

Single Plan for Student Achievement



2018-19

School: Opportunity Youth Academy

District: Santa Clara County Office of Education

County-District School (CDS) Code: 43104394330320

Principal: Phil Morales

Date: 06/20/2019

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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OUR STORY

Opportunity Youth Academy (OYA), chartered by the Santa Clara County Board of Education as a countywide benefit charter in August 2016, is designed to serve opportunity youth and disengaged youth ages 16-24 in Santa Clara County. OYA operates six classroom sites across Santa Clara County, serving approximately 300 youth. OYA's population is highly mobile, and in all, OYA staff see approximately 550 students per year. Disengaged youth are adolescents and young adults who are out of school or have missed graduating with their high school cohort. Opportunity youth become disengaged from school for multiple reasons, including instability in family life, income, housing, or employment. For opportunity youth, these issues are often compounded by pregnancy or parenting, homelessness, justice engagement or placement into the foster care system. OYA offers its students an online curriculum in a blended learning environment, and students have access to A-G, grade-level curriculum in all content areas and a variety of electives. OYA's curriculum is aligned with state standards, rich with reading, writing and critical thinking activities, and integrates science labs and small group instruction.

OUR MISSION

OYA's organizational mission is to provide a premier high school diploma program to engage "opportunity youth" through relationship-focused, high-tech, and rigorous learning experiences resulting in students and graduates being *"Ready to Learn, Ready to Work and Ready to Live."*

OUR VISION

OYA provides your adults who are disengaged from school the opportunity to complete their high school education. OYA is designed to serve "opportunity youth" who are justice engaged, pregnant or parenting, in the foster system, homeless or otherwise disengaged from traditional public schooling.

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

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

- Goal 2** - All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

- Goal 3** - In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

<p>What data did you use to form these goal?</p> <p>Assessment scores (CAASPP interim and summative assessments in ELA and math; Renaissance STAR benchmark assessments in reading and math); ELPAC scores; student and staff feedback obtained through surveys.</p>	<p>What were the findings from the analysis of this data?</p> <p>We have identified that 70% of OYA’s students are over 18 and 30% are minors, and need more than 45 credits to graduate. The average student enters OYA with sixth grade level equivalency in math and reading. The average student needs one or more full years of schooling to earn his/her high school diploma and has a full life including work and family. OYA survey results overwhelming demonstrate that college/career planning is key to improving outcomes for all OYA students, so OYA will invest heavily in developing post-secondary pathways.</p>	<p>How will the school evaluate the progress of this goal?</p> <p><u>Student Assessments:</u> Student benchmark exam scores in math and reading and CAASPP results in math and English language arts; Renaissance STAR Benchmark Assessments in Math and Reading; ELPAC scores; Community College Entrance Exam; SIATech assessments; grades.</p> <p><u>Surveys:</u> Staff/student/parent surveys; data analysis of school attendance rates, high school graduation rates; agendas/sign-in sheets for staff professional development meetings and events.</p>
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Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>July 2018 – June 2019</p> <p>Develop ongoing professional development for educators (including principal, teachers, paraprofessionals, and other school support staff) with the knowledge and skills necessary to enable students to succeed in a well-rounded education.</p>	<p>Principal, teachers, paraprofessionals, and other school support staff.</p>	<p>July 2018 – June 2019:</p> <p>Find and schedule professional development opportunities for educators with a focus on improving and increasing knowledge of core academic subjects; understanding of how students learn; analyze student work and achievement from multiple sources, including how to adjust instructional strategies (blended learning), assessments; and instructional strategies designed to give teachers of English learners the knowledge and skills to provide instruction and appropriate language and academic support services to EL students, including the appropriate use of curricula and assessments.</p>	<p>Title I Funds: \$26,604 Professional Development</p> <p>Title I Funds: \$31,318 Additional Professional Development Blended Learning; How to use Reni STAR Math and Reading Data.</p>

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>July 2018 – June 2019:</p> <p>Provide programs for ELs to attain English proficiency and acquire content knowledge.</p> <p>Provide professional development to educators (principal, teachers, paraprofessionals) in the area of educational strategies to best meet the academic and language needs of ELs</p>	<p>Principal, teachers, paraprofessionals, and other school support staff.</p>	<p>July 2018 -June 2019:</p> <p>Purchase and implement ELLoquence online curriculum for ELs to attain English proficiency and acquire content knowledge.</p> <p>ELLoquence includes professional development opportunities for educators with a focus on instructional strategies designed to give teachers of English learners the knowledge and skills to provide instruction and appropriate language and academic support services to EL students, including the appropriate use of curricula and assessments.</p>	<p>Title I Funds: \$15,000 ELL Supplemental Materials.</p>
<p>July 2018-June 2019:</p> <p>Improve community outreach and recruitment, including Family Nights and Community Engagement events at all sites.</p>	<p>Principal, teachers, paraprofessionals, and other school support staff.</p>	<p>July 2018-June 2019:</p> <p>Create a robust marketing plan; implement multiple monthly site parent and community engagement events to increase parent and community participation and collaboration.</p>	<p>Title I Funds: \$5,000</p>

<p>June 2018 – July 2018:</p> <p>Develop a program to support student work production and retention, including tutorial student support services and intercession</p>	<p>Principal, teachers, paraprofessionals, and other school support staff.</p>	<p>June 2018 - Sept 2019</p> <p>Students will have access to tutoring and mentoring services through community base organizations</p> <p>Students will have access to intercession opportunities, provided there's a need.</p>	<p>Title I Funds: \$5,000</p>
<p>June 2018 - Sept 2019</p> <p>Increase student enrollment in Career Technical Education courses; support students in developing transitional post-secondary planning.</p>	<p>Principal, teachers, paraprofessionals, and other school support staff.</p>	<p>June 2018 - Sept 2019</p> <p>Students will have access to CTE courses through MetroEd, SIATech CTE Pathways, and CTE Courses offered at community colleges</p>	<p>Title I Funds: \$3,200</p>
<p>June 2018 - Sept 2019</p> <p>Increase student enrollment in Career Technical Education courses; support students in developing transitional post-secondary planning.</p>	<p>Principal, teachers, paraprofessionals, and other school support staff.</p>	<p>June 2018 - Sept 2019</p> <p>Students will have access to two College Liaisons who will provide:</p> <ol style="list-style-type: none"> 1. Post-Secondary transition plans (all students) 2. College campus visits (4 visits) 3. One-on-one college and career planning and interest assessments (all students) 	<p>Title I Funds: \$23,480</p>
<p>June 2018 - Sept 2019</p> <p>Improve student access to transportation assistance including bus tokens and bus</p>	<p>Principal, teachers, paraprofessionals, and other school support staff.</p>	<p>June 2018 - Sept 2019</p> <p>Purchase bus tokens.</p>	<p>Title I Funds: \$10,000</p>

passes			
June 2018 - Sept 2019 Supplemental Technology Equipment to provide access to digital resources; to enhance instruction for English Learners; to support the use of technology in the classroom	Principal, teachers, paraprofessionals, and other school support staff.	June 2018 - Sept 2019 Purchase student Chromebooks, projectors, and student internet access, document readers.	Title I Funds: \$30,000
June 2018 - Sept 2019 Develop a program to support student work production and retention, including tutorial student support services and intercession	Principal, teachers, mental health therapists	June 2018- Sept. 2019 Mental Health Therapist contract with TherapyTravelers; provide services to students with special needs.	Title I Funds: \$49,290
June 2018 - Sept 2019 Offer intercession for Senior students close to graduating	Principal, teachers, para educators	June 2018 – Sept. 2019 Teachers will provide a few days of intercession for Seniors who need additional support to complete graduation requirements.	Title I Funds: \$5,000
June 2018 – Sept. 2019 Provide individual and group tutoring for all OYA students	Principal, teachers, staff, tutors	June 2018- Sept. 2019 Contract with Bay Area Tutoring Association to provide certified tutors who will support OYA students.	Title I Funds: \$80,000
June 2018 – Sept. 2019 OYA students enrolled in CTE courses, job training programs, and/or dual enrollment in a community college course.	Principal, teachers, staff	June 2018 – Sept. 2019 20% of Students successfully completing CTE programs, job training program (Career Labs), and/or dual enrollment in a community college course	Title I Funds: \$70,000

June 2018 – Sept. 2019 Purchase additional assessment materials to support Special Education Teachers.	Principal, teachers	June 2018-Sept. 2019 Woodcock Johnson Assessment kits.	Title I Funds: \$11,000
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Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.SWP.

Federal Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$459,532	<input type="checkbox"/>
<input checked="" type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).		<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)		<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	N/A	<input type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	N/A	Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	N/A	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	N/A	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds: Title I, Part A: Homeless Students		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds Title I, Part A: Delinquent Students		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds Title I, SES funds		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school			
Total amount of state and federal categorical funds allocated to this school		\$459,532	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: 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.² The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Phil Morales	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blanca Morales	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annie Kretowicz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kevin Jacks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kipcia Jimenez-Mendoza	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Erika Velasquez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cid Azevedo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

² EC Section 52852

Form E: 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Signature _____ Signature
 - (list) Signature _____ Signature
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: June 22, 2018.

Attested:

Phil Morales Principal Signature of School Principal Date

Annie Kretowicz of SSC Chairperson Signature of SSC Chairperson Date

