math Student Performance

a) Student outcomes would be impacted by this priority by increasing the skills and resources to support students' progress through math and make up for the achievement gap with our at risk youth.

4) English Student Performance

a) Student outcomes would be impacted by this priority by increasing the skills and resources to support students' progress through English and make up for the achievement gap with our at risk youth.

Data Utilized to conduct our Comprehensive Needs Assessment: The following quantitative data was gathered and analyzed for the CNA:

- California Dashboard performance data (College and Career, Graduation Rates, Chronic Absenteeism, SBAC ELA and Math)
- CAASPP data (ELA and Math)
- Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates)
- ELPAC data
- A-G course enrollment & completion rates
- Stakeholder Surveys
- Star Renaissance Data (Lexile Growth, Urgent Intervention Data)
- iLit, Achieve 3000 and Accelerated Math data

Stakeholder Engagement:

Local Control and Accountability Plan (LCAP) Stakeholder Engagement Process

Stakeholder engagement provides the Charter with invaluable feedback to reflect on our current practices and adjust them to meet the needs of all stakeholders. Throughout the 2020-2021 school year, the charter asked for feedback to gain insight on LCAP goal development. We held Virtual District

English Learner Advisory Committee (DELAC) meetings, which include English Learner parents, students and staff members. Some of the topics covered include English Learner needs and learning outcomes by looking at data and providing feedback on how to improve our Bilingual Scholars Program. During these meetings, participants were provided with updates on progress toward LCAP and Comprehensive Support and Improvement (CSI) goals, and were able to provide feedback on what they wanted to see in future LCAP and CSI plans. Parents were also encouraged to provide ideas on ways to further engage the stakeholders in our school community in the upcoming school year to help increase parent participation in DELAC and other school events. On May 10, 2021 our DELAC met to review metrics and actions related to English Learner outcomes and achievement in our 2021-24 LCAP, and approved all related goals, metrics and actions.

Teacher feedback was collected from through various sources and used in development of our LCAP for the upcoming school year. Feedback was collected through anonymous stakeholder engagement surveys during our Fall and Spring semester. In addition, staff participates in quarterly in-services, which are developed around their feedback from the previous in-service. Teachers are also part of our DELAC and School Site Council Meetings, where they are able to provide feedback on upcoming initiatives and LCAP goals. Lastly, during center and leadership meetings, all staff members are provided updates on charter wide goals and are able to collaborate on how to best support students.

Parent feedback was collected through anonymous surveys given to all parents, in both English and Spanish, twice during the school year. Survey links were provided, so that parents could access the survey at home. Informal feedback collection also took place at Achievement Chats, DELAC meetings, School Site Council Meetings, and during other conversations throughout the school year.

Student interests and concerns were collected and noted during Achievement Chats and individual student planning, where teachers discuss progress and goal setting with students. They were also recorded in Senior Meetings, where Postsecondary Counselors and teachers assist seniors in goal setting and tracking their progress toward graduation and preparing for postsecondary options. The charter also received student feedback from anonymous stakeholder engagement surveys, which were administered each semester.

This school year, Administrators and Special Education personnel worked with our charter SELPA to facilitate high quality academic programs and educational services for students with disabilities. The SELPA also works with county offices to provide resources to area schools and families. On May 6, 2021 Options for Youth San Juan administrators met with our SELPA to review achievement data for our students with disabilities and discuss how we used the data to drive the creation of our LCAP. Verbal approval was given for the Options for Youth San Juan proposed 2021-2024 LCAP Goals, Metrics, and Actions written to help close the achievement gap for students with disabilities

Comprehensive needs assessment (CNA) Stakeholder Engagement

The comprehensive needs assessment (CNA) completed in Spring 2021 included a variety of stakeholders to analyze the areas of strengths and weaknesses in our Charter. The stakeholders that were involved in the overall process include: Principals, Assistant Principals, Teachers, SGI Teachers. Math Intervention Specialist, English Learner Specialist, instructional support staff, Coaches, and our DELAC committee. Data was collected for specific areas for our program: Math, English, College and Career, Graduation, Special Populations, and Middle School. Small committees were created to perform a data analysis to find the root cause of the strength or weakness in the area. Once the root cause was identified, the leadership team developed Goals and Actions to move our program forward and continue to close the opportunity gap for our students.

School Site Council Process:

The School Site Council consists of various stakeholders such as students, parents, staff, teachers, and community members. During meetings School Site Council training is provided, data is reviewed and analyzed, budget overviews are presented and discussed, and updates are given regarding LCAP,

LCP, and SPSA. Members provide feedback on agenda items and updates to create a culture of collaboration to include stakeholder input on the development of new plans such as SPSA and LCAP.

Evidence-Based Interventions:

The need to increase and continue the use of our evidence-based interventions from our 2020-21 CSI Plan was identified in our comprehensive needs assessment and through the positive student academic outcomes, we are seeing through our internal data and assessments. Research studies included What Works clearinghouse and Evidence For ESSA. Our School Site Council approved for all of the evidence-based interventions to continue in our 2021-22 plan. For the upcoming 2021-22 school year, we will continue to expand our selection of evidence-based interventions that are available for students. Our focus will continue to be on assessing students and their academic performance and using the data to designate interventions aimed at addressing the targeted areas of need for each individual student. We believe that the three evidence-based interventions listed below, will help us make positive progress on meeting the goals outlined in this report. The interventions that we wanted to utilize are alternative methods of instruction or supplemental curriculum, designed for remediation. They are studies supported by the research conducted by the “What Works Clearinghouse and Evidence For ESSA”.

Expository Reading and Writing Course (ERWC): an alternative instructional method of instruction for grade 12 English. This curriculum emphasizes rhetorical analysis of compelling issues and interesting texts, and it has been shown to positively impact students’ English language arts academic achievement. The ERWC was originally developed in 2004 by California State University and had been adopted by over 950 schools in California by 2017. It was chosen as an evidence-based intervention for our school because it improves reading and writing skills for twelfth-grade students. Not only does this translate to greater success on benchmark assessments, but also increased reclassification rates for English Learners. ERWC as an intervention also significantly increases reading and writing skills, which are crucial to the success of students in an independent studies program, as reading and writing are a large portion of what is required to complete coursework and earn credit toward graduation. We have seen a lot of great results in previous ERWC pilot programs within the San Juan region. We will continue to offer professional development opportunities to our English teachers who have not received this training before. A program description of ERWC can be found in the link below (<https://www.evidenceforessa.org/programs/reading/middlehigh-school/expository-reading-and-writing-course-erwc>)

iLit: iLit was brand new for Options for Youth San Juan in the 2020/2021 school year and will continue into the 2021-22 year. The iLit program is a tier 1 intervention. It is an instruction designed for English learners, including newcomers. The designated curriculum focuses on developing English for academic purposes, which emphasizes the development of listening, speaking, writing, and reading skills based on relevant literature. It 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 increase in 20 percentiles more than the average comparison student in vocabulary did, 23 percentiles did more than the average student on sentence comprehension did, 5 percentiles more than the average student on overall comprehension. This program, and its unique design for improved English language acquisition, provides an additional curricular support for our English Learner population, which directly correlates to the increased success of English Learners in our program and increased skills necessary for English Learners to reclassify as Fluent English Proficient. A program description of iLit can be found in the link below (https://assets.savvas.com/asset_mgr/current/201851/iLit_CA_Research_Overview.pdf?_ga=2.48241062.1296961985.1603409995-1008456371.1588740253)

Achieve 3000: Achieve 3000, a tier 1 intervention, is a supplemental online literacy program that uses nonfiction texts to provide instruction for grades pre-k through 12. This program focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. It

provides differentiated instruction based on each learner's current abilities and grade-level reading goals. In this way, teachers may use it with an entire class or cohort and still be able to tailor assignments to each individual student's learning needs. Achieve 3000 was created for diverse student groups, including general education students, readers who are in need of intense intervention, and English Learners. Research shows that Achieve 3000 has potentially positive effects on reading comprehension and general literacy for adolescent students. We chose to use this program because it 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. It provides 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 also provide students with specific vocabulary that translates to increased access to core subject matter across the curriculum and helps students improve literacy skills having to do with real-world topics, which boosts their ability to find success in different areas of study. A program description of Achieve 3000 can be found in the link below.

<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>)

The LEA will continue to utilize the Achieve 3000 curriculum as the primary evidence-based intervention to increase student retention and graduation rate by increasing English language arts completion and performance on all standardized testing. Through our needs assessment and after analyzing stakeholder feedback, we realized that students were having an increasingly difficult time completing core courses; with the English curriculum being the most challenging. We realized that there was a need for more ELA support. We have used Achieve 3000 minimally in the last few years but our goal is to assign the class with a much higher level of fidelity by using RenStar Assessment results to identify students who have a higher need for ELA intervention. The need to increase and continue the use of our evidence-based interventions was identified in our needs assessment, stakeholder engagement surveys and through the positive student academic outcomes, we are seeing through our internal data and assessments.

During the 2019-20 and 2020-21 school year, Achieve 3000 was integrated into our Literacy Advancement curriculum. Measuring the completion of Literacy Advancement became one of our most significant metrics. In the fall of 2019, we had 146 users using Achieve 3000 with 238 students in the San Juan Charter testing at an urgent intervention level on the Star Renaissance baseline assessment. During the 2020-21 school year, 182 students were identified through RenStar as needing Urgent Intervention, 126 students participated in literacy advancement but only 33 semesters of literacy advancement were completed. Literacy Advancement was negatively impacted by the COVID-19 pandemic, most of our lack of progress stems from a lack of familiarity with the curriculum by the instructional staff and the course not being able to be completed in a class setting. These results for the past two years have highlighted the need for training for our teachers; specifically on the technical nature of the Achieve 3000 platform. 100% of our staff completed training in the 2020-2021 school year and will undergo more in depth training prior to the 21-22 school year.

The Charter is constantly looking for additional Evidence based interventions and will be piloting a math intervention program called Exact Path during the 2021-2022 school year. Analysis student data will determine if Exact Path is a good fit for our program and if we will continue with the program in the following school years.

Resource Inequities to be addressed:

As part of the Charter's continuous school improvement process, school site staff were provided updates on the Charter's overall budgets and year to date spending. Staff received feedback from the Charter's leadership team on how resources are utilized/used side by side with student performance data in relation to resources and outcomes. The outcomes of the comprehensive needs assessment provided us the five areas of focus necessary to address systematic learning needs.

Actionable inequities that were identified by the Charter during their Resource Inequity Review are as follows:

1. All staff will create professional goals and will be involved in teacher/ observation cycles to evaluate and support staff growth and development.

2. Hire additional para educators, EL specialists to support our EL and SPED population.
3. Create a plan to grow our AP course offerings and staff development on how to incorporate AP courses into our program.
4. Develop resources for translation of school documents in other languages (other than Spanish) as well as learning about language lines and translation services.
5. Develop resources/ interventions specifically for Low-Income, SPED, foster homeless, and EL that are not available to all students.

Priority Areas for the Charter to address in their School Improvement Plans:

1. Hire additional para educators, EL specialists to support our EL and SPED population.
2. Develop resources/ interventions specifically for Low-Income, SPED, foster homeless, and EL that are not available to all students.
3. All staff will create professional goals and will be involved in teacher/ observation cycles to evaluate and support staff growth and development.

The Charter’s plan on addressing these inequities:

1. Hiring of additional staff members and increased retention rates of these roles through coaching and added supports for staff to better their practices.
2. EL/ SPED PLC’s for staff to learn how to incorporate learning goals into IS curriculum and support learning through differentiation and scaffolding.
3. Develop a PD plan with the coaches that focuses on a yearlong plan of PD’s. Also, adjust teacher and staff reviews to align with the goals we have as a charter (LCAP, WASC, SPSA)

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 Juan 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.

We will continue to monitor Chronic absenteeism on a monthly basis. Students will still be required to meet monthly minimum academic progression goals. Attendance and work completion will be tracked by every student’s teacher to ensure that students do not fall too far behind in their progress toward graduation. When students are unable to meet the minimum progression, a system of interventions will be triggered beginning with a parent/teacher meeting to implement additional support as needed. The outcomes of these meetings will be reported to the Assistant Principal for each school site.

The focus on increasing our graduation rates will most noticeably impact our seniors. The plan of action that we are put into place in 2020-21 will continue into 2021-22 and will continue to require the attention of office/non-certificated staff (requesting transcripts and records), Post-Secondary Counselor/Counseling team (review of graduation plans in Senior Meetings) and Instructional Staff (tracking credit completion towards graduation). School Administrators will continue to ensure that all systems are working toward our intended purpose of increasing our Graduation rate to the 68% standard.

We are providing resources to all students to help them identify what outcomes are available to them after graduating from High school. The senior portfolio class includes a component to meet the community service requirement, a resume workshop and a review of the application process for community college. Younger grade levels will have access to college tours and the College and Career Fair. All student participation will be tracked via sign-in sheets and maintained by the school Administrators. Support staff and school administrators will request and verify official transcripts to ensure that all classes are accounted for and placed on the planning guide.

The RenStar assessment testing will be offered quarterly. Students will be assessed initially in the Fall semester and those who are identified as performing below the standard, will be assigned Achieve 3000. Their performance on the next RenStar testing session will be tracked to ensure that progress is being made. For the students who fall into this category, all stakeholders will be notified of their testing performance after each testing session.

RenStar assessment testing will be offered quarterly. Students will be assessed initially in the Fall semester and those who are identified as performing below the standard, will be placed on an academic watch list to ensure monthly progression in math. School Administrators will ensure that the teachers are assigning additional appointments with the math tutors in each school site. The math tutors will keep a sign-in sheet tracking which students they are working with and which teachers are sending students their way.