

Comprehensive Support and Improvement

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

Schools Identified

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

Options for Youth Public Charter Schools - San Juan
CDS Code: 34674473430691

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 2021 Dashboard but did release Graduation date. Based on the data release OFY San Juan had a three-year graduation rate average of 67.8% which is below the state requirements 68%. Therefore, we did not exit CSI identification. 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 2021-21 SPSA throughout the 2022-23 academic school year in order to move out of CSI identification for the 2023-24 academic school year. Through all the efforts set forth in our 2021-22, plan which translated into a 67.8%, which was an increase of 4.3%. As well as a one-year graduation rate of 78%, which was an increase of 2.8% over the 2020-21 academic year. OFY San Juan did exit CSI Identification; therefore, our plan will continue the efforts we set forth in the 2021-22 academic year to move toward exiting CSI identification. 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 based

on the 2019 dashboard as well as indicated in our CNA outcomes: Chronic Absenteeism, College and Career Readiness, and English Language Arts and Mathematics performance on SBAC.

Comprehensive Needs Assessment: Our educational partners 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:

1. Over the past three years college and career preparedness has been overwhelmingly low.
2. 2019-81.9%, 2018-81.5%, 2017 85.6% were not prepared as indicated on the College and Career Indicator
3. In 2019 A-G completion rates for seniors is currently at 15.5%, 2021 A-G completion rates were 26.8% for the senior cohort which is an increase over two years.
4. 0.4% of students in the 2020-2021 COHORT met two qualifiers, 27% met at least one indicator.

English Language Arts:

1. 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%.
2. 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. In 2021, 53.70% of 7th and 8th graders did not meet standard on the English SBAC.
3. CORE Course Completion for English for the 2019-2020 school year was 5.216 for all students. (ELL: 5.643, FRMP: 4.571, SWD: 5.004, FY: 3.38) 2020-2021 English CORE Course Completion was 6.644 (ELL: 7.835, FRMP: 6.582, SWD: 5.844, FY: 4.601)
4. 21-22 Predicted SBAC scores based on our internal assessment for English Language Arts: 70% for ELL, 70% for SWD, 78% for Foster Youth who did not meet the standard on the English SBAC state assessment.
5. 68% of students who are testing at urgent intervention are Low Income.

Math:

1. In the 2018-2019 School Year the following percentages of students 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.
2. In the 2020-2021 school year, 72% of 7th and 8th grade students did not meet standard on the math SBAC Test.
3. Math completion rates averaged 4.092 for all students (EL=4.446, Sped 4.005, FRMP 3.720, FY 5.50) for the 2019-2020 school year. For the 2020-2021 school year 4.038 (EL=4.680, Sped 3.741, FRMP 3.875, FY 3.313)
4. 21-22 Predicted SBAC scores based on our internal assessment for Math: 76% for ELL, 94% for SWD, 94% for Foster Youth who would not meet the standard on the Math SBAC state assessment.
5. 68% of students who are testing at urgent intervention are Low Income.

Grad Rate for Students

1. 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% then to 75.2% for 2020 and 78% for 2021.
2. Our three-year average is 67.8% which excludes us from exiting CSI identification.

Middle School Chronic Absenteeism:

1. Lack of experience with independent study (time management, learning by themselves)
2. SWD high population in middle school
3. Core course completion is higher due to lack of electives
4. Small number of middle school population and wave in the spring of high enrollment

Parent and Student Engagement:

1. There is a significant decrease in parent participation in virtual parent and student engagement.
2. Increase in participation in Achievement Chats and SPED meetings.
3. 80% of students feel quite connected or slightly connected to adults at school.

4. 80% of students and parents do not feel connected to their school community
5. 50% of parents feel they were never invited to school improvement meetings (DELAC/SSC)

Comprehensive Needs Assessment Root Cause Analysis Findings:

Area of Focus #1: Increase College and Career Preparedness

Root Causes:

1. Teacher buy-in and lack of a college/career culture.
2. Students do not have access to direct instruction courses for the higher-level courses and Science lab classes.
3. Students lack proper course planning to ensure a balance in coursework.
4. AB104 Graduation Requirements will reduce the number of students on A-G planning guide

Measurable Outcomes:

Measurable Outcomes:

1. LCAP Goal 3: 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.
2. LCAP Goal 3: The charter will increase the number of students on the A-G planning guide and completing CTE pathways or Advanced Education by 2% annually.
3. LCAP Goal 3 Action 1: 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.
4. LCAP Goal 3 Action 2: The Charter will continue to develop a CTE program that will offer various courses to students with the goal of earning job specific certifications.
5. LCAP Goal 3 Action 3: The charter will work toward developing an Advanced Education program that will offer students an opportunity to enroll at local community college and earn college units.

Area of Focus #2: Math

Root Causes:

1. There is a lack of participation in math interventions for students testing at urgent intervention level.
2. Students' attitude toward math affects their core course completion.
3. Teachers are not assigning math courses at the same rate as other courses.
4. Low core course completion across the board for math
5. No support for higher-level math, most focus is on IM1 and IM2.

Measurable Outcomes:

1. On average students will have a student growth percentile of 40 or higher on both ELA and Math Ren Star test annually.
2. Charter aims to increase the use of benchmark assessments, personnel and overall resources to identify students who are in need of specialized intervention supports.
3. 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

Root Causes:

1. Lack of SPED staffing and collaboration between teachers, Special Education Specialists, Counselors and Paraeducators.
2. Students with Disabilities lack the resources and support to progress through the curriculum independently.
3. Foster Youth and Homeless students are transient and they are behind and transitioning between schools often.
4. English Language Learners take longer to complete the curriculum and take more remedial courses also a lack of staffing for our EL population.
5. FRMP students are in need of remedial courses and often come to our program behind in their high school credits.

Measurable Outcomes:

1. LCAP Goal 3: The Charters one-year graduation rate will be at or above 70% to exit CSI Identification.
2. LCAP Goal 3 Action 1: All seniors will meet with their credentialed teacher, Special Education Specialist and/or Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards.
3. LCAP Goal 3 Action 7: Instructional staff will support students with transition goals by engaging students in post secondary exploration opportunities such as college tours, DSPS tours, attending career days, offering career inventory assessments.
4. LCAP Goal 3 Action 8: Instructional staff will support students with transition to postsecondary opportunities by engaging students opportunities such as college tours with introduction to programs such as Puente Programs or ELLIS club, semester senior focused event for EL students virtual or in person with the PSC counselors, and support with the Dreamers/ FAFSA applications.
5. LCAP Goal 3 Action 9: In coordination with our foster liaison, instructional staff will support foster youth and homeless students with post-secondary goals by engaging students with basic needs such as school supplies, snacks, resources/programs in the community and at local colleges.

Area of Focus #4: English Language Arts

Root Causes:

1. Students are not regularly enrolled in an English Course.
2. Students' skills in English are below grade level and lack the skills to complete the English curriculum.
3. Implementation of interventions have been difficult during distance learning.

Measurable Outcomes:

1. LCAP Goal 2: On average students will have a student growth percentile of 40 or higher on both ELA and Math Ren Star test annually.
2. LCAP Goal 2: 40% of Students who complete an ELA Intervention will move out of urgent intervention on the Star Renaissance assessment.

3. LCAP Goal 2: All students on average will work on increasing the completion rate of core academic courses through 2024:

English - 8 Units

4. LCAP Goal 2 Action 2: 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 trends and concerns were noted during the course of the charter’s Comprehensive Needs Assessment:

1. Increase College and Career Preparedness: 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: The impact of this priority on student outcomes would be increasing resources students’ path to graduation and decreasing the amount of time it takes to graduate.
3. Math Student Performance: 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: 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:

1. California Dashboard performance data (College and Career, Graduation Rates, Chronic Absenteeism, SBAC ELA and Math)
2. CAASPP data (ELA and Math)
3. Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates)
4. ELPAC data
5. A-G course enrollment & completion rates
6. Educational Partner Surveys

7. Star Renaissance Data (Lexile Growth, Urgent Intervention Data)
8. iLit, Achieve 3000 and Exact Path data

Educational Partner Engagement:

Local Control and Accountability Plan (LCAP) Educational Partner Engagement Process

Educational Partner engagement provides the Charter with invaluable feedback to reflect on our current practices and adjust them to meet the needs of all educational partners throughout the 2021-2022 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 educational partner in our school community in the upcoming school year to help increase parent participation in DELAC and other school events. On April X, 2022 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 educational partner 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 educational partner 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 April 28, 2022 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) Educational Partner Engagement

The comprehensive needs assessment (CNA) completed in Spring 2022 included a variety of educational partners to analyze the areas of strengths and weaknesses in our Charter. The educational partner 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 educational partner 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 educational partner 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 2021-2022 CSI Plan was identified in our comprehensive need's 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 2022-2023 plan. For the upcoming 2022-2023 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: 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 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 educational partner 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 need's assessment, educational partners engagement surveys and through the positive student academic outcomes, we are seeing through our internal data and assessments.

Exact Path: Exact Path is a tier 2 intervention. The designated curriculum focuses on closing skill gaps with individualized learning paths through our online curriculum Edmentum. Students' performance on our quarterly internal assessments are imputed into Exact Path and students are provided with a learning path. The learning path is developed based on skills students scored low on. Studies showed that students who use Exact Path and complete lessons on the learning progression assigned to them by Exact Path will make gains in achievement relative to students who do not complete any lessons. The statistically significant gains made by students in the Exact Path intervention group over those students in the comparison group also suggest that Exact Path lessons are targeting skills students need to develop in order to improve their achievement. For the 2021-22 School year, the charter piloted the Exact Path program with a small group of students. In the 2022-2023 school year, we hope to continue to increase our knowledge of and development of implementation of Exact Path for our students who are on the cusp of becoming proficient in math and English. A program description of Exact Path can be found in the link below.

(<https://www.edmentum.com/products/exact-path>)

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.Hire additional EL specialists, tutors, and math intervention specialists to support our higher needs students with interventions and resources.

2. Better consistent communication for educational partners.

3. Create a practice of measuring what an effective teacher is based on data that moves our charter wide goals and allocate resources for teacher growth through professional learning communities and conferences.

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 2022 as we have found them to be the most effective way to monitor effectiveness of our CSI plan and engage our educational partners 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. Every student's teacher to ensure that students do not fall too far behind in their progress toward graduation will track attendance and work completion. 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 2021-22 will continue into 2022-23 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.

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 an appropriate intervention (Achieve 3000, Exact Path, SGI course, tutoring appointments etc.). 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 educational partners will be notified of their testing performance after each testing session.

