



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Opportunity Youth Academy	43 10439 0135087	6/02/2020	6/18/2020

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
Opportunity Youth Academy will develop a School Plan for Student Achievement using data and root cause analysis, including the identification of evidence-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.

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.

The purpose of this plan is to provide transparency to all stakeholders including parents, staff members, and community members on budget, allocation, expenditures beyond base funding of

local control funding formula and Title I as they relate to improving academic performance for all students.

Opportunity Youth Academy's three goals mirror those in the Local 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 providing a program for our students that will prepare them for post-secondary success. In an effort to meet these goals, the following are essential components to overall student success: technology, intervention, collaboration, professional development.

Goal 1: All students will participate in rigorous, relevant and engaging instruction aligned with 21st century skills to eliminate barriers and promote achievement

Goal 2: All students will leave prepared for a successful transition to college and career as a result of quality programs, services and curriculum

Goal 3: 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.

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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 consulted with parents, staff members, and community members on the School Site Council and ELAC, and administrative team.

Resource Inequities

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

The Opportunity Youth Academy administration examined data from the California School Dashboard; local assessments/benchmarks, conversations with the School Site Council (SSC), and other stakeholders. No resource inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

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

Conclusions based on this data:

1. Enrollment has increased
2. Latinx student population has remained the largest group

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

Conclusions based on this data:

1. The number of students tested has increased.
2. The number of students not meeting standard decreased.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. More students tested in 18-19 school year.
2. Overall 12 students received Level 4 in 18-19.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
291	85.9	28.9	7.6

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

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

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

Conclusions based on this data:

1. The majority of our students are Latinx
2. A majority of the population (85.9) is socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Low numbers of students in each category led to no performance index ratings.
2. Graduation Rate was rated in the Red in the 18-19 school year.
3. College/ Career Readiness was rated in the Red in the 18-19 school year.

School and Student Performance Data

Academic Performance English Language Arts

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



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>All Students</p> <p>No Performance Color</p> <p>134 points below standard</p> <p>20</p>	<p>English Learners</p> <p>No Performance Color</p> <p>119.2 points below standard</p> <p>11</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>107 points below standard</p> <p>15</p>	<p>Students with Disabilities</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 136.2 points below standard 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:

- No significant testing group data present.

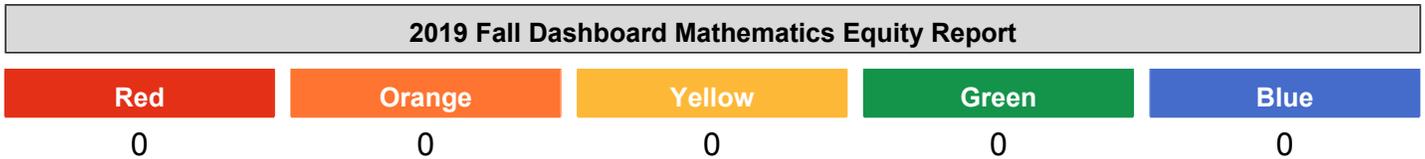
School and Student Performance Data

Academic Performance Mathematics

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



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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 226.8 points below standard 16			

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 8	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 5

Conclusions based on this data:

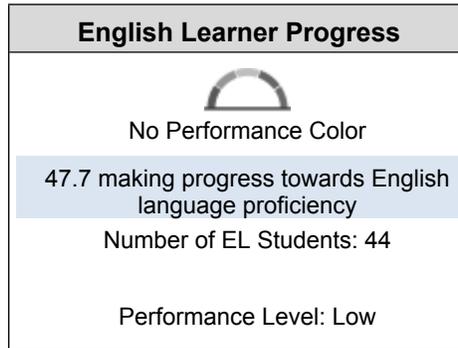
1. No significant testing group data present.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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
11	12	1	20

Conclusions based on this data:

1. No significant testing group data present.

School and Student Performance Data

Academic Performance College/Career

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

Lowest
Performance



Red



Orange



Yellow



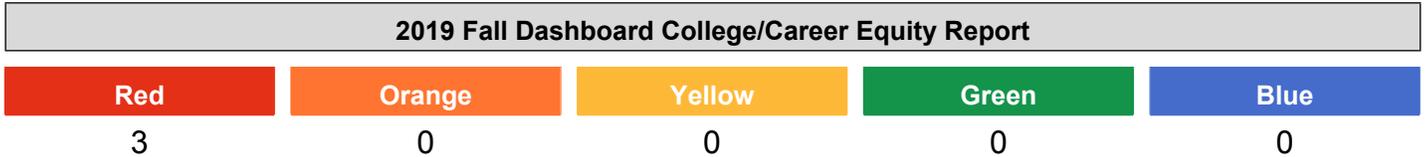
Green



Blue

Highest
Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>0.5</p> <p>Maintained +0.5</p> <p>207</p>	<p>English Learners</p> <p>Red</p> <p>0</p> <p>Maintained 0</p> <p>59</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>20</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0</p> <p>14</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>0</p> <p>Maintained 0</p> <p>178</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>24</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Red 0 Maintained 0 171	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 8.3 12

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	0 Prepared	0.5 Prepared
Approaching Prepared	1.8 Approaching Prepared	1 Approaching Prepared
Not Prepared	98.2 Not Prepared	98.6 Not Prepared

Conclusions based on this data:

- College/Career Readiness for all students maintained 0.5%

School and Student Performance Data

Academic Engagement Chronic Absenteeism

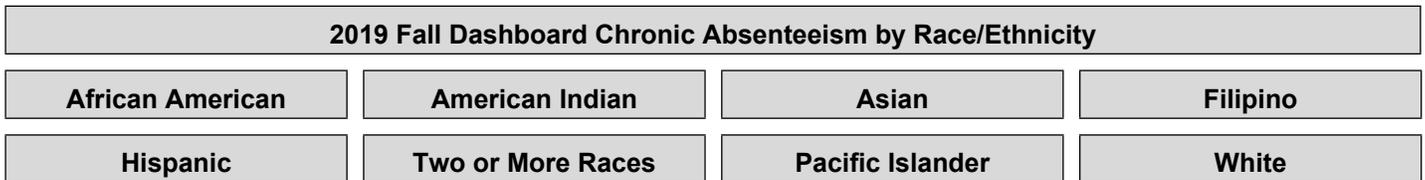
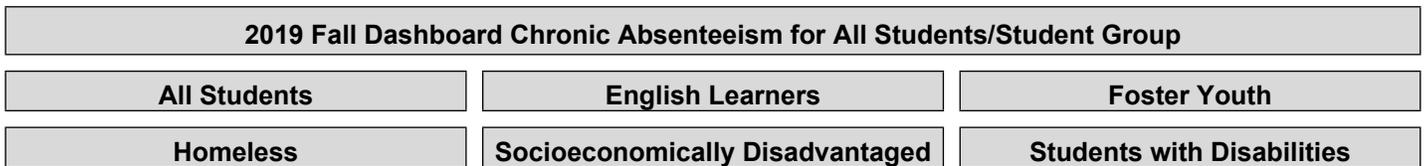
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

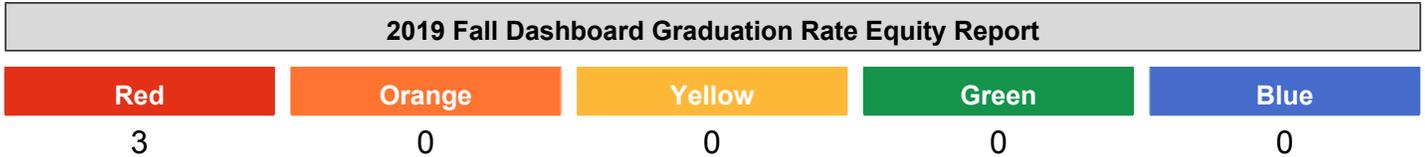
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Highest
Performance

This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>33.8</p> <p>Increased +8.1</p> <p>207</p>	<p>English Learners</p> <p>Red</p> <p>25.4</p> <p>Maintained -0.3</p> <p>59</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>15</p> <p>Declined -51.7</p> <p>20</p>
<p>Homeless</p> <p>No Performance Color</p> <p>28.6</p> <p>14</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>32.6</p> <p>Increased +7</p> <p>178</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>29.2</p> <p>Declined -26.4</p> <p>24</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 30.8 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Red 32.8 Increased +8.5 171	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 41.7 12

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
25.7	33.8

Conclusions based on this data:

1. Graduation Rate increased by 8.1%

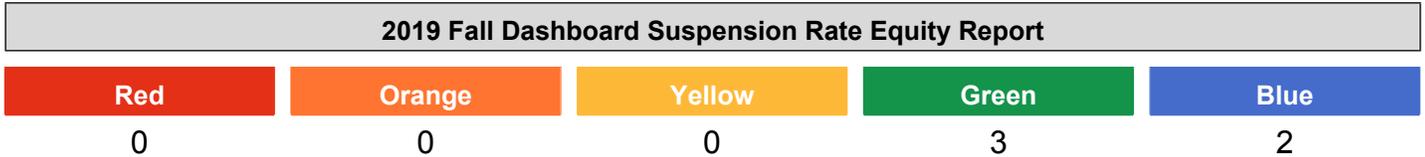
School and Student Performance Data

Conditions & Climate Suspension Rate

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



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>All Students</p>  <p>Green</p> <p>0.3</p> <p>Increased +0.3</p> <p>692</p>	<p>English Learners</p>  <p>Green</p> <p>0.5</p> <p>Increased +0.5</p> <p>199</p>	<p>Foster Youth</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>66</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>22</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>0.3</p> <p>Increased +0.3</p> <p>600</p>	<p>Students with Disabilities</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 <div style="background-color: #cccccc; padding: 5px; text-align: center;">0</div> Maintained 0 37	 No Performance Color Less than 11 Students - Data <div style="background-color: #cccccc; padding: 5px; text-align: center;">5</div>	 No Performance Color <div style="background-color: #cccccc; padding: 5px; text-align: center;">0</div> 14	 No Performance Color Less than 11 Students - Data <div style="background-color: #cccccc; padding: 5px; text-align: center;">3</div>
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #cccccc; padding: 5px; text-align: center;">0.3</div> Increased +0.3 592	 No Performance Color Less than 11 Students - Data <div style="background-color: #cccccc; padding: 5px; text-align: center;">9</div>	 No Performance Color Less than 11 Students - Data <div style="background-color: #cccccc; padding: 5px; text-align: center;">2</div>	 No Performance Color <div style="background-color: #cccccc; padding: 5px; text-align: center;">0</div> Maintained 0 30

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.3

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

We recognize that OYA needs to continue to build programs to drive improved and proportional outcomes for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance STAR Benchmark Exam in Math and Reading	Students assessed at 6th grade levels in Math and Reading will demonstrate one or more years of growth as measured by Renaissance STAR test given every three months.	Students will demonstrate one or more years of growth in reading and math
CAASPP in Math and ELA	Students with disabilities will demonstrate 95% participation in CAASPP ELA and Math.	Students with disabilities will increase participation in CAASPP Math and ELA by 50%
High School Graduation Rate	One Year Graduation Rate – 75% of Seniors will graduate from OYA with a high school diploma	The graduation rate will improve by 10%
English Language Learners Progress	EL progress toward English Proficiency will be evidenced by scores increasing on the English Language Proficiency Assessments for California (ELPAC).	EL students will show an increase in scores on ELPAC, EL students who qualify will be Redesignated Fluent English Proficient (RFEP)

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)

English Learners

Strategy/Activity

Review of current English Language Development and English Learner curriculum, supports and strategies which support English Learner students in English language acquisition. Provide supplemental curriculum for English Language Learners; professional development and training for staff on how to best support English Language Learners.

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)

8,489

Source(s)

Title III
5800: Professional/Consulting Services And Operating Expenditures

1,950

Comprehensive Support and Improvement (CSI)
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

Partnership with ConnectED National Center for College and Career. Establish a Linked Learning Program, align curriculum with college and career pathways, internships, and staff 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)

58,774.89

Source(s)

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)

Students with Special Needs

Strategy/Activity

Support students with special needs through professional development in the areas of blended learning strategies, Universal Design for Learning, differentiated instruction, and collaborative planning and problem solving.

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)

10,000

Source(s)

Title IV
5800: Professional/Consulting Services And
Operating Expenditures

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Actions and strategies for Goal One for the 2019-20 SPSA were implemented fully.

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

Actions and strategies for Goal One were implemented as planned

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

No major changes are evident between in the 2019-20 revised SPSA and the 2020-21 SPSA for Goal One

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

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

Goal 2

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

Identified Need

OYA understands that students earning a high school diploma is not the finish line. It is important that students are ultimately prepared to be productive to their communities and to sufficiently earn a wage that could support a family in today's society. As such, it is vital that students have a plan and that we provide them the tools and resources to move towards postsecondary education, as well as, the skills necessary to meet the demands of our future workforce.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Identify Strengths	All Students will complete an inventory designed to help identify strengths	All 9th and 12th grade students will complete a StrengthsExplore assessment.
Post-Secondary Education Plan	All Students will create a post-secondary plan prior to graduating from OYA.	All 12th grade students will complete a transition plan to college or career pathways.
Success Assessment	All students will complete online Success Assessment	80% of students will complete online Success 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 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hire a College Liaison to support students transiting to post-secondary.

College Liaison will support students create post-secondary transition plans, arrange college site visits, create access to apprenticeship and internship opportunities, and provide guidance to students in college and career exploration activities.

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)

95,716

Source(s)

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
3000-3999: Employee Benefits

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

Purchase student Chromebooks and Kajeet hot spots. Technology equipment will provide students access to digital resources; to enhance instruction; to support distance learning during Covid-19

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)

60,126

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies

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

Provide a Job Training Internship Program
Year Up – Career Labs is a 40-hour career prep course that is designed for youth and young adults to master key employability skills such as communication, team work, problem-solving, time management, and career readiness (resumes, interview skills, networking).

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)

107,774.89

Source(s)

Title I Part A: Allocation
5800: Professional/Consulting Services And
Operating Expenditures

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Actions and strategies for Goal Two for the 2019-20 SPSA were implemented fully.

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

Actions and strategies for Goal Two were implemented as planned.

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

No major changes are evident between the 2019-20 revised SPSA and the 2020-21 SPSA for Goal Three

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

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 3

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

The OYA community, including staff, students and parents, have identified 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
Student Survey	100% of OYA students will take the Student Survey	100% of OYA students will take the Student Survey
Parent engagement	5-10 parents at meetings and Family Information Nights.	Increase numbers by 5

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

Provide mental health services to all students.

A mental health therapist will be available to provide individual and/or small group therapy. The mental health therapist will also provide staff professional development.

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)
75,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures
17,654	Title IV 5000-5999: Services And Other 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

Improve community outreach and recruitment, including Family Nights and Community Engagement events at all sites.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,117	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Actions and strategies for Goal Three for the 2019-20 SPSA were implemented fully.

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

Actions and strategies for Goal Three were implemented as planned.

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

No major changes are evident between the 2019-20 revised SPSA and the 2020-21 SPSA for Goal Three

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	\$129,545
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$439,601.78

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)	\$120,850.89
Title I Part A: Allocation	\$278,490.89
Title I Part A: Parent Involvement	\$4,117.00
Title III	\$8,489.00
Title IV	\$27,654.00

Subtotal of additional federal funds included for this school: \$439,601.78

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$439,601.78

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)	120,850.89
Title I Part A: Allocation	278,490.89
Title I Part A: Parent Involvement	4,117.00
Title III	8,489.00
Title IV	27,654.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	95,716.00
4000-4999: Books And Supplies	60,126.00
5000-5999: Services And Other Operating Expenditures	96,771.00
5800: Professional/Consulting Services And Operating Expenditures	186,988.78

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	60,126.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	60,724.89
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	95,716.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	75,000.00

5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	107,774.89
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	4,117.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	8,489.00
5000-5999: Services And Other Operating Expenditures	Title IV	17,654.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	79,213.89
Goal 2	263,616.89
Goal 3	96,771.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 3 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Phil Morales	Principal
Christina Ramos	Other School Staff
Lupe Rivas	Other School Staff
Leticia Alamguer	Other School Staff
Kevin Jacks	Classroom Teacher
Louis Smith	Classroom Teacher
Jesus Salazar	Secondary Student
Leticia Salazar	Parent or Community Member
Amy Elliott	Secondary Student
Bruce Elliott	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/2/20.

Attested:



Principal, Phil Morales on 6/2/20

SSC Chairperson, Christian Ramos on 6/2/20