

Comprehensive Support and Improvement

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

Options for Youth San Gabriel
CDS Code: 19 75291 1996016

Schools Identified

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

Not applicable

Support for Identified Schools

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

Options for Youth - San Gabriel (OFY-SG) was identified for Comprehensive Support and Improvement (CSI) due a change in the way the state reports graduation rates for DASS schools moving from a 1-year grad rate to a 4 / 5- year cohort grad rate. This change has impacted the charter by being identified for CSI for the 2023-24 academic year. The LEA plans to reflect upon current practices and make adjustments to our program as needed. By doing this, we hope to increase our graduation rate, improve our Math Performance and College/Career preparedness. Our reflection process includes sharing CA Dashboard Performance indicator data results from the Fall 2023 release with all Educational Partners and collaboratively establishing program practice goals based on the following indicators: These areas include Math SBAC scores, chronic absenteeism, and graduation rates. The LEA has integrated its CSI Plan into its 2021-24 LCAP and has incorporated LCAP educational partner engagement feedback to tie together our CSI focus areas and our LCAP focus areas. The LEA utilized our Educational Partner feedback through a comprehensive survey gathered once a semester and through various educational partner engagement events throughout the year.

OFY-San Gabriel plans to continue its effort outlined in our 2022-2023 School Plan for Student Achievement (SPSA) throughout the 2023-24 academic school year in order to make progress to move out of the CSI Identification for the 2024-25 academic year. OFY-San Gabriel's 2022-23 SPSA/CSI plan/LCAP was developed after reviewing the identified needs of the Comprehensive Needs Assessment with feedback and input from the School Site Council. In order to meet or exceed the 68% graduation rate average, we will continue to reflect and evaluate our instructional practices and programs to retain students throughout all grade levels.

OFY-San Gabriel strives to have a one-year graduation rate annually above the statewide average (85%). The LEA developed its CSI plan alongside our 2021-24 LCAP using the CA Dashboard results released in Fall 2022 and the 2022-23 CNA findings and internal data. CNA Findings and student performance from the CA school dashboard will set forth our 2023-24 CSI plan, which is now part of our LCAP goals, metrics, and actions. Our CSI plan will include an analysis of this data, including identification of Evidence-Based Interventions (EBI) and resources inequities identified for implementation that will have positive student outcomes. Evidence-based interventions were identified and selected to address our performance indicators on the CA Dashboard to help boost our student performance outcomes. OFY-SG has also incorporated the goals, metrics, and actions outlined in our 2021-24 LCAP to ensure alignment between LCAP and SPSA (CSI Plan).

LCAP goals that align to our SPSA/CSI focus areas are as follows: **LCAP Goal 2** metrics and actions align to our CSI math and grad rate focus areas, **LCAP Goal 3** metrics and actions align to our grad rate and college/career CSI focus areas and our **LCAP Goal 4** metrics and actions align to our grad rate and chronic absenteeism CSI focus areas.

Comprehensive Needs Assessment Findings:

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

Math

Students in special populations have a higher percentage of not meeting the Math standard goals.

Students are performing lower on Math SBAC than ELA SBAC.

Our SWD with a “Not Met” performance indicator is 8.04% difference below 11th grade students’ “Not Met” indicator on the SBAC for our 21-22 school year.

Our EL student group had a “Not Met” performance indicator 10.12% difference below 11th grade students’ “Not Met” indicator on the SBAC for our 21-22 school year.

81.25% of EL Students are in the "Not Met" category in SBAC math performance.

Our 8th grade student population had a lower percentage of 50.00% with a “Not Met” indicator compared to 73.21% for our 11th grade student population.

Our math intervention course had a 43.75% all student completion rate in 2021-2022.

Grad Rates

2020-21 to 2021-22 saw an overall decrease in grad-rates. We are concerned about learning loss trends and social emotional concerns that arose as students returned to school after having gone through virtual learning.

Our EL students had an increase in enrollment and with that a decline in graduation rate with a 63.20% grad rate in 21-22 compared to 81.80 % in 19-20.

Our homeless student population had the overall lowest grad rate at 52.9%

Drop out grad rates in 21-22 for all students was at 65.10%, bringing concern to having to fall back into comprehensive support and improvement status.

College and Career

Our students with disabilities (SWD) student group have the lowest percentage in 2021-22 on the A-G track.

On the 2021-22 California Dashboard, our socioeconomically disadvantaged students and Hispanic student population continue to be very low on the indicator.

12.1% of all students were college and career prepared in the 2019/20 school year as reflected the CA Dashboard.

Other

EL Credit attainment of 5 or more units have increased between 20-21 and 21-22 school years by 12.77%, additionally increasing 4% in monthly student progress between the same school years.

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

Math Intervention participation rates are not 100%

Area of Focus: Math

Root Causes:

Most students are not consistently working on math or our intervention curriculum offered.

Students are engaging in Integrated Math Curriculum in previous schools and change to on-content math in our schools. (ex. Algebra 1, Algebra 2, etc.).

Students enroll deficient in math and with learning gaps.

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

Area of Focus: Grad Rates

Root Causes:

Students enroll with the school deficit in credits.

Students are experiencing learning loss due to COVID emergency.

Student loss of motivation due social/emotional engagement has decreased.

Need for Senior Cohort focus (school-wide), including professional development for staff to support in this area

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

Area of Focus: Interventions

Root Causes:

Additional support staff such as tutors needed in focus areas.

Students need foundational skills to help close the gap.

Staff working with students to help engage in intervention curriculum.

Measurable Outcome: Retention, maintenance, and recruitment of credentialed staff in order to aid in core course student progression.

Area of Focus: College and Career

Root Causes:

CTE courses are not currently offered to all our students

Staff training needed to understand college and career preparedness indicators

School Culture buy in towards a college and career focus track needed

Measurable Outcome: College and Career Preparedness through an increase in Dual Enrollment and CTE

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Comprehensive Needs Assessment Trends/Themes Identified:

One major trend that was identified throughout the CNA and impacts multiple areas of focus is the need for streamlined implementation of interventions to best serve our EL, Foster Youth, & SWD populations. The charter specifically identified:

EL student's low achievement on Math benchmark assessments

Low completion rates of intervention courses for all assigned students

Low SWD populations engaged in college and career preparedness courses

Overall, there is a significant difference between the achievement in the general student population in comparison to English Learners (ELs), SWD population and Homeless. These student groups show the greatest discrepancies in SBAC and RenStar scores, graduation rates, and College/Career Preparedness as compared to the general student population. Our priority will be to have intentional focus on resources and support towards academic success and inequities of subgroups. OFY-SG will look at guiding our teachers, support staff and overall school culture towards promoting equal success and providing resources toward closing these identified gaps for our students.

Data Utilized to conduct our Comprehensive Needs Assessment:

The following quantitative data was gathered and analyzed for the CNA: California Dashboard data, CAASPP data, local assessment data, RenStar), EL reclassification data, monthly student progression, graduation rate, College and Career Measures. Qualitative data gathered for the CNA include Educational Partner surveys and staff feedback

Evidenced-Based Interventions (EBI)

Based on internal data, our CNA and the CA dashboard performance indicators the charter has identified the need to continue offering a math intervention program for students who are underperforming. To evaluate the effectiveness of our interventions with students during the 2022-2023 school year, we are able to track the progress and achievement of our students who were involved in our intervention programs during that time internally based on their performance on our RenSTAR test. The charter will continue to utilize the evidence-based intervention program Exact Path during the 2022-23 school year for students who performed below benchmark on our internal assessment through RenSTAR. Students take this internal benchmark assessment three times a year to reflect growth, especially following completion of our intervention methods. This data will continue to be pulled early in the school year to determine which students are performing well below grade level/are experiencing learning loss, and therefore require the most proactive level of intervention. Student support teams will also weigh in on which students need additional support, and decide whether Exact Path is an appropriate intervention based on their given skill deficits. Based on these criteria, students will receive targeted and individualized math support from the Math Intervention Specialist, with supplemental support through Exact Path, which will target the specific categories that students did not successfully demonstrate their skills in on the RenSTAR test. In these cohorts, the Math Intervention Specialist will individually support students with their Exact Path curriculum to meet the needs of specific students while ensuring that they are also progressing in their core math courses. A more individualized cohort setting and increased availability will provide more students the opportunity to receive this intentional and direct form of intervention. Staff have been trained on Exact Path in order to increase student engagement with our math curriculum and support students in their Exact Path and intervention journey. The goal will be to have students increase their RenSTAR scores and SBAC scores, as this will demonstrate that they are prepared for post-secondary plans in college level courses.

Exact Path:

https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20Effectiveness%20Paper%20FINAL_0.pdf

Students will be identified for intervention based on RenSTAR mathematics test results. Teachers and counselors will further review achievement data for students identified at intervention or urgent intervention levels based on RenSTAR test results to determine an appropriate intervention plan. The LEA will use Exact Path-Math as an Intervention tool during the 2023-24 school year. Exact Path-Math is a flexible curriculum platform that takes a personalized approach to create individualized learning plans for K-12 students in mathematics.

Student intervention plans in the 2023-24 school year will be more strategic and may include adding math enrichment appointments to a student's schedule. During these academic appointments students will meet with a Math Intervention Specialist (MIS) or Math tutor to receive support in either a one on one or small group setting. Students will navigate Exact Path during these enrichment opportunities and the MIS or Math tutor will act as the facilitator for the course, offering students support. Exact Path-Math will identify specific strands of Mathematics that students could improve on and an individualized learning sequence is developed for each student. MISs and Math tutors will be trained on how to facilitate these sessions and will regularly meet to discuss best practices with colleagues throughout the school year. Furthermore, this school year, Math teachers will be trained on how Exact Path can be utilized in the classroom to fill in any gaps of knowledge or understanding in mathematics that students may have. Using math enrichment in conjunction with Exact Path we hope to see our students' math performance data evolve and students gain the skills necessary to master grade-level material.

Educational Partner Involvement Process

School Site Council (SSC) / Parent Advisory Committee Educational Partner Engagement:

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

- Local Control Funding Formula – Purpose of Supplemental & Concentration Funds
- School Safety Plan
- Requirements for the SPSA - Development, progress monitoring and approval
- Plan development cycle/approval process and timelines
- Local Control & Accountability Plan
- Student data analysis strategies

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

SSC/PAC Meeting Dates:

- May 24, 2023
- April 19, 2023
- January 12, 2023
- November 1, 2022

Options for Youth -SG is devoted to ensuring that all Educational Partners are a part of the LCAP process. Principals and Administrators met to develop the Fall and Spring LCAP surveys that are administered to students, parents, and staff. Additionally, Principals and Administrators met regularly with the School Leadership team to discuss LCAP goal development and how to best ensure that the needs of all students are being met by the actions and metrics proposed. EL Specialists, Special Education Specialists and additional teachers also attended LCAP meetings and supported the development of LCAP metrics and action items specific to Students with Disabilities (SWD) students, and our EL learners. LCAP Surveys are given twice a year to staff, parents, and students to provide them with the opportunity to provide feedback about the OFY-SG educational program and to inform the development of LCAP goals for the upcoming school year.

OFY-San Gabriel has reached out to Educational Partners through Achievement chats to receive direct feedback to create a robust instructional plan. Teachers also provided input to teams through center meetings based on input during conversations via phone and google hangouts that they had with parents. Some parents reached out by phone to give feedback, emailed questions and responses through email and commented on social media postings. We encourage feedback through live interaction such as Google hangouts, phone calls (for those without internet access), texts, and social media on an on-going basis to continually increase communications with all Educational Partners. Teachers have weekly contact with families to ensure an open line of communication. During this time, staff have open dialogue to give live feedback, ask questions, and contribute to the overall plan.

OFY - San Gabriel sent emails, Newsletters and text messages to families and students that included our educational partners surveys in Fall 2022 and Spring 2023. The survey link was posted on the school's social media account. The surveys for students and parents/guardians were written in English and Spanish to ensure they would be accessible to a broader family range. These feedback surveys continue to be our main source of informational feedback and connection with our students and families. We continue to discuss the importance of surveys throughout the school year to provide preparation upon survey release and higher survey responses.

Throughout the school year, staff participate in Professional Learning Communities (PLCs), where topics of significance are highlighted and brainstorming is done as a team. Following these PLCs, surveys are conducted to receive teacher feedback, used to guide future Professional Developments and PLCs. Instructional staff are also connected with on an individual basis at least twice a year to identify areas of professional growth, and brainstorming is conducted with the instructional coach to progress in those areas. There are many opportunities for reflection throughout the year in order to create more successful upcoming school years, with staff who feel prepared and continue to grow as educators. Additional feedback was collected from center meetings and an In-Service held in August, December, and June. Highlights from the plan were also presented at the School Site Council Meeting and educational partners through digital communication.

CNA Educational Partner meeting was held in the 2022-23 school year to discuss needs assessments and resource inequities, and are reviewed annually. Data utilized for CNA and LCAP needs assessment (RenSTAR, California Dashboard and SBAC) are analyzed for program practice improvements at the end of every school year and are also shared with all Educational Partners during parent conferences/Achievement Chats. The comprehensive needs assessment (CNA) had a variety of Educational Partners involved in the process. The positions that were involved in the overall process include: Principals, Assistant Principals, Teachers, SGI Teachers, Post-Secondary Counselor, English Learner Specialist and instructional support staff.

Staff representatives from the Options for Youth - San Gabriel learning centers were involved in the CNA process by collecting data that would enable the LEA to effectively participate in the CNA. Once a sufficient amount of data was collected, the school formed a CNA Committee; included a variety of instructional positions within the LEA, enabling the LEA to hear and receive input from varying perspectives/expertise across the LEA. The committee met in person on March 9, 2023 to review, analyze, and discuss school data. This presented valuable information to help identify root causes, and to also develop measurable outcomes in regards to addressing root causes. After the committee concluded their findings, the information was presented to Administration, and insight from Principals was provided. The CNA findings were also shared with the charter School Site Council feedback.

Resource Inequities Review:

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

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

Dimension 2 - Empowering, Rigorous Content

Increase awareness and participation in AP Course offerings and CTE courses

Dimension 3 - Instructional Time and Attention

Strengthen process for identifying students in need of intervention and participation in those interventions

Dimension 4-Early Intervention

Use intervention tools for students that are identified as Urgent Intervention through our internal RenSTAR assessments

Dimension 6 - Family Academic Engagement

Need increase in offerings and participation for parent engagement - pandemic has impacted this area

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Increase percentage of parents receiving communication in their home language

Dimension 8 - School Leadership Quality

Improve PD support for APs and principals

The Charter's plan on addressing these inequities:

Identifying additional data sources for early intervention identification and assignment

Assess current intervention support to determine any changes and/or additions needed.

We will continue to strengthen awareness and training on our intervention tools for our teacher to provide appropriate support and use towards student success.

Identify areas where parents can be reached more effectively to increase participation in engagement opportunities, in person, virtually, and asynchronously.

Monitoring and Evaluating Effectiveness

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

Options for Youth San Gabriel will continue to monitor the implementation and effectiveness of the CSI plan throughout the school year by regularly collecting data from various avenues, including but not limited to the outcomes from the Dashboard, internal data pulls from RenSTAR Benchmark testing and formative assessments, as well as individual student tracking and documentation. The charter will monitor the implementation and effectiveness of the CSI plan that has been embedded into our LCAP through identified quarterly monitoring cycles and provide an annual analysis of implementation progress and impact on student learning. Current data will be analyzed with all Educational Partners through a collaborative process that will include college and career student performance, graduation rates, and internal Benchmark assessment scores, in order to make any necessary adjustments and ensure the effectiveness of the implementation of our CSI plan. The charter will work with staff to coordinate reflection on data quarterly and report progress to support continued implementation effectiveness and provide feedback of impact on student outcomes to all Educational Partners. The Parent Advisory Committee will contribute to monitoring and evaluating the implementation and effectiveness of the CSI plan at each meeting during the school year. Specific CSI data includes intervention and progress towards moving our graduation rates in the direction of getting back to 68% or above graduation rate. Furthermore, the charter will continue to monitor and evaluate the effectiveness of our CSI plan by conducting a Comprehensive Needs Assessment annually, which will include Educational Partner collaboration and feedback to identify areas of growth. The LEA will continue to assess evidence-based interventions to combat learning loss and improve overall student learning. We expect that the implementation of our research-based interventions will continue to positively affect our graduation rates, Chronic Absenteeism, and will improve our math scores through consistent and careful monitoring of student progress. All Educational Partners will be focused on maintaining our graduation rates to be at or above 68% and to move our Math and Chronic Absenteeism indicator towards positive increase.

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

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

The Parent Advisory Committee (PAC) meets annually to review the collected data and develop interventions and strategies as well as monitor progress throughout the school year. School Counselors, teachers, coaches, and Assistant Principals of each school site will continue to compile data to share with the Educational Partners on the progress of each metric. The charter will continue to survey all Educational Partners throughout each school year, and monitor the results to include the development of ongoing interventions and strategies. This report will be compiled each quarter and submitted to the School Board. Support to build Educational Partner capacity for continuous improvement includes analyzing data with the staff and PAC. Each of these groups will have multiple opportunities to discuss and inquire about the charter's CSI progress during their meetings throughout the school year. Resources provided to staff include access to monthly intervention trackers and professional development related to improving outcomes in our CSI metrics and increasing student learning. Resources provided to our school parents include Parent Engagement events and semesterly Achievement Chats, which increase parent participation and capacity to better support students at home, therefore contributing to the desired student achievement outcomes outlined in the CSI Plan.