

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 Bernardino
CDS Code: 36 67876 0120568

Schools Identified

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

Options for Youth San Bernardino

Support for Identified Schools

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

When AB104 graduation requirements were in place, the California Dashboard reflected a 1-year cohort graduation rate, which was 94.8% for OFY-SB in the 2021-2022 school year. Starting in the fall of 2022, the California Dashboard shifted to calculating a four- and five-year graduation rate which resulted in lowering our graduation rate to 51% for the 2021-2022 school year. While this rate was below the state average it should be considered that many of the students who enroll at OFY- SB come to our program overage and credit deficient due to having fallen behind in a previous academic setting. Currently, OFY- SB has a one-year graduation rate of 55.77% for the 22-23 school year. It is anticipated that this rate will increase at the end of the Spring 2023 semester due to many students completing all coursework in order to walk in the Spring graduation ceremony.

OFY-SB's reflection process includes sharing current indicator data with all educational partners 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.

OFY-SB plans to integrate the established goals to create an effective school plan. To effectively meet the ESSA requirements, the plan will incorporate LCAP educational partner engagement feedback through a comprehensive survey gathered once a semester and through various educational partner engagement events throughout the year. Utilizing this information, educational partners 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. OFY-SB has also incorporated the goals, metrics, and actions as outlined in our 2021-24 LCAP to ensure alignment between LCAP and SPSA/CSI. LCAP goals that align to our SPSA/CSI focus areas are as follows: LCAP Goal 1 metrics and actions for our students below grade level and

unduplicated student group performance, LCAP Goal 2 metrics and actions align to our SPSA/CSI focus areas in math/ELA, LCAP Goal 3 metrics and actions align to our grad rate and college/career SPSA/CSI focus areas, and LCAP Goal 4 metrics and actions align to our grad rate and chronic absenteeism SPSA/CSI focus areas.

Comprehensive Needs Assessment Findings:

The following observations were noted based on the data

Graduation Rate

Overall grad rate YTD: 62.89%%

Graduation Rate (YTD) EL: 20%

Graduation Rate (YTD) SPED: 22.22%

Graduation Rate (YTD) FRMP: 28.75%

RenStar Results

2022-2023 RenSTAR Reading Average Scaled Scores					
	Overall	ELL	Foster	FRMP	SPED
7	765.09	844.84	370	778.07	-
8	827.07	730.50	845	772.81	910.63
9	908.92	877.33	956.45	889.79	765.21
10	969.30	948.87	873	962.85	875.67
11	1025.32	996.98	989.12	1008.23	792.04
12	1064.98	1088.45	1084.25	1058.80	922.69
Avg	926.78	914.50	852.97	911.76	853.25

2022-2023 RenSTAR Math

Average SGP: 39.17

EL SGP: 36.22

Foster SGP: 45.59

FRMP SGP: 39.30

SPED SGP: 34.07

2022-2023 Lexile Growth

Overall, 66.80% demonstrated growth

EL: 65.19% demonstrated growth

SWD: 78.26% demonstrated growth

FRMP: 66.67% demonstrated growth

Foster: 61.54% demonstrated growth

Core Course Completion:

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

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

2021-2022- Math: 5.47 Units, ELA: 5.01 Units

2022-2023- Math: 5.96 Units, ELA: 6.14 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 English learner 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
- Staff Surveys
- LCAP Survey (Once per semester)
- School Climate Survey (Biannual)

Evidence-Based Interventions incorporated into our LCAP/SPSA/CSI Plan:

By providing students access to these evidence-based interventions, OFY-SB 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 iLit 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 intervention strategies is based off of the following student performance data: students scored 46.6 points below standard on the ELA SBAC which is a decrease of twelve points from the previous year. The goal with the identified ELA evidenced-based interventions such as iLit is to help target instruction for EL 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.

In the upcoming year, OFY-SB 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.

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 student that took iLit with us was able to show reading growth. Average initial reading level was 6.77 and increased to 7.28 with an average of 0.51 in the year 2022-2023. Lexile growth average equaled 75.19 for the year. Initial Lexile average was 798.27 and ended with 873.46. 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 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.

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

Resource Inequities

When evaluating the CNA, assessment data, and other internal measures, the LEA determined that there were three significant resource inequities identified again during our resource inequity review:

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. Identifying and utilizing evidence-based interventions, professional development specific to EL specialists, professional development for IS teachers regarding EL intervention strategies and best practices, and increasing educational partner 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.

Educational Partner Involvement

OFY-SB collaborated with our School Site Council and parents, students, and staff to develop our Single Plan for Student Achievement (SPSA)/ CSI prompts which are now part of our 2021-24 LCAP. OFY-SB 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 SPSA/CSI plan/LCAP. OFY-SB conducted quarterly monitoring cycles to update our School site Council /Parent Advisory Committee and School Board on progress toward reaching each goal in our 2022-23 SPSA, which included graduation rate updates. Evidence-based intervention implementation and the impact on student learning for each evidence-based intervention is contributing to. OFY-SB 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.

Educational Partner Involvement Process (Educational Partners included parents/guardians, students, and staff)
In order to ensure all Educational Partners 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, and 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 three weeks so that responses could be gathered and analyzed to be shared with all educational partners.

The following meetings were also held in order to ensure educational partner 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
- Strategic Planning
- School Site Council Meetings
- SELPA consultation

OFY-SB also administers a biannual School Climate Survey (SCS), which took place most recently in March 2023. A school climate survey is an assessment tool used to gather information about the overall quality and character of the school. The SCS provides an opportunity for all educational partners to express their views on the school's overall culture, safety, and community. The school goals coincide with the district goals which ensure all students are meeting the same requirements. The school regularly involves Educational Partners in review of long-range planning. Charter leadership used the data from Comprehensive Needs Assessment (CNA) and LCAP/SPSA/CSI 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

educational partners including our counseling team, teachers, and parents as they collaborate in developing plans to prepare students for their college and post-secondary goals.

LCAP Educational Partner Engagement Process

The principal and other administrators meet regularly to develop the Fall and Spring LCAP surveys that are administered to all educational partners. LCAP surveys are given twice a year to students, families, and staff to provide them with the opportunity to give their feedback about the OFY-SB educational program and to inform the development of LCAP/SPSA/CSI goals for the upcoming school year. The principal and administrators meet monthly with the school leadership team to discuss LCAP/SPSA/CSI 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 Educational Partner Engagement Activities during the 2022-2023 School Year:

- Senior Information Night - September 7, 2022
- OFY-SB Board Meeting - September 16, 2022
- Back to School Night - October 6, 2022
- OFY-SB Board Meeting - December 5, 2022
- Fall Parent Teacher Conferences - January 3-6, 2023
- OFY-SB Board Meeting - January 24, 2023
- FAFSA Financial Aid Workshop - February 9, 2023
- OFY-SB Board Meeting - March 20, 2023
- Senior Social - March 30th, 2023
- Parents' Rights Workshop - April 5, 6, 12, and 13 2023
- Social Emotional Health Workshop - May 3, 4, 10, and 11 2023
- 8th Grade Promotion - May 24, 2023
- Special Population Support Workshop - May 24, 25, 31, and June 1, 2023
- OFY-SB Board Meeting - May 26, 2023
- OFY-SB Board Meeting - June 30, 2023
- Senior Signing Night - May 10, 2023
- EL Reclassification Night- May 16,2023
- Spring Parent Teacher Conferences
- Graduation - May 19, 2023

In addition, OFY-SB held DELAC meetings five times throughout the 2022-2023 school year. The English Language Learner Specialist Coach led a presentation about programs available to English Language Learner Students at the first meeting, and

there were discussion periods regarding these services at each meeting. Parents also provided feedback and comments pertaining to the English Language Learner program at each meeting.

DELAC Meeting Dates:

- Aug 17, 2022
- Sep 14, 2022
- Oct 12, 2022
- Nov 16, 2022
- May 25, 2023

The Board of Directors was updated on progress toward developing goals and metrics and received information about the proposed changes to past years LCAP goals and metrics within the new LCAP/SPSA/CSI. The Board 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 June 27, 2023 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 June 30, 2023
- 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 30, 2023 and the Board will vote 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 2022 and Spring 2023. 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 educational partner 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 educational partners in review of long-range planning. Charter leadership used the data evaluated in our Comprehensive Needs Assessment and LCAP/SPSA/CSI plan 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 educational partners including student advisors, teachers, and parents as they collaborate in developing plans to prepare students for their college and post-secondary goals.

CNA Educational Partner 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, the Post-secondary Counseling team, and a small group of teachers. A core CNA team reviewed the Fall 2022 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 (SSC)/Parent Advisory Committee (PAC) Process

The SSC/PAC is a group of teachers, parents, and other school personnel who work to improve the quality of education at the school. The purpose of the SSC/PAC is to develop, review, and evaluate the school's improvement plan and budget and to make recommendations to the principal and the district governing board. Our SS/PAC meets at least six times per school year to assess the school strengths and weaknesses and identify areas for improvement, and develop strategies to address those areas.

- SSC/PAC Meeting Dates:
- October 27, 2022
- January 6, 2023
- April 20, 2023
- May 31, 2023

Monitoring and Evaluating Effectiveness

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

School Site Council (SSC)/Parent Advisory Committee (PAC) represents all educational partners of the school community. The SSC/PAC meets at least four times per school year and is made up of the school principal, teachers, other personnel, parents, and students (secondary level). The SSC/PAC'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 6 -10 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 the LCAP/SPSA/CSI Plan before each new school year.

The charter collaborated with our School Site Council (SSC) / Parent Advisory Committee (PAC) and educational partners to develop our Single Plan for Student Achievement (SPSA)/CSI Plan which is now embedded into our 2021-

24 LCAP that outlines our plan for the 2023-24 school year to monitor and evaluate the effectiveness of the school's CSI focus areas. OFY-SB will continue to collect the 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 LCAP/SPSA/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. OFY-SB 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, OFY-SB will continue to monitor and evaluate the effectiveness of our LCAP/SPSA/CSI plan by using the comprehensive needs assessment completed in Spring 2024 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 one-year graduation rates that we achieved in the 2021-22 & 2022-23 school year. Current data will be analyzed with all educational partners 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 LCAP/SPSA/CSI plan.

Student Performance Data to be Pulled, Analyzed, and Shared Quarterly with OFY-SB's School Site Council and Educational Partners:

- Monthly Student Progression
- Monthly Credit Attainment
- Annual Core Completion Rates
- 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. 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. 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 in addition to in person face-to-face instruction.

Educational Partner Engagement Process

OFY-SB collaborated with our School Site Council/Parent Advisory Committee, parents, students and staff to develop our LCAP/SPSA/CSI Plan. OFY-SB 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 Educational Partners. OFY-SB 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. OFY-SB surveyed our educational partners in Fall 2022 and Spring 2023 to gather feedback regarding program effectiveness.

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

Aligned to LCAP Goal 1 & 2

This goal is the broadest and most critical. To meet this goal, OFY-SB will monitor and implement 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 will offer 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, and there are Academic Intervention Specialists across the charter. Direct instruction classes and cohorts have moved toward a mastery-based scoring system that encourages students to not only pass the test but 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 at each site 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.

Aligned to LCAP Goal 3 & 4

OFY-SB offers opportunities for students to travel and learn and grow with Pathways Travels. OFY-SB offers overnight trips to Washington DC, a working ranch in Colorado, various college tours, and several international trips to places like Italy, Ireland, Cuba, and Europe. During these experiential learning opportunities, students complete a workbook tailored to the sites and cultures in which they are traveling. The activities and team building facilitated on these trips is based in SEL and builds confidence and a sense of belonging in OFY-SB students.

OFY-SB Post-Secondary Counselors host multiple college readiness events per year including College Tours to various 4-year Universities and Community Colleges in Southern California, workshops on FAFSA and the college application process, and referrals to various soft-skills training workshops hosted by Skyrocket Education. For the second semester, OFY-SB's Career Pathways Coordinators hosted a Career Week that included guest speakers from different career pathways.

OFY-SB 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 OFY-SB 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. OFY-SB offers courses that build student connectedness; these include Student Council (student leadership), sports and esports, dual enrollment in community colleges, Bilingual Scholars groups, and an Art as Expression group. 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.

OFY-SB 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 two individual events: Senior Social (an event where they prepare for graduation) and Senior Signing Night (where all four-year bound students are given special awards for their acceptance into their college of choice).

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. OFY-SB also connects with students via social media on Facebook, Instagram, and Twitter.

OFY-SB 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 independent learning; 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. Aligned to LCAP Goal 4

OFY-SB 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. Typically, OFY-SB 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, 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 twice per year to inform parents of their students' progress and goals.