



# 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	43104390135087	5/20/2022	6-28-2022

## 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, 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), 2022-23 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 four goals mirror those in the Local Control 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.

The following are key areas OYA is working to address:

#### 1. English Learner Reclassification:

OYA has been focused on how to best serve our EL population (currently ) and ensure timely reclassification of students. The goal is to develop an EL program 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 and addresses the basic academic needs and literacy for students who receive English Learner services. Additionally, provide support for staff collaboration on best teaching practices and implementation of academic programming as well as additional coaching and support for teaching and learning.

#### 2. College and Career Readiness:

This indicator on the California DASS shows a need to increase OYA's student college and career readiness. To increase college/career readiness rates, we shifted from a credit recovery high school completion program to a college and career going culture. Additionally, students will graduate college and career ready with a wide array of work-based learning opportunities (dual enrollment, career technical education courses, internships, job training) and a student success plan.

#### 3. Math and Language Development:

Indicators in CAASPP results in Math and English Language Arts and Renaissance STAR Assessments indicate a need to support the needs of students who are below grade level in Math and ELA. As such, we have developed an action plan to help students improve their Math and English Language skills. OYA teachers will collaborate in Professional Learning Communities (PLCs). In their PLCs, teachers will meet regularly, share expertise, and work collaboratively to improve teaching skills and discuss the academic performance of students. Teachers will also

identify and assign students to specific Math or English cohorts based on student needs. Cohorts are held at each site and led by teachers with the aid of OYA para-educators. Cohorts are designed to run twice a week for one hour over the course of 10-12 weeks. In addition, students will meet quarterly with their teachers to discuss academic performance and progress in Math and English Language development.

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# 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)

Categorical services focused on the underperforming students at OYA include Bay Area Tutoring, Schoology, Renaissance STAR Math and Reading, Edge curriculum for English Learners, special education, paraprofessional support, mental health and wellness support, and after school intervention. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our college and career readiness as well. Instructional paraprofessionals provide small group support in reading, writing, and math. The counselor provides support through follow-up meetings and by contacting parents when appropriate.

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 2022-23 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 student needs and any inequities through resource allocations. 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 Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	2	31	11
Grade 10	4	57	46
Grade 11	46	104	59
Grade 12	239	175	194
Total Enrollment	291	367	310

### 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	84	114	86	28.9%	31.1%	27.7%
Fluent English Proficient (FEP)	73	97	92	25.1%	26.4%	29.7%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

### Conclusions based on this data:

1. The data indicate a decrease in the number of English Learner students from 2020 - 2021 but zero number of reclassified language learners in the last three years.

# 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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	82	118	179	38	54	17	38	53	17	46.3	45.8	9.5
All Grades	82	118	179	38	54	17	38	53	17	46.3	45.8	9.5

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2469.	2468.	2534.	0.00	1.89	5.88	10.53	11.32	17.65	18.42	20.75	41.18	71.05	66.04	35.29
All Grades	N/A	N/A	N/A	0.00	1.89	5.88	10.53	11.32	17.65	18.42	20.75	41.18	71.05	66.04	35.29

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	7.89	5.66	*	36.84	37.74	*	55.26	56.60	*
All Grades	7.89	5.66	*	36.84	37.74	*	55.26	56.60	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	1.89	*	26.32	32.08	*	73.68	66.04	*
All Grades	0.00	1.89	*	26.32	32.08	*	73.68	66.04	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	1.89	*	63.16	58.49	*	36.84	39.62	*
All Grades	0.00	1.89	*	63.16	58.49	*	36.84	39.62	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	5.26	1.89	*	28.95	39.62	*	65.79	58.49	*
All Grades	5.26	1.89	*	28.95	39.62	*	65.79	58.49	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The number of students tested has decreased.
2. The percentage of students who met or exceed proficiency increased.

# 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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	82	118	179	32	45	16	32	45	16	39	38.1	8.9
All Grades	82	118	179	32	45	16	32	45	16	39	38.1	8.9

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2415.	2419.	2479.	0.00	0.00	0.00	0.00	0.00	6.25	6.25	4.44	25.00	93.75	95.56	68.75
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	6.25	6.25	4.44	25.00	93.75	95.56	68.75

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00	*	0.00	4.44	*	100.0	95.56	*
All Grades	0.00	0.00	*	0.00	4.44	*	100.0	95.56	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00	*	18.75	28.89	*	81.25	71.11	*
All Grades	0.00	0.00	*	18.75	28.89	*	81.25	71.11	*

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>Grade 11</b>	0.00	0.00	*	28.13	20.00	*	71.88	80.00	*
<b>All Grades</b>	0.00	0.00	*	28.13	20.00	*	71.88	80.00	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The number of students tested decreased.
2. The percentage of students who met or exceed proficiency 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	6	8
11	*	1494.4	1573.5	*	1427.5	1563.3	*	1560.6	1583.1	*	13	15
12	1448.2	1525.8	*	1418.8	1512.2	*	1477.0	1539.0	*	59	65	*
All Grades										71	86	27

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*		*	*		*	*		*	*		*	*
10		*	*		*	*		*	*	*	*	*	*	*	*
11	*	0.00	20.00		7.69	46.67	*	53.85	26.67	*	38.46	6.67	*	13	15
12	*	16.92	*	40.68	27.69	*	*	30.77	*	38.98	24.62	*	59	65	*
All Grades	*	12.79	22.22	33.80	25.58	40.74	*	33.72	29.63	42.25	27.91	7.41	71	86	27

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*		*	*		*	*		*	*		*	*
10		*	*		*	*		*	*	*	*	*	*	*	*
11	*	7.69	33.33	*	0.00	40.00		46.15	13.33	*	46.15	13.33	*	13	15
12	22.03	29.23	*	27.12	33.85	*	*	13.85	*	42.37	23.08	*	59	65	*
All Grades	22.54	24.42	33.33	25.35	27.91	33.33	*	19.77	22.22	45.07	27.91	11.11	71	86	27

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*		*	*		*	*		*	*		*	*
10		*	*		*	*	*	*	*	*	*	*	*	*	*
11	*	7.69	6.67	*	0.00	20.00		76.92	60.00	*	15.38	13.33	*	13	15
12	*	6.15	*	*	23.08	*	35.59	35.38	*	42.37	35.38	*	59	65	*
All Grades	*	5.81	11.11	18.31	18.60	25.93	30.99	43.02	51.85	45.07	32.56	11.11	71	86	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*		*	*		*	*		*	*
10		*	*	*	*	*	*	*	*	*	*	*
11	*	0.00	0.00	*	23.08	80.00	*	76.92	20.00	*	13	15
12	*	4.62	*	38.98	55.38	*	47.46	40.00	*	59	65	*
All Grades	15.49	3.49	0.00	36.62	51.16	74.07	47.89	45.35	25.93	71	86	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	*		*	*		*	*		*	*
10		*	*		*	*	*	*	*	*	*	*
11	*	38.46	66.67		23.08	26.67	*	38.46	6.67	*	13	15
12	47.46	64.62	*	22.03	18.46	*	30.51	16.92	*	59	65	*
All Grades	46.48	58.14	61.54	18.31	19.77	30.77	35.21	22.09	7.69	71	86	26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>		*	*		*	*		*	*		*	*
<b>10</b>		*	*		*	*	*	*	*	*	*	*
<b>11</b>	*	7.69	6.67	*	46.15	60.00	*	46.15	33.33	*	13	15
<b>12</b>	*	9.23	*	33.90	43.08	*	64.41	47.69	*	59	65	*
<b>All Grades</b>	*	8.14	14.81	32.39	46.51	62.96	64.79	45.35	22.22	71	86	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>		*	*		*	*		*	*		*	*
<b>10</b>		*	*	*	*	*		*	*	*	*	*
<b>11</b>	*	7.69	26.67	*	84.62	66.67	*	7.69	6.67	*	13	15
<b>12</b>	18.64	3.08	*	59.32	80.00	*	22.03	16.92	*	59	65	*
<b>All Grades</b>	19.72	3.49	14.81	54.93	77.91	77.78	25.35	18.60	7.41	71	86	27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The percentage of students who scored well developed and somewhat/moderately increased.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>310</b>	<b>80.6</b>	<b>27.7</b>	<b>8.1</b>
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.

2020-21 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	86	27.7
Foster Youth	25	8.1
Homeless	4	1.3
Socioeconomically Disadvantaged	250	80.6
Students with Disabilities	75	24.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	4.8
American Indian or Alaska Native	2	0.6
Asian	8	2.6
Filipino	1	0.3
Hispanic	271	87.4
Two or More Races	4	1.3
Native Hawaiian or Pacific Islander	1	0.3
White	8	2.6

### Conclusions based on this data:

1. The majority of our students are Latinx.

2. A majority of the population (80.6) is socioeconomically disadvantaged.






# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  No Performance Color	<b>Graduation Rate</b>  Red	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  No Performance Color		
<b>College/Career</b>  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. No performance provided for 2019-20 or 2020-21 school years.
3. College/ Career Readiness was rated in the Red in the 18-19 school year. No performance color provided for 2019-20 or 2020-21 school years.

# School and Student Performance Data

## Academic Performance English Language Arts

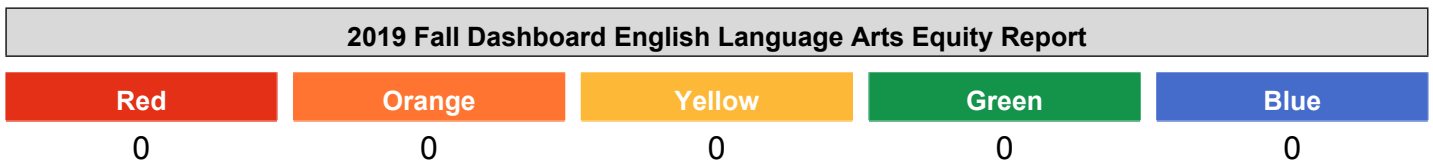
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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		
<p><b>All Students</b></p> <p>No Performance Color</p> <p>134 points below standard</p> <p>20</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>119.2 points below standard</p> <p>11</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>107 points below standard</p> <p>15</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color <span style="background-color: #e0e0e0;">136.2 points below standard</span> 19	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

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 10	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 6

**Conclusions based on this data:**

1. No significant testing group data present.

# School and Student Performance Data

## Academic Performance Mathematics

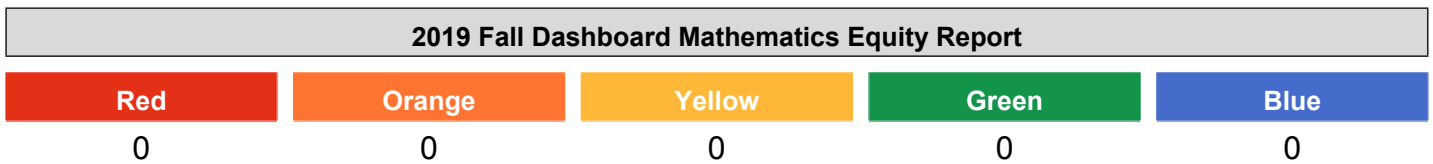
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.





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		
<p><b>All Students</b></p> <p>No Performance Color</p> <p>228.9 points below standard</p> <p>17</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>198.1 points below standard</p> <p>13</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>



**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 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**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
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:**

- No significant testing group data present.

# School and Student Performance Data

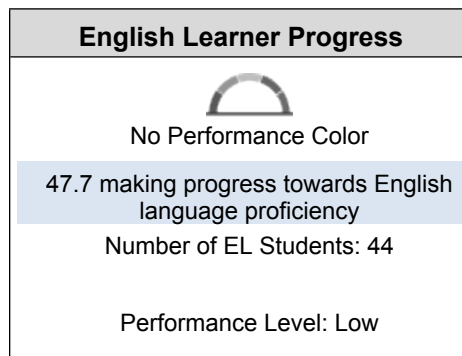
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



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:

- No significant testing group data present.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	152	100
<b>African American</b>	11	7.2
<b>American Indian or Alaska Native</b>	1	0.7
<b>Asian</b>	8	5.3
<b>Filipino</b>	2	1.3
<b>Hispanic</b>	122	80.3
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	6	3.9
<b>Two or More Races</b>	2	1.3
<b>English Learners</b>	41	27
<b>Socioeconomically Disadvantaged</b>	128	84.2
<b>Students with Disabilities</b>	37	24.3
<b>Foster Youth</b>	25	16.4
<b>Homeless</b>	1	0.7

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth	0	0
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth	0	0
Homeless		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth	0	0
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth	0	0
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth	0	0
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth	0	0
Homeless		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	0	0
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	0	0
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	0	0
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. College/Career Readiness for all students remains at 0%



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

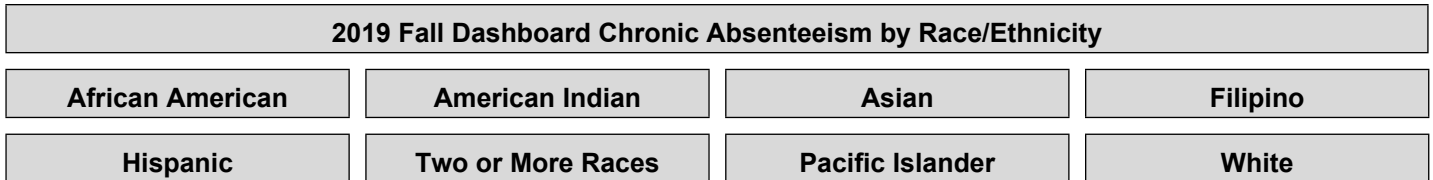
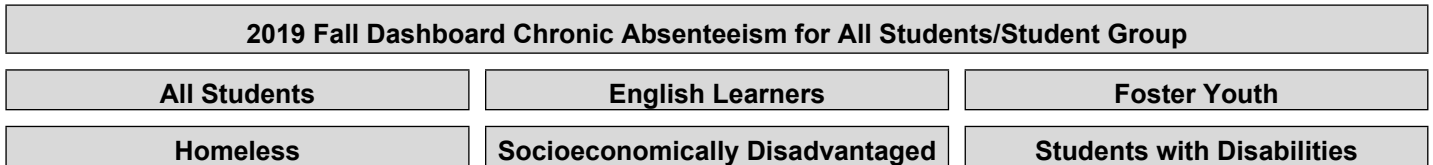
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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.



### Conclusions based on this data:

1. No significant testing group data present.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	152	71	0	46.7
English Learners	41	18	0	43.9
Foster Youth	25	11	0	44
Homeless	1		0	
Socioeconomically Disadvantaged	128	62	0	48.4
Students with Disabilities	37	17	0	45.9
African American	11	5	0	45.5
American Indian or Alaska Native	1		0	
Asian	8		0	
Filipino	2		0	
Hispanic	122	54	0	44.3
Native Hawaiian or Pacific Islander				
White	6		0	
Two or More Races	2		0	

### Conclusions based on this data:

1. Graduation Rate increased by 17%

# School and Student Performance Data

## Conditions & Climate Suspension Rate

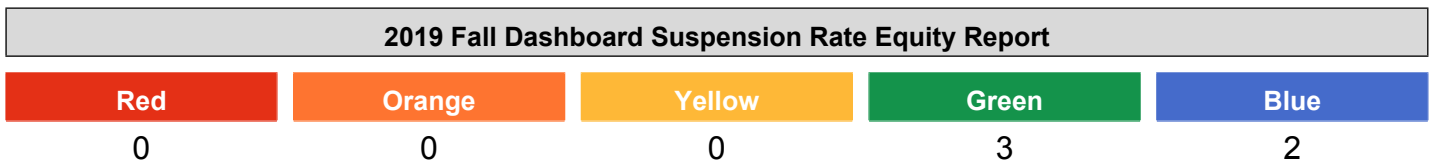
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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		
<p><b>All Students</b></p>  <p>Green</p> <p>0.3</p> <p>Increased +0.3</p> <p>692</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>0.5</p> <p>Increased +0.5</p> <p>199</p>	<p><b>Foster Youth</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>66</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>22</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>0.3</p> <p>Increased +0.3</p> <p>600</p>	<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>155</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 37	 No Performance Color Less than 11 Students - Data 5	 No Performance Color 0 14	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.3 Increased +0.3 592	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 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:**

- 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	<p>Baseline: Renaissance STAR Reading Assessment Grade Equivalency 6.0</p> <p>2021-22: Renaissance STAR Reading Assessment Grade Equivalency 7.0</p>	Projected Grade Equivalency Reading is 9.0 on Renaissance STAR Reading Assessment.
Local Math Assessments	<p>Baseline: Renaissance STAR Math Assessment Grade Equivalency 6.0</p> <p>2021-22: Renaissance STAR Math Assessment Grade Equivalency 7.2</p>	Projected Grade Equivalency Math is 9.0 on Renaissance STAR Reading Assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA)	Baseline: Standard Met or Exceeded 13.21%  2021-22 CAASPP Scores 2020-21 Standard Met or Exceeded 23.53%	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%  2021-22 CAASPP Scores 2020-21 Standard Met or Exceeded 6,25%	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  2022-23 100% of long term students earned a minimum of 30 credits	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)

385,000

Source(s)

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)

4,960

Source(s)

General Fund  
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

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)

0.00

Source(s)

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**

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)

0.00

Source(s)

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

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)

31,880

Source(s)

Comprehensive Support and Improvement (CSI)  
5800: Professional/Consulting Services And  
Operating Expenditures

### 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

This action utilizes trained tutors from Bay Area Tutor Association to provide group or individual tutoring sessions for students to help develop academic and social-emotional skills necessary to reach proficiency in English Language Arts (ELA), Common Core Math, and digital literacy

### 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)

50,000

Source(s)

Comprehensive Support and Improvement (CSI)  
5800: Professional/Consulting Services And  
Operating Expenditures

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

IOSA with Santa Clara County Office of Education Professional Learning & Instructional Support. Provide professional development, training, and support with implementation of Ethnic and Environmental Students, and Seal of Civic Engagement.

### 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)

24,329

Source(s)

Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

2021-22 Actions and Services for Goal One were implemented as planned. Actions are making progress toward meeting the goal that all students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement. Core curriculum, programs, and professional development were implemented in student achievement. Proficiency levels for students in math and reading have increased as is evident in quarterly Ren STAR assessments. Barriers to eliminate student achievement for English Learners have been addressed through implementation of Edge curriculum and professional development and this has resulted in increases on the ELPAC assessment.

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

There were no material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved services for this goal or action 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.

2022-23 Goal One has a few additions in actions and services. Priorities will continue to focus on providing a broad course of study for students with supplemental programs to support math and reading proficiency, assessment, Ethnic and Environmental studies, civic engagement, and training for staff to implement programming. Programs will continue to focus on needs of low income, English Learners, and foster youth.

# 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	<p>Baseline: Students show 12.79% proficiency as indicated on the ELPAC.</p> <p>2020-21 Students showed 22.22% proficiency as indicated on the ELPAC.</p>	20% of students will show growth at least one level on the ELPAC
Re-Classification of English Learners	<p>Reclassification Rate 0%</p> <p>2020-21: Reclassification Rate Data Quest 0.0%</p>	Reclassification rate of 1% annually
Local Reading Assessments for English Learners	<p>Renaissance STAR Reading Assessment Grade Equivalency 6.0</p> <p>2020-21: Reclassification Rate Data Quest 0.0%</p>	Projected Grade Equivalency Reading is 9.0 on Renaissance STAR Reading Assessment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Reading Assessments for English Learners	Renaissance STAR Math Assessment Grade Equivalency 6.0  2021-22: Renaissance STAR Reading Assessment Grade Equivalency 7.2	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 8

#### Students to be Served by this Strategy/Activity

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

English Learners

#### Strategy/Activity

IOSA SCCOE School Climate, Leadership & Instructional Services.

To provide support for standards-based instruction as requested in the area English Language Development. Both OYA and PLISD team members will collaborate and maintain close communication regarding the outcomes and deliverables of the professional learning activities. This work is supportive of building capacity in the learning environment for positive achievement of all students through providing instructional expertise, enabling collaboration, and fostering engagement of all stakeholders.

#### 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)

1,329

#### Source(s)

Title III  
5800: Professional/Consulting Services And Operating Expenditures

5,671

Comprehensive Support and Improvement (CSI)  
5800: Professional/Consulting Services And Operating Expenditures

### Strategy/Activity 9

#### 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)

2,000

Source(s)

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)

### Strategy/Activity

#### 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)

### Strategy/Activity 11

#### 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)

7,995

Source(s)

Title III  
5800: Professional/Consulting Services And  
Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2021-22

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 services for this goal were generally implemented as planned. Professional development opportunities were offered for teachers and para educators provided by trainers from SCCOE School Climate, Leadership & Instructional Services. Professional development offerings were targeted to the needs of English Learners and implementation of the Edge EL core curriculum. ELLoquence supplemental materials were not implemented and funds were reallocated and used to support training in Edge curriculum and instructional strategies in English Language acquisition. Actions are making progress toward meeting the goal that increase the performance of English Learners. Edge Core curriculum, programs, and professional development were implemented in EL progress. Proficiency levels for EL students in math and reading have increased as is evident in quarterly Ren STAR assessments. Barriers to eliminate student achievement for English Learners have been addressed through implementation of Edge curriculum and professional development and this has resulted in increases on the ELPAC assessment.

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

Funds not expended for Actions 2.1 ELLoquence Supplemental Curriculum. Funds were used to provide staff training and professional development in English Learner instructional strategies, Edge curriculum training, and IOSA with SCCOE Professional Learning & Instruction 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.

2022-23 Goal Two has a few additions in actions and services. Priorities will continue to focus on providing an EL core curriculum for students with supplemental programs to support math and reading proficiency, ELPAC assessment, and training for staff to implement programming.

# 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  2021-22 70 Students	150 students will complete a post-secondary plan prior to graduation.
# of students enrolled and completing dual enrollment or articulation	Baselline: 10 students completed a course at community college or trade school  2021-22 7 students enrolled 0 students completed	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  2021-22 0% of students met A-G eligibility	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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-22 0% of students passed an Advanced Placement Exam	
% of early academic progress via CAASPP Grade 11	Baseline: 0% of students demonstrate college preparedness (EAP)  2021-22 No data is available from CDE for this metric	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  2021-22 10% of students completed exit survey	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)

102,655

Source(s)

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

IOSA SCCOE Integrated STEAM: Career Technical Education

Support efforts to increase site team capacities to deliver high quality student self-assessment, career exploration and work-based learning opportunities to all learners. Support collaborative structures and coach collaborative practices to reinforce linked and wrap-around approaches among site team members and relevant industry partners, and community based 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)

8,307

Title I  
5800: Professional/Consulting Services And Operating Expenditures

16,070

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 training.

**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)

107,000

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)

60,500

Source(s)

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

### 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

MetroED MOU

Make available to OYA students Career Technical Education classes at Silicon Valley Career Tec Education campus. CTE courses will be offered Monday through Friday in two sessions, one in the morning (AM) and one in the afternoon (PM).

#### 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)

30,000

Source(s)

Title I  
5800: Professional/Consulting Services And Operating Expenditures

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Materials and Supplies

Use funds to support dual enrolled students in college coursework by covering materials and supplies needed to succeed in college level courses. Some materials and supplies included but not limited to are backpacks, binders, class fees, textbooks, workbooks, etc.

#### 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)

5,102

Source(s)

Title I  
5800: Professional/Consulting Services And Operating Expenditures

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Work Based Learning Coordinator

Opportunity Youth Academy partnered with ConnectED: The National Center for College and Career to design and plan the implementation of the Linked Learning approach in OYA. In the last two years, OYA staff and community stakeholders worked to build their understanding of the guiding principles and core components underlying high quality college and career readiness pathways and create a team of staff members to collaboratively design plans that develop a system of a high-quality pathways with their context. This year the work focused on developing a continuum of work-learning experiences (i.e. informational interviews, job shadowing experiences, and internships), and dual credit community college courses all focused on industry sector themes. The next phase of work is implementing a work-based learning system that will support the implementation of the full continuum. To accomplish this work, a Work-Based Learning Coordinator is needed to combine and coordinate the efforts of many individuals, assuring that work-based learning experiences effectively and efficiently help students develop knowledge, skills, attitudes, and work habits so they can move successfully into post-secondary opportunities.

### 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)

180,029

Source(s)

LCFF - Supplemental

## Annual Review

### SPSA Year Reviewed: 2021-22

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 services were implemented as planned, with exception of Naviance. Funds were reallocated and used to purchase materials to support career technical education. Actions related to college and career readiness were effective in making progress toward the goal of students leaving prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

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

There were no material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved services for this goal or action 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.

The 2022-23 LCAP has a new action service. OYA staff and community educational partners worked to build their understanding of the guiding principles and core components underlying high quality college and career readiness pathways and create a team of staff members to collaboratively design plans that develop a system of a high-quality pathways with their context. This year the work focused on developing a continuum of work-learning experiences (i.e. informational interviews, job shadowing experiences, and internships), and dual credit community college courses all focused on industry sector themes. The next phase of work is implementing a work-based learning system that will support the implementation of the full continuum. To accomplish this work, a Work-Based Learning Coordinator will be hired to combine and coordinate the efforts of many individuals, assuring that work-based learning experiences effectively and efficiently help students develop knowledge, skills, attitudes, and work habits so they can move successfully into post-secondary opportunities.

# 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%  2021-22 72% students attendance	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.  2021-22 Per Data Quest, 26% of the 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%  2021-22	Increase graduation rate 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Graduation rate as indicated on California Dashboard Alternative School Status is 46.07%	
Student suspension rates	The suspension rate 0.3% as indicated on the California Dashboard for Alternative School Status  2021-22 suspension rate 0.0% as indicated in Data Quest	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%  2021-22 Survey participation for spring 2022 is 22%	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 2 parents  2021-22: 45 participated 4 parents 29 students 6 classified 6 certificated	Increase participation to 80% annually.
Increase parent participant in school events such as ELAC and SSC	Current level of participation is 1 parent attending ELAC and SSC meetings.  2021-22 1 to 2 parents attended school site council and ELAC 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)

13,028

#### Source(s)

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)

3,410

#### Source(s)

Title I Part A: Parent Involvement  
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)

60,820

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

2021-22 Actions and Services were implemented as planned. Actions are making progress 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. The graduation rate for 2020-21 increased by 18% from 2019-20. Additionally, the graduation rate shows a positive growth within student groups, most especially in Students with Disabilities, English Learners, and. Foster Youth.

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

There were no material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved services for this goal or action 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.

The 2022-23 LCAP does not contain major changes in this goal.

# 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	\$1,100,085.00

## 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)	\$188,450.00
Title I	\$253,064.00
Title I Part A: Parent Involvement	\$3,410.00
Title III	\$11,324.00
Title IV	\$13,028.00

Subtotal of additional federal funds included for this school: \$469,276.00

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 (\$)
General Fund	\$4,960.00
LCFF	\$60,820.00
LCFF - Base	\$385,000.00
LCFF - Supplemental	\$180,029.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$630,809.00

Total of federal, state, and/or local funds for this school: \$1,100,085.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	188,450.00
General Fund	4,960.00
LCFF	60,820.00
LCFF - Base	385,000.00
LCFF - Supplemental	180,029.00
None Specified	0.00
Title I	253,064.00
Title I Part A: Parent Involvement	3,410.00
Title III	11,324.00
Title IV	13,028.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	62,820.00
2000-2999: Classified Personnel Salaries	102,655.00
4000-4999: Books And Supplies	3,410.00
5800: Professional/Consulting Services And Operating Expenditures	751,171.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	188,450.00

5800: Professional/Consulting Services And Operating Expenditures	General Fund	4,960.00
1000-1999: Certificated Personnel Salaries	LCFF	60,820.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	385,000.00
	LCFF - Supplemental	180,029.00
	None Specified	0.00
2000-2999: Classified Personnel Salaries	Title I	102,655.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	150,409.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,410.00
1000-1999: Certificated Personnel Salaries	Title III	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	9,324.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	13,028.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	496,169.00
Goal 2	16,995.00
Goal 3	509,663.00
Goal 4	77,258.00

# 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
- 1 Other School Staff
- 1 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Phil Morales	Principal
Blanca Morales	Other School Staff
Anne Le	Classroom Teacher
Raj Pawar	Classroom Teacher
Ofelia Gomez	Parent or Community Member
Meyia Carrasco	Secondary Student

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 5/20/2022.

Attested:



Principal, Phil Morales on 5/20/2022

SSC Chairperson, Blanca Morales on 5/20/22

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*



# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **Appendix C: Select State and Federal Programs**

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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