

## 2022-2023 Continual Improvement Plan - YESS

**Reflection on School Achievement Data:** Because YESS lacks the ability to enroll each student in Discovery in a manner similar to that of traditional schools, the benefits of tools such as School City and other testing benchmarks are not fruitful for our settings. YESS students have high mobility and varying lengths of time which make testing a challenge. The tools that we most commonly use are San Diego Quick Assessment (SDQA) and Star 360, a computer adapted test in which uniform student data collection can be correlated across all sites despite the varying nature of each environment..

**What strengths stood out while reviewing student levels of achievement?**

The data received from literacy testing using the SDQA and Star 360 tools revealed that we are being provided with meaningful testing instruments that are beneficial in our alternative learning settings. Our biggest strengths arrived in developing testing protocols across all facility sites. Once the STAR 360 tool was provided to YESS from USBE, we were able to implement testing windows across all sites. This helped us better pinpoint pre-and post testing for youth who are consistently “on the move.” Most sites recognized an acceptable degree of testing authenticity with a population that had historically hated school and displayed “shut-down” behaviors when engaging in summative testing activities. Staff buy-in was also a great achievement. Change is difficult for nearly everyone. Once we introduced the tool to staff, provided training and after-action reviews, staff grew to understand the benefits of the tool and were eager to extrapolate the results and use them for teaching activities in their professional Learning Communities.

**What are areas of school “critical academic need”?**

Much like traditional school environments, the COVID epidemic impacted our literacy responsiveness to student need. Early on, student enrollment capacity diminished. Moreover, abrupt student mobility impacted our ability to sustain continuity in service responsiveness. We believe that with the COVID epidemic becoming better controlled through public health policy, our environments will be able to operate with greater efficiencies moving forward.

**Based on this initial review of data, what are some *initial* ideas for needed schoolwide academic goals?**

YESS will continue to utilize the SDQA assessment tool while also continuing the schoolwide incorporation of STAR 360. STAR 360 was a Youth in Care (YIC) tool contracted through USBE for all YIC entities. It was embroiled in a lengthy RFP process that was further impacted by COVID challenges within the facility environments. We believe that this will give us a richer bank of reading results that will further provide us with instructional planning components that come with the STAR 360 tool.

**Strategies and Action Steps:**

<b>Academic Learning Strategy #1</b>	If paraprofessionals are hired, trained, and assigned to facilitate interventions with students, this will enhance the classroom instruction (ex: phonemic awareness, phonics, fluency, comprehension, and vocabulary) and increase students’ ability to perform well on assessments.	This strategy primarily supports the following <i>Academic Learning</i> goals: 1a	This strategy also supports the following <i>SSD</i> goals:	This strategy also supports the following <i>Talent Development</i> goals:
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<b>Social Skills and Dispositions Strategy #1</b>	If we engage facility stakeholder groups more effectively in student learning through behavior review and reporting protocols, then agencies will have increased capacity to support youth educational programming in correlation with their court jurisdictional oversight which will improve student academic performance	This strategy primarily supports the following SSD goals: 2a	This strategy also supports the following <i>Academic Learning</i> goals:	This strategy also supports the following <i>Talent Development</i> goals:]
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<b>Talent Development Strategy #1</b>	By the end of the 2022-2023 school year, school employees (classroom teacher, counselor, etc.) will have reached 90% of their outlined PG&E goals.	This strategy primarily supports the following <i>Talent Development</i> Goals: 3a	This strategy also supports the following <i>Academic Learning</i> goals:	This strategy also supports the following SSD goals:
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### Reflecting on Success:

LAND  
Trust  
Reflection:

*Read: A new LAND Trust law requires that school boards receive a summary of school LAND Trust reports. Below, principals state whether they met their LAND Trust goals. Most schools will answer the question below with their Continual Improvement Plan goals in mind. However, if the LAND Trust goals you entered into the USBE LAND Trust website are different, then you need to answer this question in reference to the LAND Trust goals you set in the USBE LAND Trust site for the 2021-2022 school year.*

**Did your school reach its goals?**  
Our school was able to successfully test 75% of eligible students during the 2021-22 school year. However, overall WPM data revealed only a 13.5% increase in comparison to our 15% goal. We tend to attribute the difference to two primary factors: (1) the makeup of the presenting population and their respective needs/circumstances; and (2) to the unusually high degree of environmental stress earlier in the first half of the year that seemed to exist with regular active COVID outbreaks at the facility. Still, overall, we feel this was a successful metric that largely fell in line with students performing similarly in previous times, under different conditions.

**How did LAND Trust funding help address the critical academic needs of students?**  
YESS used funding to offset overall paraeducator costs for a reading tutor position.

TSSA  
Reflection

*Read: TSSA law requires that schools reflect on their academic achievement and reflect on the ways that their TSSA funding contributed to overall academic success.*

**How did TSSA funding contribute to the academic success at your school?**  
YESS used funding to offset overall paraeducator costs for a reading tutor position.