School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Opportunity Youth Academy	43 10439 0135087	5-25-2021	6-24-2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement
This plan will support a schoolwide and comprehensive support and improvement plan and represents all student learning needs.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Opportunity Youth Academy will develop a School Plan for Student Achievement using data and root cause analysis, including the identification of evident-based interventions and resources, to develop a Schoolwide Program and a Comprehensive Support and Improvement plan that supports programs to help increase the performance levels for English Learners in Math and Reading; In partnerships with community organizations and family, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe; and all students will leave prepared for a successful transition to college and/or career as a result of premier programs, services and curriculum.

Opportunity Youth Academy facilitate the Comprehensive Support and Improvement (CSI) Plan to support student needs as determined by analysis of: (a) the California Dashboard Alternative School Status data, (b) local surveys and needs assessments to include alignment with needs generated from the COVID-19 pandemic, and (c) information obtained during stakeholder engagement processes.

Comprehensive Support and Improvement (CSI) planning is aligned with OYA's annual update to the Local Control Accountability Plan (LCAP), 2021-2022 LCAP, and WASC action plan.   As a dependent charter school of the SCCOE, OYA also benefits from support from the SCCOE Division of Continuous Improvement and Accountability. Areas of support include: (a) a focus on student engagement and climate, (b) processes to support a well-rounded academic program with an emphasis on Career Technical Education and college and career readiness, and (c) processes to support student graduation and transition. Although funding supports all students, programming to support: (a) Students with Disabilities, (b) English Learners, and (c) foster and homeless youth remains a priority.

The purpose of this plan is to provide transparency to all stakeholders including parents, staff members, and community members on budget, allocation, expenditures beyond base funding of local control funding formula and Title I as they relate to improving academic performance for all students. Opportunity Youth Academy's three goals mirror those in the Local Contral Action Plan (LCAP) and aligned with our Western Association of Schools and Colleges (WASC) Action Plan. High quality engaging instruction with equitable access to academic standards, culturally proficient and responsive staff, parents, and community partners are key to proving a program for out students that will prepare them for post-secondary success. In an effort to meet these goals, the following are essential components to overall student success: technology, intervention, collaboration, professional development.

Goal 1: All students will participate in rigourous, relevent and engaging instruction aligned with 21st century skills to elminate barriers and promote achievement
Goal 2: Increase the performance of English Learners
Goal 3:All students will leave prepared for a successful transition to college and/or career as a result of premier programs, services and curriculum.
Goal 4: In partnership with community organizations and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

On an annual basis the school facilitates a needs assessment through the collaboration of the English Learner Advisory Committee (ELAC). School Site Council (SSC), and Local Control Accountability Plan (LCAP) planning processes. Surveys are provided to students, parents, teachers, and community members. The data is gathered and evaluated through several committees that inform both the Single Plan for Student Achievement and the Local Control Accountability Plan. The results are reported out during subsequent ELAC, SSC, and LCAP meetings. Thereafter, these discussions inform the development of both the SPSA and LCAP and the goals, actions items, and budgets are aligned accordingly.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations occur regularly by walkthroughs, visits, informal and formal observations. Through these observations evidence of the professional development is observable and an increase in the needs of further alignment of curriculum and instructional practices.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Student learning results from both state standardized assessments and local (Ren Star) assessment data is shared with staff. Student learning outcomes are reviewed and discussed during Professional Learning Communities, staff development meetings, and staff meetings.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers utilize formative and summative assessments, Ren STAR Math and Reading assessments, writing assessments, and end of course assessments to assess students' present levels of performance, as well as to determine learning goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

OYA staff are highly qualified as defined by the California Commission on Teaching Credentials. Ongoing professional development is provided to ensure staff is current with standards based instruction, interventions, and use of Blended Learning curriculum and tools.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Professional development is provided through SIATech, ConnectED, Assessment and Accountability, and Inclusion Collaborative to support use of blended learning and local assessments. Training also focuses on implementation of Universal Design for learning, instruction of English Learners, and college and career readiness.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing professional development is provided to ensure staff is current with standards based instruction, interventions, and use of Blended Learning curriculum and tools.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Professional Development is aligned to the needs assessment and is focused on SPSA goals and LCAP goals. The majority of the professional development is facilitated through SIATech. However, Inclusion Collaborative coaches facilitate professional development through the coordination of Community of Practice meetings.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborative during Community of Practice meetings. In addition, teachers collaborate with each other through the use of Zoom meetings and in person as necessary.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers collaborate via a Professional Learning Communities to align instructional materials and practices with Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Not applicable

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Not applicable

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school utilizes a variety of instruction materials to meet the needs of students. These resources are standards based and aligned to our instructional programs.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Core academic materials are standards-based and aligned to instructional programs to ensure access to state approved materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Within the main program students have access to credit recovery, core curriculum, complete courses, course and credit acceleration, interventions, and Special Education and English Learner services.

Evidence-based educational practices to raise student achievement

OYA uses several evidence based strategies to support students' academic goals. They include accommodations (per IEP and 504s), reading and math intervention programs and strategies, credit recovery on core academic content, and course acceleration as appropriate. Services for English Learners are also provided.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent engagement opportunities include English Language Advisory Committee, School Site Council, and collaboration opportunities with community based organizations.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Students, parents, teachers, staff, and the administration are actively involved in the development of the Single Plan for Student Achievement and the Local Control Accountability Plan.   On a regular basis groups review student enrollment and demographics, academic performance, reclassification and English Language Learner demographics and engage in the review and development of site goals in relationship to the LCAP goals and the WASC Action Plan.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I, III, and IV support underperforming students.

Fiscal support (EPC)

Not applicable.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Opportunity Youth Academy provides opportunities for stakeholder engagement in conjunction with the SPSA planning. Stakeholder meetings are held throughout the year (November, January, March, and April) as a means to share data with parents, students, staff and community partners and obtain input into goals and needs for students.   Aspects of the SPSA influenced by stakeholder input include a focus on supports in career and graduation pathways, improve Math and Reading proficiency, reclassification of English Learners, and social and emotional support for students which contribute to a positive and quality learning environment and career transition. The 2021-22 SPSA also includes support for English Learners, foster youth, and low socio economic students in the areas of acquisition of materials, services, and quality instruction.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Attention is given to need and any inequities in resource allocation.   Analysis of student need and use of state and federal funds are to ensure equity for all student needs and best use of funding for student groups.   If there is a need, OYA stakeholders work collaboratively to ensure funding is appropriately distributed.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.45%	1.03%	0.82%	1	3	3
African American	2.25%	5.15%	4.9%	5	15	18
Asian	1.35%	1.37%	1.09%	3	4	4
Filipino	0.45%	%	0.54%	1		2
Hispanic/Latino	89.64%	86.6%	88.28%	199	252	324
Pacific Islander	0.45%	0.69%	0.27%	1	2	1
White	4.95%	4.47%	3.27%	11	13	12
Multiple/No Response	%	%	0.82%			0
			Total Enrollment	222	291	367

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 9		2	31
Grade 10	1	4	57
Grade 11	18	46	104
Grade 12	203	239	175
Total Enrollment	222	291	367

Conclusions based on this data:

1. Enrollment has increased

2. Latinx student population has remained the largest group

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	63	84	114	28.4%	28.9%	31.1%
Fluent English Proficient (FEP)	55	73	97	24.8%	25.1%	26.4%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. The data indicate an increase in the number of English Learner students from 2017 to 2019, but zero number of reclassified language learners in the last three years. We recognized the increasing number of English Learner students and their language needs is a critical area of need for future planning.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	39	82	118	22	38	54	21	38	53	56.4	46.3	45.8
All Grades	39	82	118	22	38	54	21	38	53	56.4	46.3	45.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2507.	2469.	2468.	4.76	0.00	1.89	14.29	10.53	11.32	33.33	18.42	20.75	47.62	71.05	66.04
All Grades	N/A	N/A	N/A	4.76	0.00	1.89	14.29	10.53	11.32	33.33	18.42	20.75	47.62	71.05	66.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.52	7.89	5.66	42.86	36.84	37.74	47.62	55.26	56.60
All Grades	9.52	7.89	5.66	42.86	36.84	37.74	47.62	55.26	56.60

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	4.76	0.00	1.89	38.10	26.32	32.08	57.14	73.68	66.04
All Grades	4.76	0.00	1.89	38.10	26.32	32.08	57.14	73.68	66.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.52	0.00	1.89	61.90	63.16	58.49	28.57	36.84	39.62
All Grades	9.52	0.00	1.89	61.90	63.16	58.49	28.57	36.84	39.62

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 11	14.29	5.26	1.89	47.62	28.95	39.62	38.10	65.79	58.49
All Grades	14.29	5.26	1.89	47.62	28.95	39.62	38.10	65.79	58.49

Conclusions based on this data:

1. The number of students tested has increased.

2. The number of students not meeting standard decreased.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	39	82	118	19	32	45	19	32	45	48.7	39	38.1
All Grades	39	82	118	19	32	45	19	32	45	48.7	39	38.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2443.	2415.	2419.	0.00	0.00	0.00	0.00	0.00	0.00	10.53	6.25	4.44	89.47	93.75	95.56
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	10.53	6.25	4.44	89.47	93.75	95.56

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	5.26	0.00	4.44	94.74	100.0	95.56
All Grades	0.00	0.00	0.00	5.26	0.00	4.44	94.74	100.0	95.56

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	42.11	18.75	28.89	57.89	81.25	71.11
All Grades	0.00	0.00	0.00	42.11	18.75	28.89	57.89	81.25	71.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	36.84	28.13	20.00	63.16	71.88	80.00
All Grades	0.00	0.00	0.00	36.84	28.13	20.00	63.16	71.88	80.00

Conclusions based on this data:

1. The number of students tested increased.

2. The number of students not meeting standards slightly increased.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9		*		*		*		*
Grade 10	*	*	*	*	*	*	*	6
Grade 11	*	1494.4	*	1427.5	*	1560.6	*	13
Grade 12	1448.2	1525.8	1418.8	1512.2	1477.0	1539.0	59	65
All Grades							71	86

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	0.00		7.69	*	53.85	*	38.46	*	13
12	*	16.92	40.68	27.69	*	30.77	38.98	24.62	59	65
All Grades	*	12.79	33.80	25.58	*	33.72	42.25	27.91	71	86

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	7.69	*	0.00		46.15	*	46.15	*	13
12	22.03	29.23	27.12	33.85	*	13.85	42.37	23.08	59	65
All Grades	22.54	24.42	25.35	27.91	*	19.77	45.07	27.91	71	86

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10		*		*	*	*	*	*	*	*
11	*	7.69	*	0.00		76.92	*	15.38	*	13
12	*	6.15	*	23.08	35.59	35.38	42.37	35.38	59	65
All Grades	*	5.81	18.31	18.60	30.99	43.02	45.07	32.56	71	86

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	0.00	*	23.08	*	76.92	*	13
12	*	4.62	38.98	55.38	47.46	40.00	59	65
All Grades	15.49	3.49	36.62	51.16	47.89	45.35	71	86

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	38.46		23.08	*	38.46	*	13
12	47.46	64.62	22.03	18.46	30.51	16.92	59	65
All Grades	46.48	58.14	18.31	19.77	35.21	22.09	71	86

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	7.69	*	46.15	*	46.15	*	13
12	*	9.23	33.90	43.08	64.41	47.69	59	65
All Grades	*	8.14	32.39	46.51	64.79	45.35	71	86

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	7.69	*	84.62	*	7.69	*	13
12	18.64	3.08	59.32	80.00	22.03	16.92	59	65
All Grades	19.72	3.49	54.93	77.91	25.35	18.60	71	86

Conclusions based on this data:

1. More students tested in 18-19 school year.

2. Overall 12 students received Level 4 in 18-19.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
291	**85.9**	**28.9**	**7.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	84	28.9
Foster Youth	22	7.6
Homeless	8	2.7
Socioeconomically Disadvantaged	250	85.9
Students with Disabilities	58	19.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	5.2
American Indian	3	1.0
Asian	4	1.4
Hispanic	252	86.6
Two or More Races	2	0.7
Pacific Islander	2	0.7
White	13	4.5

Conclusions based on this data:

1. The majority of our students are Latinx

2. A majority of the population (85.9) is socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Red	**Suspension Rate** Green
Mathematics No Performance Color		
College/Career Red		

Conclusions based on this data:

1. Low numbers of students in each category led to no performance index ratings.

2. Graduation Rate was rated in the Red in the 18-19 school year.

3. College/ Career Readiness was rated in the Red in the 18-19 school year.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
134 points below standard	119.2 points below standard	0 Students
20	11	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	107 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	15	5

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	0 Students
1			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
136.2 points below standard	0 Students	0 Students	0 Students
19			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
10	1	6

Conclusions based on this data:

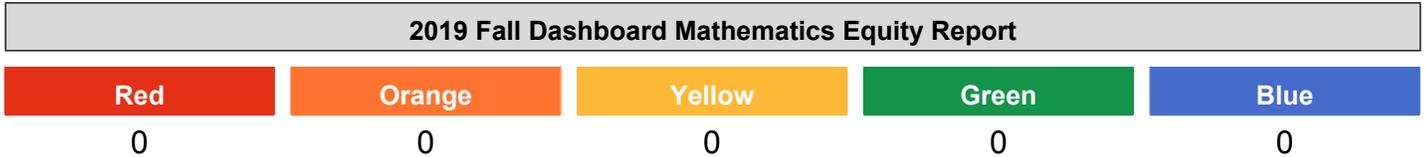**1.** No significant testing group data present.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	
228.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	
17	9	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Color	No Performance Color
	198.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	13	4

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 226.8 points below standard 16			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 8	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 5

Conclusions based on this data:

1. No significant testing group data present.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color

47.7 making progress towards English language proficiency

Number of EL Students: 44

Performance Level: Low
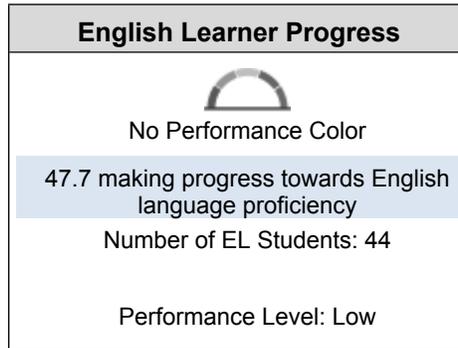
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	27.2	2.2	45.4

Conclusions based on this data:

1. No significant testing group data present.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0
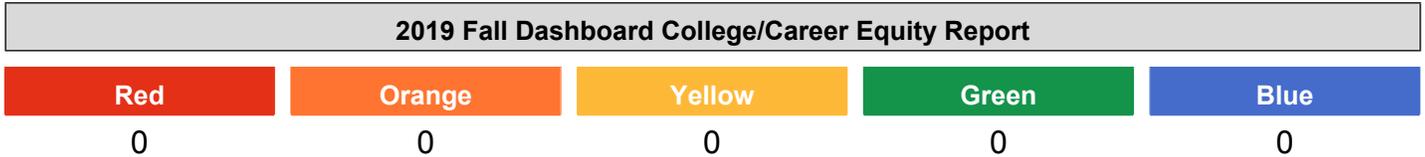
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
0.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.5	0 Students	0 Students
207		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
0 **Prepared**	0 **Prepared**	0.5 **Prepared**
1.4 **Approaching Prepared**	1.8 **Approaching Prepared**	1 **Approaching Prepared**
98.6 **Not Prepared**	98.2 **Not Prepared**	98.6 **Not Prepared**

Conclusions based on this data:

1. College/Career Readiness for all students maintained 0.5%

School and Student Performance Data

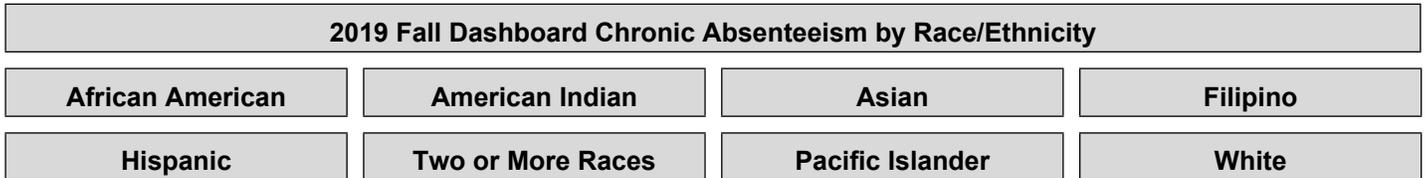## Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. No significant testing group data present.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	0	0	0	0
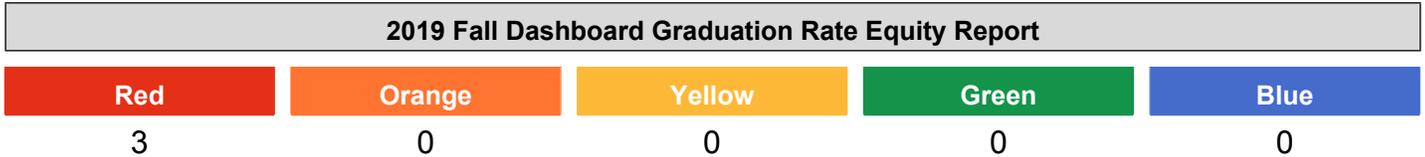
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
33.8	25.4	15
Increased +8.1	Maintained -0.3	Declined -51.7
207	59	20

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
28.6	32.6	29.2
14	Increased +7	Declined -26.4
	178	24

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
30.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
13	2	3	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
32.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	41.7
Increased +8.5	3	1	12
171			

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
25.7	33.8

Conclusions based on this data:

1. Graduation Rate increased by 8.1%

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	3	2
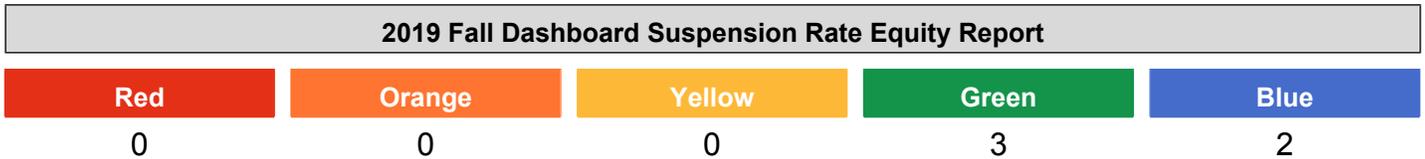
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	Blue
0.3	0.5	0
Increased +0.3	Increased +0.5	Maintained 0
692	199	66

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Blue
0	0.3	0
Maintained 0	Increased +0.3	Maintained 0
22	600	155

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data 5	0	Less than 11 Students - Data 3
Maintained 0 37		14	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
0.3	Less than 11 Students - Data 9	Less than 11 Students - Data 2	0
Increased +0.3 592			Maintained 0 30

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	0.3

Conclusions based on this data:

1. Suspension rate for all students is in the Green.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

All students will participate in rigorous, relevant and engaging instruction.

LEA/LCAP Goal

All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.

Goal 1

All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.

Identified Need

Goal one is developed in order to ensure that students are provided a well-rounded academic program which leads to high school graduation and prepared for college and career. It addresses the basic academic needs of all students and also specifies services to support and assess the needs of students who receive English Learner services, Students with Disabilities, Low Income students, and Foster Youth. It provides support for staff collaboration on best teaching practices and implementation of academic programming as well as additional coaching and support for teaching and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Reading Assessments	Baseline: Renaissance STAR Reading Assessment Grade Equivalency 6.0	Projected Grade Equivalency Reading is 9.0 on Renaissance STAR Reading Assessment.
Local Math Assessments	Baseline: Renaissance STAR Math Assessment Grade Equivalency 6.0	Projected Grade Equivalency Math is 9.0 on Renaissance STAR Reading Assessment.
California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA)	Baseline: Standard Met or Exceeded 13.21%	Increase by 5% annually Standard Met or Exceeded Standard
California Assessment of Student Performance and Progress (CAASPP) in Math	Baseline: Standard Met or Exceeded 0%	Increase by 5% annually Standard Met or Exceeded Standard
Student Credits Earned Annually	Baseline: Long term students (one full academic year) who earn 30+ credits per year	Projected long term students (one full academic year) earn at minimum 30 credits per year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

SIATech Academic Core Curriculum
This action provides the online core academic program that includes:
*Core academic curriculum to support a broad course of study
including Career Technical Education courses.
*Requires highly qualified staff to guide and deliver instruction. HQ
staff include: teachers, support staff, counselor, and administrators.
*Requires computers and internet devices for students to access the
online curriculum.
*Requires clean and safe learning environments for teaching and
learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
385,000	LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Renaissance STAR Math and Reading Assessment
This action utilizes Math and Reading assessments and data from Renaissance STAR to help guide next steps for all students. Teachers use the data to help modify instruction with students in Math and English Language Art courses. On an annual and quarterly basis, teachers review data from Renaissance STAR. Teachers then meet to discuss the results in Professional Learning Communities, at quarterly teacher-parent-student meetings, and staff meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,960	LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Santa Clara County Office of Education Inclusion Collaborative
Staff professional development training and coaching n Universal Design for Learning Strategies to support students and Math and Reading skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Learning Communities (PLC)
This strategy supports professional learning communities for teachers to share content expertise and work collaboratively to develop Math and English lesson plans that provide congruence in teaching similar concepts across all OYA sites. PLCs also drive the blended learning model where students are engaged with both individual and collaborative learning opportunities. Teachers meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. PLCs tend to serve two broad purposes:

1. Design Math and English lesson plans that engage students 1:1 and in small group instruction.

2. Discuss how to best support students with disabilities, English Learners, Foster Youth, and low income students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Individual Learning Plan Advisory (ILP)
This action establishes a system for staff to track student progress toward graduation, review assessment results, grades, attendance, and overall academic performance. Students will also meet with the academic counselor and college/career liaison to discuss their status with credits and transition goals after graduation. A concentrated effort will be made to meet more regularly with students of disabilities, Foster Youth, low income students and English Learners because of their various challenges and experiences.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	None Specified

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Inter-Office Service Agreement Differentiated Assistance and District Support Team
Provide training and support for OYA in Multi-Tiered System of Supports (MTSS), data display and use, and identify problems of practice and root cause analysis best on California School Dashboard results and state/local assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Actions and strategies for Goal One were fully implemented.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Actions and strategies for Goal one were implemented and planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes are evident between the 2020-21 revised SPSA and the 2021--22 SPSA for Goal One.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Increase the performance of English Learners.

LEA/LCAP Goal

Increase the performance of English Learners.

Goal 2

Increase the performance of English Learners.

Identified Need

Goal two is developed in order to ensure that English Learners are provided a well-rounded academic program which leads to high levels of academic language and achievements at all levels of English proficiency. Goal two addresses basic academic needs and literacy for students who receive English Learner services. Goal two provides support for staff collaboration on best teaching practices and implementation of academic programming as well as additional coaching and support for teaching and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Learners Progress	Baseline: Students show 12.79% proficiency as indicated on the ELPAC.	20% of students will show growth at least one level on the ELPAC
Re-Classification of English Learners	Reclassification Rate 0%	Reclassification rate of 1% annually
Local Reading Assessments for English Learners	Renaissance STAR Reading Assessment Grade Equivalency 6.0	Projected Grade Equivalency Reading is 9.0 on Renaissance STAR Reading Assessment.
Local Reading Assessments for English Learners	Renaissance STAR Math Assessment Grade Equivalency 6.0	Projected Grade Equivalency Math is 9.0 on Renaissance STAR Reading Assessment.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

ELLoquence Supplemental Curriculum
This action provides online EL students access to a supplemental EL curriculum to improve student language development skills. A student placement test determines their appropriate reading level (Foundational Skills, Basic, Beginning, Intermediate or Advanced). English courses are assigned based on reading level and student needs

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,000	Title III 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Staff Professional Development in ESL/ELL
This action provides teachers with professional development opportunities to enhance their knowledge in best practices and strategies for ESL/ELL classroom models.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title III 1000-1999: Certificated Personnel Salaries

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Additional Staff Support for English Learners

Strategy/Activity

This action increases additional time for staff to work with EL's within their core English classes and other subjects; develop what to differentiate instruction for students at various levels of English proficiency.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,735	Title III 1000-1999: Certificated Personnel Salaries

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Santa Clara County Office of Education: Inclusion Collaborative

Strategy/Activity

This action supports staff through professional development in the areas of blended learning strategies, Universal Design for Learning, differentiated instruction, and collaborative planning and problem solving. Professional development and training include:
*Universal Design for Learning training and coaching for staff.
*Differentiation strategies for teachers to use with ESL/ELL students.
*Equity Playbook

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

All students will leave prepared for a successful transition to college and/or career as a result of premier programs, services and curriculum.

LEA/LCAP Goal

All students will leave prepared for a successful transition to college and/or career as a result of premier programs, services and curriculum.

Goal 3

All students will leave prepared for a successful transition to college and/or career as a result of premier programs, services and curriculum.

Identified Need

Goal three is developed in order to ensure students complete a high school diploma and are prepared to transition to college, trade school, or career.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of students have a post-secondary plan	Baseline: 100 students	150 students will complete a post-secondary plan prior to graduation.
# of students enrolled and completing dual enrollment or articulation	Baseline: 10 students completed a course at community college or trade school	10 students annually will complete a course at a community college or trade school.
% of students meet A-G eligibility	Baseline: 0% of students meet A-G	Offer A-G courses to eligible students
% passing an Advanced Placement exam.	Baseline: 0% of students passing an Advanced Placement exam	Offer AP courses to eligible students
% of early academic progress via CAASPP Grade 11	Baseline: 0% of students demonstrate college preparedness (EAP)	Grade 11 students will complete the Early Assessment Program at the end of CAASPP Math and English Language Arts.
% participation in exit survey	Baseline: 0% of students	80% of students will complete an exit survey prior to graduation or end of the school year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

College/Career Liaison Position
Leverage College/Career Liaison to provide direct services to students in college and career consultation, assistance with college applications, financial aid/scholarship applications, college campus tours, and bridge students to counselors and/or advocates at post secondary institutions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
101,632	Title I 2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Naviance: Fully implement Naviance college and career online programs for all students; provide staff with tools to automate common tasks such as recommendation letters; provide staff information about college and careers that can be integrated into their curriculum; provide academic counselor and college/career liaison the foundational tools that support student academic and transition planning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,325.02	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Year Up/Grads for Life Contract: Four cohorts of up to 20 young adults (up to 80 young adults total) in Career Labs Online, Year Up's proprietary professional skills training program that equips young adults to build the competencies and mindsets needed to succeed in their careers. Through highly collaborative, cohort-based learning, Career Labs students not only learn key employability skills, but they also gain the confidence and motivation that will help propel them to complete their educational program and succeed in the next stage in their careers. Upon completion of Career Labs, students will receive workplace credit from OYA, and a stipend for up to 40 hours of raining.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
105,960	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ConnectED National Center for College and Career Contract
Development of Linked Learning College and Career Pathways (ICT and Health). Provide students with viable options for future success by giving them opportunities to enter into aligned college programs and gain a continuum of work-based learning experiences all of which will leave them better positioned and prepared for success.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
116,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

San Jose Works Program
Work study interns-Students will be working on courses in individual academic subjects, which include English Language Arts, Algebra I and II, Science, and History. Students can earn up to 5 academic credits within a 5-week period by completing 20 assignments per week (equaling 20 work-week hours). All courses being monitored and assessed for this period are core content courses, in addition to assigned San Jose Works job coaches assisting youth with financial literacy, work readiness, and job search assistance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Actions and strategies for Goal Two were fully implemented.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Actions and strategies for Goal Two were implemented and planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes are evident between the 2020-21 revised SPSA and the 2021-22 SPSA for Goal Two.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

In partnership with community organizations and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

LEA/LCAP Goal

In partnership with community organizations and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

Goal 4

In partnership with community organizations and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

Identified Need

Goal four is developed to ensure the the OYA community, including staff, students and parents, establish community outreach and support for student work production as two main areas to be addressed that will increase student achievement levels and create a more culturally responsive school program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School attendance rates	Student attendance is 70%	Increase student attendance by 10%
High school dropout rates	Per Data Quest 2019-20, 78.9% of senior cohort did not graduate or complete high school on time.	Decrease drop out rate by 25%.
High school graduation rates	Graduation rate as indicated in California Dashboard Alternative School Status is 29.7%	Increase graduation rate 20%
Student suspension rates	The suspension rate 0.3% as indicated on the California Dashboard for Alternative School Status	Maintain status of green regarding suspension rates as indicated on the California Dashboard for Alternative School Status
California Health Kids Survey	Survey participation for spring 2020 is 10%	Increase participation to 85% of eligible student completion of CHKS annually.
Student, Staff, and Parent (LCAP) Survey	2020-21 LCAP Survey: 60 participated 55 students 3 staff	Increase participation to 80% annually.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2 parents	
Increase parent participant in school events such as ELAC and SSC	Current level of participation is 1 parent attending ELAC and SSC meetings.	Increase participation in parent meetings by 3 to 4 parents.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Therapy Travels Service Contract: Mental Health Therapists will provide multi-tiered level of mental health services and resources to staff, families, and students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
183,159	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures
14,894	Title IV 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Community and Parent Engagement: Improve community outreach and recruitment, including family and community engagement events at all OYA sites

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000	Title I 4000-4999: Books And Supplies 5800: Professional/Consulting Services and Operating Expenditures

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Foster Youth

Strategy/Activity

Foster Youth Services Manager: serves as the Santa Clara County Office of Education's (SCCOE) foster youth intake manager in collaboration with the Department of Child and Family Services (DCFS) for educational liaison support; researches, coordinates, and assesses educational progress in accordance with State mandates and district reform, and school development planning; provides technical and planning services for implementation of data-driven programs and projects; serves as a resource to program representatives for special assignments; conducts special studies and in-service training programs

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
89,232	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Resource Link A measurement tool, tracking system, and process to identify the barriers faced by students. Conduct a student needs assessment at enrollment/orientation and connect students to appropriate resources, services, community organizations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

23,919	Title I 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to COVID and the move to distance and at-home learning goal goal achievement was challenging. Engagement of parents and students continued to be a priority for 2020-21.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Distance Learning required needs in the area of mental health specifically for our those students who were at greater need for mental health services.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal changed to encompass student needs for therapy and technology. A part-time Mental Health Therapist was added to support students social emotional needs.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$303,586
Total Federal Funds Provided to the School from the LEA for CSI	$154,325.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,081,816.02

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$154,325.02
Title I	$238,511.00
Title III	$11,735.00
Title IV	$14,894.00

Subtotal of additional federal funds included for this school: $419,465.02

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Base	$389,960.00
LCFF - Supplemental	$272,391.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $662,351.00

Total of federal, state, and/or local funds for this school: $1,081,816.02

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	154,325.02
LCFF - Base	389,960.00
LCFF - Supplemental	272,391.00
None Specified	0.00
Title I	238,511.00
Title III	11,735.00
Title IV	14,894.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	91,967.00
2000-2999: Classified Personnel Salaries	101,632.00
4000-4999: Books And Supplies	7,000.00
5000-5999: Services And Other Operating Expenditures	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	872,217.02

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	154,325.02

5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	389,960.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	89,232.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	183,159.00
	None Specified	0.00
	None Specified	0.00
2000-2999: Classified Personnel Salaries	Title I	101,632.00
4000-4999: Books And Supplies	Title I	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	129,879.00
1000-1999: Certificated Personnel Salaries	Title III	2,735.00
5000-5999: Services And Other Operating Expenditures	Title III	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	14,894.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	414,960.00
Goal 2	17,735.00
Goal 3	330,917.02
Goal 4	318,204.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

3 Other School Staff

1 Parent or Community Members

1 Secondary Students

Name of Members	Role
Phil Morales	Principal
Christina Ramos	Other School Staff
Lupe Rivas	Other School Staff
Leticia Alamguer	Other School Staff
Kevin Jacks	Classroom Teacher
Louis Smith	Classroom Teacher
Meyia Carrasco	Secondary Student
Mrs. Salazar	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5-25-2021.

Attested:

	Principal, Phil Morales on 5-25-2021
	SSC Chairperson, Christian Ramos on