



San Juan

School Plan for Student Achievement (SPSA)

School Year	School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
2021-22	Options For Youth San Juan	34-67447-3430691	May 27, 2021	June 18, 2021

Purpose and Description

The purpose of this plan is to address the need to raise our graduation rate as measured by the California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard and any LEA identified for CSI in the 2019-20 year will stay on CSI until the CA Dashboard is released. LEAs may not move off CSI until the CA Dashboard is released to determine if they have a graduation rate average above 68% and majority of their performance indicators are not in the red and orange to trigger them for CSI or TSI.

OFY San Juan plans to continue its efforts outlined in our 2020-21 SPSA throughout the 2021-22 academic school year in order to move out of CSI identification for the 2022-23 academic school year. Through all the efforts set forth in our 2019-20 plan which translated into a **63.5%** graduation rate average and a **75.2%** one year graduation rate. OFY San Juan can not move off CSI and therefore our plan will continue the efforts we set forth in the 2020-21 academic year to move toward exiting CSI identification once the state deems it possible. In order to meet the minimum standard of having a graduation rate average at or above 68%, we will continue refining and examining our instructional practices and procedures to retain students throughout all grade levels. Additionally, we will address all other indicators on the CA Dashboard that are in need of improvement: Graduation Rates, College and Career Readiness, and English Language Arts and Mathematics Assessment performance.

Our school was identified for Comprehensive Support and Improvement due to our 2-year graduation rate average of 52.65% which is below the 68% threshold set forth by the state. A Comprehensive Support and Improvement (CSI) plan was developed using this data and subsequent analysis, including the identification of evidence-based interventions and resources identified for implementation. Through the implementation of our 2020-21 plan we have achieved positive student academic outcomes as reflected on internal benchmark assessments and data pulls, the charter will be continuing with the strategic efforts set forth in our 2020-21 CSI plan.

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.

Options for Youth San Juan develop a plan to address the CSI eligibility criteria (Graduation rates) by focusing on the needs assessment completed via our most recent 2020-21 Comprehensive Needs Assessment and feedback from all stakeholders (through stakeholder surveys offered at least twice a year). Our plan for improvement will focus primarily on two areas: increasing student engagement and increasing academic performance. We will examine the disbursement of all financial resources to ensure that we are applying them equitably through the resource inequity review process. Our CSI plan and LCAP are aligned to ensure we are providing services for our students as identified by our stakeholders. Using the information from the needs assessment and the resource inequity review, a plan was created with evidence based interventions to address the areas of need.

Options for Youth San Juan plans to integrate the established goals to create an effective school plan. To effectively meet the ESSA requirements, the plan will incorporate LCAP stakeholder engagement feedback by utilizing stakeholder feedback through a comprehensive survey gathered once a semester and through various stakeholder engagement events throughout the year. Utilizing this information stakeholders selected the evidence-based interventions that they would like to use to address our performance indicators that are in the red and/or orange on the CA Dashboard to help boost our student performance outcomes. Options for Youth San Juan has also incorporated the goals, metrics, and actions as outlined in our 2021-24 LCAP to ensure alignment between LCAP and SPSA.

Stakeholder Involvement

Local Control and Accountability Plan (LCAP) Stakeholder Engagement Process

Stakeholder engagement provides the Charter with invaluable feedback to reflect on our current practices and adjust them to meet the needs of all stakeholders. Throughout the 2020-2021 school year, the charter asked for feedback to gain insight on LCAP goal development. We held Virtual District English Learner Advisory Committee (DELAC) meetings which included English Learner parents, students and staff members. Some of the topics covered include English Learner needs and learning outcomes by looking at data and providing feedback on how to improve our Bilingual Scholars Program. During these meetings, participants were provided with updates on progress toward LCAP and Comprehensive Support and Improvement (CSI) goals, and were able to provide feedback on what they wanted to see in future LCAP and CSI plans. Parents were also encouraged to provide ideas on ways to further engage the stakeholders in our school community in the upcoming school year to help increase parent participation in DELAC and other school events. On May 10, 2021 our DELAC met to review metrics and actions related to English Learner outcomes and achievement in our 2021-24 LCAP, and approved all related goals, metrics and actions.

Teacher feedback was collected from through various sources and used in development of our LCAP for the upcoming school year. Feedback was collected through anonymous stakeholder engagement surveys during our Fall and Spring semester. In addition, staff participates in quarterly in-services which are developed around their feedback from the previous inservice. Teachers are also part of our DELAC and School Site Council Meetings, where they are able to provide feedback on upcoming initiatives and LCAP goals. Lastly, during center and leadership meetings, all staff members are provided updates on charter wide goals and are able to collaborate on how to best support students.

Parent feedback was collected through anonymous surveys given to all parents, in both English and Spanish, twice during the school year. Survey links were provided, so that parents could access the survey at home. Informal feedback collection also took place at Achievement Chats, DELAC meetings, School Site Council Meetings, and during other conversations throughout the school year.

Student interests and concerns were collected and noted during Achievement Chats and individual student planning, where teachers discuss progress and goal setting with students. They were also recorded in Senior Meetings, where Postsecondary Counselors and teachers assist Seniors in goal setting and tracking their progress toward graduation and preparing for postsecondary options. The charter also received student feedback from anonymous stakeholder engagement surveys, which were administered each semester.

This school year, Administrators and Special Education personnel worked with our charter SELPA to facilitate high quality academic programs and educational services for students with disabilities. The SELPA also works with county offices to provide resources to area schools and families. On May 6, 2021 Options for Youth San Juan administrators met with our SELPA to review achievement data for our students with disabilities and discuss how we used the data to drive the creation of our LCAP. Verbal approval was given for the Options for Youth San Juan proposed 2021-2024 LCAP Goals, Metrics, and Actions written to help close the achievement gap for students with disabilities.

Comprehensive needs assessment (CNA) Stakeholder Engagement

The comprehensive needs assessment (CNA) completed in Spring 2021 included a variety of stakeholders to analyze the areas of strengths and weaknesses in our Charter. The stakeholders that were involved in the overall process include: Principals, Assistant Principals, Teachers, SGI Teachers, Math Intervention Specialist, English Learner Specialist, instructional support staff, Coaches, and our DELAC committee. Data was collected for specific areas for our program: Math, English, College and Career, Graduation, Special Populations, and Middle School. Small committees were created to perform a data analysis to find the root cause of the strength or weakness in the area. Once the root cause was identified, the leadership team developed Goals and Actions to move our program forward and continue to close the opportunity gap for our students.

School Site Council Process:

The School Site Council consists of various stakeholders such as students, parents, staff, teachers, and community members. During meetings, School Site Council training is provided, data is reviewed and analyzed, budget overviews are presented and discussed, and updates are given regarding LCAP, LCP, and SPSA. Members provide feedback on agenda items and updates to create a culture of collaboration to include stakeholder input on the development of new plans such as SPSA and LCAP.

Resource Inequities

As part of the Charter's continuous school improvement process and Comprehensive Needs Assessment, school site staff were provided updates on the Charter's overall budgets and year to date spending. Staff received feedback from the Charter's leadership team on how resources are utilized/used side by side with student performance data in relation to resources and outcomes. The outcomes of the comprehensive needs assessment provided us the five areas of focus necessary to address systematic learning needs.

Actionable inequities that were identified by the Charter during their Resource Inequity Review are

as follows:

1. All staff will create professional goals and will be involved in teacher/ observation cycles to evaluate and support staff growth and development.
2. Hire additional para educators, EL specialists to support our EL and SPED population.
3. Create a plan to grow our AP course offerings and staff development on how to incorporate AP courses into our program.
4. Develop resources for translation of school documents in other languages (other than Spanish) as well as learning about language lines and translation services.
5. Develop resources/ interventions specifically for Low-Income, SPED, foster homeless, and EL that are not available to all students.

Priority Areas for the Charter to address in their School Improvement Plans:

1. Hire additional para educators, EL specialists to support our EL and SPED population.
2. .Develop resources/ interventions specifically for Low-Income, SPED, foster homeless, and EL that are not available to all students.
3. All staff will create professional goals and will be involved in teacher/ observation cycles to evaluate and support staff growth and development.

The Charter's plan on addressing these inequities:

1. Hiring of additional staff members and increased retention rates of these roles through coaching and added supports for staff to better their practices.
2. EL/ SPED PLC's for staff to learn how to incorporate learning goals into IS curriculum and support learning through differentiation and scaffolding.
3. Develop a PD plan with the coaches that focuses on a year long plan of PD's. Also, adjust teacher and staff reviews to align with the goals we have as a charter (LCAP, WASC, SPSA)

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Graduation Rate: The Charter aims to increase its 63.5% graduation rate to work toward exiting CSI identification.

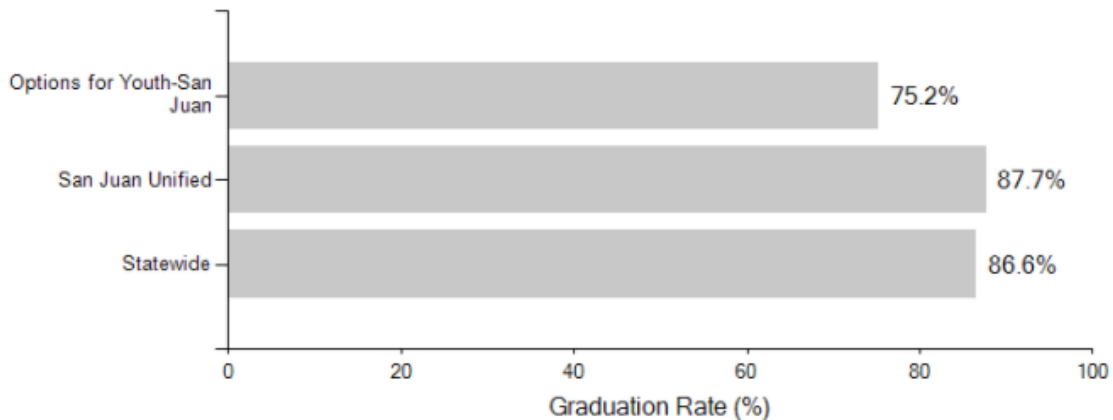
Identified Need

Through all the efforts set forth in our 2020-21 plan which translated into a two year, 63.5% graduation rate average and a 75.2% one year graduation rate. OFY San Juan can not move off CSI and therefore our plan will continue the efforts we set forth in the 2020-21 academic year to move toward exiting CSI identification once the state deems it possible. Options for Youth San Juan finished the 2019/20 school year with a graduation rate of 63.5%. In order to meet the minimum standard of having a graduation rate average at or above 68%, we will continue refining and examining our instructional practices and procedures to retain students throughout all grade levels.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	282	212	75.2%
English Learners	17	16	94.1%
Foster Youth	4	*	*
Homeless	5	*	*
Socioeconomically Disadvantaged	164	109	66.5%
Students with Disabilities	45	35	77.8%
African American	39	31	79.5%
American Indian or Alaska Native	1	*	*
Asian	5	*	*
Hispanic	90	67	74.4%
Native Hawaiian or Pacific Islander	1	*	*
White	105	75	71.4%
Two or More Races	30	22	73.3%

School Graduation Rate Compared to District and State



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The charter aims to increase its graduation rate of 51.7% to work toward exiting CSI identification.	2019-20 one-year Graduation Rate: 75.2%	The Charters one-year graduation rate be will at or above 70% to exit CSI Identification.

The charter strives to increase core course completion rates.	In the 2020/2021 school year students completed an average of 6.4 credits of science.	All students on average will work on increasing the completion rate of core academic courses through 2024: <ul style="list-style-type: none"> • Math - 8 Units • English - 8 Units • Science - 7 Units • Social Science - 6 Units Foreign Language- 5 units
The middle school and high school drop-out rates will be maintained or reduced.	Middle School drop-out rate = 5.19% High School drop-out rate = 12.48% HS	The charter aims to maintain its dropout rates for both Middle and High School. Middle School = at or below 7% High School = at or below 13%
The charter aims to be at or above 20% reclassification.	100% as of as of March 2021	Reclassification be above the state average of 20% annually through the 2023-24 academic school year.

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 (Evidence-based interventions)

iLit

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity (Evidence-based interventions)

Achieve 3000

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity (Evidence-based interventions)

Exact Path (Pilot Year)

Proposed Expenditures for these Strategies/Activities

Amount(s)	Source(s)	Action/Expenditure
\$250,000	LCFF	Social Emotional Development, Learning and Resources to build school connectedness: All students will be offered a range of social emotional

		development courses, opportunities and resources to connect with peers, staff and the community. Once deemed safe (COVID), students will be offered opportunities targeting experiential learning trips, camps, field trips, SEL curriculum, sports, student council, OWL scholars and student events.
\$300,000	LCFF	Experiential Learning: Stakeholders will be offered experiential learning virtually and/or in person, such as Pathways In Education College Tours, Pathways In Education College Readiness Explore the World program (CREW), and Career Fairs to discover post-secondary opportunities. In addition, the charter will create a “Parent Boot camp” a workshop series to discuss what steps must be taken to connect students to college opportunities.
\$55,000	LCFF	Postsecondary Supports: All seniors will meet with their credentialed teacher, Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards.
\$100,000	LCFF	Emotional and physical safety and wellbeing of all stakeholders: The charter will create a safety committee to implement safety plan and provide the necessary emergency training, PPE, cleaning services, safety equipment/personnel, resources and trainings to adhere to all federal, state, and local health requirements and ensure the health and safety of the entire school community ensuring facilities are not only safe but in good repair.

Goal 2

College and Career: Expose all student's to College and Career pathways in order to positively impact graduation readiness and post secondary options.

Identified Need

San Juan had a 3% Decline reported on the Fall 2019 CA Dashboard with no color change over Fall 2018 CA Dashboard results. OFY San Juan will continue to work toward improving our college/career scores and moving out of the red color ranking (lowest ranking) into a higher color ranking.

As of January 2021 San Juan had 9.3% of its students at the prepared level reported by the state, which is an increase of 5.5% from last year. The percentage of students on an A-G path and are taking AP level courses and examinations can be improved and will be an area of focus for us in the upcoming school year. Due to the graduation requirements of our district, all students who will be graduating in 2023 and beyond will be graduating on an A-G planning guide which is a change in the way we have operated thus far as a charter.

Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	9.2%	7.7%	*	*	--	5.6%	*	9.5%	20.0%	0.0%	4.3%	2.2%	*	*
Percentage Approaching Prepared	17.4%	10.3%	*	*	--	23.3%	*	14.3%	23.3%	23.5%	14.0%	13.3%	*	*
Percentage Not Prepared	73.4%	82.1%	*	*	--	71.1%	*	76.2%	56.7%	76.5%	81.7%	84.4%	*	*

The combined cohort and/or DASS graduation rate is used as the denominator to calculate the percentages.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of seniors accepted to a 4 year university.	As of May 2021, OFY San Juan had 25 graduates accepted for a 4 year university.	The number of seniors accepted to a 4 year university will be increased to be at or above 26.
The Charter will increase the number of students on the A-G planning guide	As of May 2021 OFY SJ currently has 68% of students on the A-G planning guide	By the end of the 2023/24 school year, the charter will strive to have an increase of 70% of students who are on the A-G planning guide.
The LEA will Identify and track the career pathway of each student, reducing the undecided option	As of May 2021, the San Juan charter has 52% of students who are still "undecided" about their career pathway	The charter aims to reduce the number of students marking undecided to 45%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity (Evidence-based interventions)

ERWC

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity (Evidence-based interventions)

iLit

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity (Evidence-based interventions)

Achieve 3000

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity (Evidence-based interventions)

Exact Path (Pilot Year)

Proposed Expenditures for these Strategies/Activities

Amount(s)	Source(s)	Action/Expenditure
\$70,000	LCFF	The Charter will increase student access/exposure to career opportunities. :The Charter will work toward developing a CTE program that will offer various courses to students with the goal of earning job specific certifications.
\$5,000	LCFF	College and Career Indicator: By December 2021, Credentialed staff will be provided training on how to develop / identify metrics for the College and Career Indicator.
\$300,000.00	LCFF	All Students will have access to a broad course of study that is Common Core State Standards, Next Generation Science Standards, and College and Career Readiness aligned to the following subjects: English , Science, Mathematics, and Career Technical Education through digital, virtual and paper platforms.
\$300,000 duplicated	LCFF	Stakeholders will be offered experiential learning virtually and/or in person, such as Pathways In Education College Tours, Pathways In Education College Readiness Explore the World program (CREW), and Career Fairs to discover post-secondary opportunities. In addition, the charter will create a “Parent Boot camp” a workshop series to discuss what steps must be taken to connect students to college opportunities.
\$ 60,000	LCFF	The charter will provide a variety of stakeholder engagement opportunities and platforms to obtain feedback and input from stakeholders on items such as but not limited to instruction, support services, transportation, school climate, and operations.

Goal 3

English Language Arts: We are in the Red band for ELA performance indicator based on Fall 2019 Dashboard data at -47.90 points below standard, and we aim to move by at least 3 points to be in the range of -44.90 on student performance in order to move to Yellow or above and meet the growth goal. The Charter will also improve its internal Math benchmark assessment student performance data in SGP to be at or above 45.

Identified Need

On the Fall 2019 CA Dashboard, SBAC ELA students scored 53.7 points below standard and had a decline of 5.8 points reported on the Fall 2019 CA Dashboard, with a color change from red to orange over Fall 2018 CA Dashboard results.

2020-21 CNA Findings:

English Language Arts:

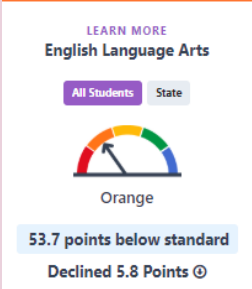
- In the 2018-2019 School year, 11th grade 82% of English Language Learners did not meet standard on the English Language Arts SBAC test in comparison to all 11th grade students at 24.07% not met in 2019 despite high reclassification rates of 45%.
- In the 2018-2019 School Year the following percentages of students in 7th, 8th and 11th did not meet standard on the English SBAC test: 33.19% of 11th graders, 52.13% of 8th graders, and 46.43% of 7th graders.
- CORE Course Completion for English for the 2019-2020 school year was 6.745 for all students. (ELL: 7.422, FRMP: 6.030, SWD: 6.373)

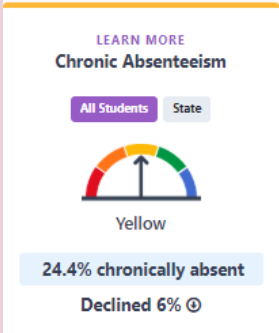
Area of Focus #4: English Language Arts:

Root Causes:

- Students are not regularly enrolled in a English Course.
- Students' skills in English are below grade level and lack the skills to complete the english curriculum.
- Implementation of interventions have been difficult during distance learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
-For all students who complete the RenStar ELA assessments quarterly, alternative instructional materials will be made available for academic support	As of May 2021, we have 56/126 (44%) students who have completed a semester of Literacy Advancement	70% of students identified as the urgent intervention level will complete the course Literacy Advancement by the end of the 2023-2024 school year.
The charter strives to increase Student Growth Percentile on Star Renaissance Assessments for Math and English.	English- Orange indicator color 	On average students will have a student growth percentile of 45 or higher on the ELA Ren Star test annually.
The charter aims to reduce or maintain its chronic absenteeism rate.	Current level of chronic absenteeism is 84%	The charter strives to have an average decline of 10%.

	 <p>LEARN MORE Chronic Absenteeism</p> <p>All Students State</p> <p>Yellow</p> <p>24.4% chronically absent</p> <p>Declined 6% Ⓣ</p>	
<p>Charter aims to increase overall Lexile growth, across all grade levels, for English learners and SWD through specialized instruction and interventions.</p>	<p>Percentage of Students who have shown Lexile growth:</p> <p>All Students: 61%</p> <p>EL students: 60%</p> <p>SWD: 63.73%</p> <p>8th Grade: 48.84%</p> <p>9th Grade: 63.69%</p> <p>10th Grade: 62.39%</p> <p>11th Grade: 61.91%</p> <p>12th Grade: 60.14%</p>	<p>75% of EL students will demonstrate Lexile growth, measured through at least two Ren Star Reading benchmark assessments leading to reclassification. 60% of SWD will demonstrate Lexile growth measured through at least two Ren Star Reading benchmark assessments.</p>

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 (Evidence-based interventions)

iLit

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Student Groups

Strategy/Activity (Evidence-based interventions)

Achieve 3000

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students Groups

Strategy/Activity (Evidence-based interventions)

ERWC

Strategy/Activity 4



Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)	Action/Expenditure
\$159,000.00	LCFF	Benchmark Assessments and Interventions: Charter aims to increase overall Lexile growth for all students scoring at urgent intervention level as identified by the Renaissance Star benchmark assessment through; specialized instruction and interventions which include, curriculum (Achieve 3000, ILit) and academic support (English tutoring and after school appointments).
\$300,000 duplicated	LCFF	Broad Course of Study: All Students will have access to a broad course of study that is Common Core State Standards, Next Generation Science Standards, and College and Career Readiness aligned to the following subjects: English , Science, Mathematics, and Career Technical Education through digital, virtual and paper platforms
\$ 420,000	LCFF	Basic Services: Students will have access to fully credentialed teachers in their progression in core courses and intervention completion.
\$285,000.00	LCFF	Professional Development: Teachers will attend instructional focused professional development opportunities to better equip them to provide individualized, standards aligned instruction.
\$200,000	LCFF	Educational Technology Resources: The Charter will provide all stakeholders with access to appropriate educational technology resources so that they are able to take digital courses and utilize research based digital intervention tools to grow as 21st century thinkers.

Goal 4

Mathematics: We are in the Red band for Math performance indicator based on the Fall 2019 Dashboard at -134.10 points below standard, and we aim to move by at least 19.10 points to be in the range of -115 on student performance in order to move to Yellow or above and meet the growth goal. The Charter will also improve its internal Math benchmark assessment student performance data in SGP to be at or above 45.

Identified Need

On the Fall 2019 CA Dashboard, SBAC Math students scored 143.7 points below standard and had a decline of 9.5 points reported on the Fall 2019 CA Dashboard, with a color change from red to orange over Fall 2018 CA Dashboard results. OFY San Juan will continue to work toward improving our Math SBAC and move out of the orange color ranking (lowest ranking) into a higher color ranking.

2020-21 CNA Findings:

Math:

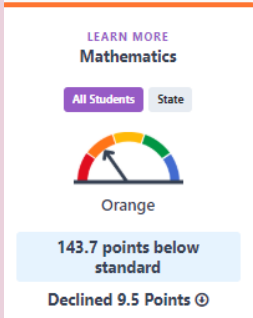
- In the 2018-2019 School Year the following percentages of student *in 7th, 8th and 11th* did not meet standard on the math SBAC test: 79.30% of 11th graders, 76.6% of 8th graders, and 75% of 7th graders
- Math completion rates averaged 4.738 for all students (EL=5.388, Sped 4.654, FRMP 4.203)

Area of Focus #2: Math

Root Causes:

- There is a lack of participation in math interventions for students testing at urgent intervention level.
- Students' attitude toward math affects their core course completion.
- Staff does not have a reliable way of tracking math interventions and math levels.
- Teachers are not assigning math courses at the same rate as other courses.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The charter strives to maintain or improve its ELA and Math academic performance indicator color on the CA Dashboard.	Math-orange indicator color 	On average students will have a student growth percentile of 45 or higher on the Math Ren Star test annually.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Evidence Based Intervention

Exact Path (Pilot Year)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)	Action/Expenditure
\$159,000.00 duplicated	LCFF	Benchmark Assessments and Interventions: Charter aims to increase overall mathematics growth for all students scoring at urgent intervention level as identified by the Renaissance Star benchmark assessment through; specialized instruction and interventions which include curriculum (Exact Path) and academic support (Math Intervention Specialist, Tutoring and after school appointments).
\$ 285,000 duplicated	LCFF	Professional Development: Teachers will attend instructional focused professional development opportunities to better equip them to provide individualized, standards aligned instruction
\$420,000.00 duplicated	LCFF	Basic Services: Students will have access to fully credentialed teachers to help aid their progression in core courses
\$300,000 duplicated	LCFF	Broad Course of Study: All Students will have access to a broad course of study that is Common Core State Standards, Next Generation

		Science Standards, and College and Career Readiness aligned to the following subjects: English , Science, Mathematics, and Career Technical Education through digital, virtual and paper platforms
\$200,000 duplicated	LCFF	Educational Technology Resources: The Charter will provide all stakeholders with access to appropriate educational technology resources so that they are able to take digital courses and utilize research based digital intervention tools to grow as 21st century thinkers.
\$35,000	LCFF	Math Support Plan: All new incoming students will be tested on Star Ren within the first 30 days or assigned into an appropriately assigned math course and/or intervention plan.

Monitoring of progress

Options for Youth San Juan will continue the monitoring laid out in our CSI Prompts submitted to the State and approved in January 2021 as we have found them to be the most effective way to monitor effectiveness of our CSI plan and engage our stakeholders in the progress of our plan.

We will continue to monitor Chronic absenteeism on a monthly basis. Students will still be required to meet monthly minimum academic progression goals. Attendance and work completion will be tracked by every student’s teacher to ensure that students do not fall too far behind in their progress toward graduation. When students are unable to meet the minimum progression, a system of interventions will be triggered beginning with a parent/teacher meeting to implement additional support as needed. The outcomes of these meetings will be reported to the Assistant Principal for each school site.

The focus on increasing our graduation rates will most noticeably impact our seniors. The plan of action that we are put into place in 2020-21 will continue into 2021-22 and will continue to require the attention of office/non-certificated staff (requesting transcripts and records), Post-Secondary Counselor/Counseling team (review of graduation plans in Senior Meetings) and Instructional Staff (tracking credit completion towards graduation). School Administrators will continue to ensure that all systems are working toward our intended purpose of increasing our Graduation rate to the 68% standard.

We are providing resources to all students to help them identify what outcomes are available to them after graduating from High school. The senior portfolio class includes a component to meet the community service requirement, a resume workshop and a review of the application process for community college. Younger grade levels will have access to college tours and the College and Career Fair. All student participation will be tracked via sign-in sheets and maintained by the school Administrators. Support staff and school administrators will request and verify official transcripts to ensure that all classes are accounted for and placed on the planning guide

The RenStar assessment testing will be offered quarterly. Students will be assessed initially in the Fall semester and those who are identified as performing below the standard, will be assigned Achieve 3000. Their performance on the next RenStar testing session will be tracked to ensure that progress is being

made. For the students who fall into this category, all stakeholders will be notified of their testing performance after each testing session.

RenStar assessment testing will be offered quarterly. Students will be assessed initially in the Fall semester and those who are identified as performing below the standard, will be placed on an academic watch list to ensure monthly progression in math. School Administrators will ensure that the teachers are assigning additional appointments with the math tutors in each school site. The math tutors will keep a sign-in sheet tracking which students they are working with and which teachers are sending students their way.

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).

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,239,000

EVIDENCE-BASED INTERVENTIONS

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

- | | |
|---|--|
| <input type="checkbox"/> English Language Arts (3-8,11) | <input type="checkbox"/> Suspension Rate (TK-12) |
| <input type="checkbox"/> Mathematics (3-8,11) | <input checked="" type="checkbox"/> College/Career (9-12) |
| <input checked="" type="checkbox"/> English Learner Progress (1-12) | <input checked="" type="checkbox"/> Graduation Rate (9-12) |
| <input type="checkbox"/> Chronic Absenteeism (TK-12) | |

2. Evidence Rating: Indicate the Evidence Rating for the intervention.

- Strong
- Moderate
- Promising

3. Rating Rationale: Indicate the source that was used to determine the rating.

- What Works Clearinghouse
- LAUSD Evidence-Based Intervention Bench
- Evidence for ESSA
- Other-Specify and Provide Link to Study: _____

4. Intervention Status: Indicate if this is a new or continuing Intervention.

- New
- Continuing

iLit: In the upcoming school year, iLit will be brand new for Options for Youth San Juan in the 2020/2021 school year. The iLit program is instruction designed for English learners, including newcomers. The designated curriculum focuses on developing English for academic purposes, which emphasizes the development of listening, speaking, writing, and reading skills based on relevant literature.

5. Evidence-Based Intervention Name and link to study

Research Paper (Experimental)

https://assets.pearsonschool.com/asset_mgr/current/201851/iLit_CA_Research_Overview.pdf
https://drive.google.com/file/d/13T6o9mA2Z-qjGcMANHlqHDqT3t43nuS_/view?usp=sharing

Confirmation from Pearson iLit

<https://www.pearsonschool.com/index.cfm?locator=PS3zYd>

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

- English Language Arts (3-8,11)
- Mathematics (3-8,11)
- English Learner Progress (1-12)
- Chronic Absenteeism (TK-12)
- Suspension Rate (TK-12)
- College/Career (9-12)
- Graduation Rate (9-12)

2. Evidence Rating: Indicate the Evidence Rating for the intervention (see p. 7 of guidance [here](#)).

- Strong
- Moderate
- Promising

3. Rating Rationale: Indicate the source that was used to determine the rating.

- What Works Clearinghouse
- LAUSD Evidence-Based Intervention Bench
- Evidence for ESSA
 - Other-Specify and Provide Link to Study: _____

4. Intervention Status: Indicate if this is a new or continuing Intervention.

- New
- Continuing

Expository Reading and Writing Course (ERWC): an alternative instructional method of instruction for grade 12 English. We have seen a lot of great results in previous ERWC pilot programs. We will continue to offer ERWC and continue to offer professional development opportunities our English teachers who have not received this training before

5. Evidence-Based Intervention Name and link to study

ERWC:

<https://www.evidenceforessa.org/programs/reading/middlehigh-school/expository-reading-and-writing>

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

- | | |
|---|--|
| <input type="checkbox"/> English Language Arts (3-8,11) | <input type="checkbox"/> Suspension Rate (TK-12) |
| <input type="checkbox"/> Mathematics (3-8,11) | <input checked="" type="checkbox"/> College/Career (9-12) |
| <input checked="" type="checkbox"/> English Learner Progress (1-12) | <input checked="" type="checkbox"/> Graduation Rate (9-12) |
| <input checked="" type="checkbox"/> Chronic Absenteeism (TK-12) | |

2. Evidence Rating: Indicate the Evidence Rating for the intervention (see p. 7 of guidance [here](#)).

- Strong
- Moderate
- Promising

3. Rating Rationale: Indicate the source that was used to determine the rating.

- What Works Clearinghouse
- LAUSD Evidence-Based Intervention Bench
- Evidence for ESSA
 - Other-Specify and Provide Link to Study:_____

4. Intervention Status: Indicate if this is a new or continuing Intervention.

- New
- Continuing

Achieve 3000: We plan to continue to utilize the Achieve 3000 curriculum for the 2021/2022 school year. There have been significant gains made with Achieve 3000 during the 2020/2021 school year. We believe that with the positive momentum that was built toward the end of the year can catapult us to even better completion next year. We aim to implement the plan at each school site with greater levels of planning and foresight, and with higher fidelity in the execution of the assignments.

5. Evidence-Based Intervention Name and link to study

Research Review (Experimental)

<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

Shannon, L., & Grant, B-J. (2015). *An evaluation of the Achieve3000 programs*. Charlottesville, VA: Magnolia Consulting.

<https://ies.ed.gov/ncee/wwc/InterventionReport/691#>

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_alachieve_022718.pdf

1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.

- | | |
|---|---|
| <input checked="" type="checkbox"/> English Language Arts (3-8,11) | <input checked="" type="checkbox"/> Suspension Rate (TK-12) |
| <input checked="" type="checkbox"/> Mathematics (3-8,11) | <input checked="" type="checkbox"/> College/Career (9-12) |
| <input checked="" type="checkbox"/> English Learner Progress (1-12) | <input checked="" type="checkbox"/> Graduation Rate (9-12) |
| <input type="checkbox"/> Chronic Absenteeism (TK-12) | |

2. Evidence Rating: Indicate the Evidence Rating for the intervention.

- Strong
- Moderate
- Promising

3. Rating Rationale: Indicate the source that was used to determine the rating.

- What Works Clearinghouse
- LAUSD Evidence-Based Intervention Bench
- Evidence for ESSA
- Other-Specify and Provide Link to Study: _____

4. Intervention Status: Indicate if this is a new or continuing Intervention.

- New
- Continuing

The LEA will utilize assessment data from RenStar to identify students who demonstrate a high level of need for intervention and support in mathematics. This data will be pulled from the first testing window of the school year to determine which students are performing below grade level, and therefore require the most proactive level of intervention. Teachers will also use other student achievement data to provide insight into which students are struggling to meet grade level expectations, and decide which intervention is appropriate.

To ensure that students are being appropriately served by the Edmentum Exact Path curriculum, credentialed teachers, Math Intervention Specialists and math tutors will be trained and offer small group cohorts or one on one support through the curriculum. Smaller group settings, one on one appointments, and increased instruction availability provides more students with the opportunity to receive intentional and targeted intervention. Exact Path will be utilized as a resource as a supplement to core math coursework, as students may be lacking skills to be successful and keep up with the pace of the core class content. Through student achievement data, teachers are able to identify which concepts are the most challenging for individual students, and which are necessary for them to master in order to continue progressing in their current math class. Specific lessons that are appropriate to meeting these goals will be provided as a resource so that students can continue to strengthen and build upon their math foundations.

5. Evidence-Based Intervention Name and link to study

Edmentum Exact Path <https://eric.ed.gov/?q=Exact+Path+Edmentum&id=ED605132>
<https://eric.ed.gov/?q=Exact+Path+Edmentum&id=ED605132>
https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20Effectiveness%20Paper%20FINAL_0.pdf

Annual Review

SPSA Year Reviewed: 2020-21

What was the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve each articulated goal.

This section is still in development, as we are still collecting student achievement data for the school 2020-21 academic year. The following statements reflect data collected through academic month 11 and will be finalized when the full year of 2020-21 data is available.

Over the course of this past school year, much of the data that we have been able to generate from the strategies/activities that we put into place is moving in the right direction. At the beginning of the school year, we were able to see that our one year graduation rate improved significantly from the

completion of the 18/19 school year (51.7%) to the completion of the 19/20 school year (75.2%). As we are in the process of wrapping up the 20/21 school year, we will need to complete all of the summer graduates before this grad rate is calculated for 20/21. That being said, we believe that the positive results that we have been able to generate, stem from the intentional focus that we placed on our metrics and actions.

Core course completion was a goal that was set to increase graduation results. In years past, we noticed a trend of putting off the more challenging core courses to the end and as a result, students would slow down their work progression. This would put them in a dangerous situation when it came time to graduate within their cohorted timeframe. The completion of Science courses were particularly challenging. However, with an intentional focus on the area that we wanted to correct, we were able to prioritize this strategy and as a result Science completion rose from an average of 4.6 credits completed throughout the year to 6.4. The ability to focus not only our attention but also our resources has contributed to the growth of core course completion; the other core subjects saw increases as well.

In a year that saw our graduation rates increase alongside our core course completion, we were also able to grow the number of students who have been accepted to a 4 year university. From the 2019/2020 school year to this year, the Charter saw a growth of students going to a 4 year university from 16 students to 25 students. This is the result of a lot of hard work and consistent communication. Our aim is to continue to grow this metric over time by utilizing another of our focused strategies. By raising the expectation for the number of students that we place on the A-G planning guide, our hope is that more of those students will have finished high school ready to apply, and be accepted, to a 4 year university. Our goal for the percentage of students on an A-G planning guide for the 2020/2021 school year was 65%. We are currently at 68%.

Another key measurement for the Charter was the completion of the Literacy Advancement curriculum. At the end of the 2019/2020 school year, the Charter had 10% of eligible students complete this ELA intervention course. The goal for the 2020/2021 school year was to have at least 50% of eligible students complete the course; we are currently at 44%. Although we did not meet this goal, we made significant progress and more of our students are receiving additional support for their reading and comprehension development.

Overall, the Charter saw growth in graduation rates, core course completion, the number of students who are on pace to graduate with more post-secondary options available to them and more students receiving the additional support that they require. This information shows that the strategies and activities that were put in place are working. The evidence based strategies that we used specifically to target reading comprehension and language development are paying off. The iLit curriculum that is being utilized specifically with the EL population has been a success. The Charter has almost 61% of eligible students (50 students total) that have been participating in iLit throughout the school year. Taking advantage of the additional support, these students have shown a mirrored growth in Lexile scores; 60% of EL students saw an increase in Lexile levels in the 2020/2021 school year.

The positive results that we have been able to establish with the completion of the Achieve 3000 curriculum is also raising the student outcomes across the Charter. With more students being identified as in need of Urgent intervention, the instructional staff has more tools at their disposal to

adequately address each student's needs. The continued growth of Achieve 3000 will only serve to prepare more students for reaching their ultimate goal of graduation with multiple options available for their post-secondary lives.

This year, the main focus for ERWC was professional development. Unfortunately, due to the pandemic, the number of available PD's did not allow for a full implementation of training for our ELA teachers. We will continue to prioritize the professional development of our staff in the 2021/2022 school year.

Accelerated math was selected as an intervention for math support. Again, much of the focus for the 2020/2021 school year was on professional development as we had never used this curriculum before. Unfortunately, the curriculum will be replaced with an alternative math intervention for the 2021/2022 school year; meaning that any growth our instructional staff had, will be unused. Despite the setback, all instructional staff are motivated to take on the new pilot program Exact Path because it addresses one of the major obstacles that limited the Accelerated math choice; Exact Path will be integrated into the virtual curriculum that we already use. Accelerated math required additional facilitators to manage the course. This was the reason professional development was required. The hope with the change to the Exact Path option is that more teachers will have easier access to the curriculum and therefore, will be more able to guide their students through it.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures

This section is still in development as we do not have the full report of expenditures in all of these areas for the 2020-21 school year.

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

The changes to the goals outlined in our 2021-22 SPSA are based on the school's new CNA findings. We found that the majority of the WASC self-study findings previously used were outdated and no longer aligned to the needs of the charter. Metrics and actions have also been modified or added to align with LCAP, which was largely shaped by the results of CNA.

The Charter will continue efforts toward improving the graduation rate through the use of both the same metrics but with some actions that have been aligned to the LCAP. In the upcoming school year, the LEA aims to maintain the one-year graduation rate at or above 70%, in an effort to move off of CSI identification. This would be an increase of our current two-year average rate of 63.5%. The updates to the actions that are being utilized to improve the graduation rate focuses on providing support to the Post Secondary counseling team. The metric of having seniors meet with their Post-Secondary Counselor has been moved to strategy/activity. This practice has proven to be effective and is now part of the school culture. By prioritizing additional financial resources towards the counseling team, we will ensure that they are able to meet with more of our students to support their academic needs. Through professional development opportunities, this team will be better equipped to inform our student body of the possibilities that exist beyond high school.

In addition to changing the metric for Senior meetings to a strategy/activity, the Charter used stakeholder feedback to identify other areas to make similar changes. In the previous SPSA, a growth metric was set to have staff members complete professional development training for the Literacy Advancement curriculum. Moving forward, the Charter aims to address this need by changing this from a metric to a strategy/activity and designate LCFF funds to ensure growth. The instructional staff has a desire to have a deeper understanding of the benchmark assessment program. At the core of this decision was the analysis that this effort was not directly linked to academic advances for the students. The benefit to the student is through the increased preparedness of their teachers. Increasing the funding for benchmark assessments, personnel and overall resources will help identify students who are in need of specialized intervention support. This would also contribute to a better understanding of how teachers can utilize the benchmark assessment data to improve student performance in the math assessments as well. The investment would impact both ELA and Math since the benchmark assessments measure both.

Additionally, the metric to increase professional development training for staff in ELA standards instruction, beyond the benchmark assessments, has also been changed to a strategy/activity. An allotment of LCFF funds were also designated to help all instructional staff increase their ability to focus on English Language Arts. The foundation of our school is independent study. Students are required to read as a basic means of engagement in our school setting. Making an increased investment in the strategies teachers can use to improve reading comprehension and the retention of information is vital to improving our students' outcomes.

There were other metrics from the previous SPSA that did not align with the LCAP and could have been removed from the continuous tracking. These metrics were:

- Increasing the number of students who were going to a 4 year university
- Decreasing the number of students choosing “undecided” as their career interest
- Assign readiness checks for students prior to taking their math exams

These items were presented to the School Site Council to determine how we would proceed. It was decided that increasing the number of students going to a 4 year university would continue to be tracked for progress. It was also decided that decreasing the “undecided” count would also be kept. Both of these strategies are aimed at increasing the post secondary opportunities that our graduates would have. However, the decision was made to remove the readiness checks prior to taking a math exam. This was redundant as all teachers should perform a readiness check prior to giving their student a math exam. Additionally, due to the constraints of our distance learning appointments, it became extremely challenging to ensure that these checks were not superficial in nature. The improvements that we aim to make by investing in the benchmark assessment programs and the professional development for the staff will drive the instructional staff to utilize more effective strategies that lead to actual improved math test results.



RESOURCE INEQUITIES REVIEW ADDENDUM

Document Purpose: This will be a summary/overview document added to your LCAP & SPSA as evidence that a CNA was done in your charter.

Charter	Date Resource Inequity Review was conducted
Options for Youth San Juan	11/18/2020
<p>Guidance and Instructions: As part of the CNA process schools must complete a Resource Inequities Review as part of their comprehensive needs assessment. Note, responses to questions 1 through 3 need to be actionable. For purposes of a resource inequity, actionable means something that is within your locus of control and you can implement an action/services/resource or etc. to help remedy the issue. As a reminder, resource inequity identification is an LEA decision and is locally controlled and determined.</p>	
<p>1. What actionable inequities were identified by the Charter during their Resource Inequity Review?</p>	<p>All staff will create professional goals and will be involved in teacher/ observation cycles to evaluate and support staff growth and development.</p> <p>Hire additional para educators, EL specialists to support our EL and SPED population.</p> <p>Create a plan to grow our AP course offerings and staff development on how to incorporate AP courses into our program.</p> <p>Develop resources for translation of school documents in other languages (other than Spanish) as well as learning about language lines and translation services.</p> <p>Develop resources/ interventions specifically for Low-Income, SPED, foster homeless, and EL that are not available to all students.</p>
<p>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</p>	<ol style="list-style-type: none"> 1. Hire additional para educators, EL specialists to support our EL and SPED population. 2. Develop resources/ interventions specifically for Low-Income, SPED, foster homeless, and EL that are not available to all students. 3. All staff will create professional goals and will be involved in teacher/ observation cycles to evaluate and support staff growth and development.
<p>3. How does the Charter plan on addressing these inequities?</p>	<ol style="list-style-type: none"> 1. Hiring of additional staff members and increased retention rates of these roles through coaching and added supports for staff to better their practices. 2. EL/ SPED PLC's for staff to learn how to incorporate learning goals into IS curriculum and support learning through differentiation and scaffolding. 3. Develop a PD plan with the coaches that focuses on a yearlong plan of PD's. Also, adjust teacher and staff reviews to align with the goals we have as a charter (LCAP, WASC, SPSA)



<p>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.</p>	<p>NA</p>
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OFY San Juan 2020-21 Comprehensive Needs Assessment Summary / Addendum Document

PURPOSE

The purpose of this Summary/ Addendum Document is to document and record all phases of your charter's Comprehensive Needs Assessment. This will be used as an Addendum and/or evidence of a CNA to your LCAP and any other School Improvement Plan.

STAKEHOLDERS

**Whom were the stakeholders involved in the Comprehensive Needs Assessment?
How were stakeholders involved in the Comprehensive Needs Assessment?**

The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]

Stakeholder Engaged in our Comprehensive Needs Assessment:

1. Staff- Our leadership team met with different teams (English, Math, Counselors, SPED, Coaches and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses in our program.
2. Parents and Students- our DELAC committee has engaged in several data dives to collaborate with leadership to develop areas of focus for our English Language Learners and how to improve our Bilingual Scholar Programs.
3. Leadership Team (Principal, Assistant Principals, and Assistant Principal of Instructional Operations) - met to participate in a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program.

DATA SOURCES / Phase 1 (Data Collected and Analyzed)

What data sources did stakeholders review (qualitative and quantitative)?

The comprehensive needs assessment shall 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. EC 64001(g)(2)(A)

The charter pulled data from multiple sources to analyze student performance. Data pulled included:

- California Dashboard performance data (College and Career, Graduation Rates, Chronic Absenteeism, SBAC ELA and Math)
- CAASPP data (ELA and Math)
- Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates)
- ELPAC data
- A-G course enrollment & completion rates
- Stakeholder Surveys
- Star Renaissance Data (Lexile Growth, Urgent Intervention Data)
- iLit, Achieve 3000 and Accelerated Math data

CNA RESULTS / Phase 2

What was the Area(s) of Focus of the data?

College and Career Preparedness:

- Over the past three years, college and career preparedness has been overwhelmingly low.
- 2019-81.9%, 2018-81.5%, 2017 85.6% were not prepared as indicated on the College and Career Indicator
- In 2019 A-G completion rates for seniors is currently at 15.5%.

English Language Arts:

- In the 2018-2019 School year, 11th grade 82% of English Language Learners did not meet standard on the English Language Arts SBAC test in comparison to all 11th grade students at 24.07% not met in 2019 despite high reclassification rates of 45%.
- In the 2018-2019 School Year the following percentages of students in 7th, 8th and 11th did not meet standard on the English SBAC test: 33.19% of 11th graders, 52.13% of 8th graders, and 46.43% of 7th graders.
- CORE Course Completion for English for the 2019-2020 school year was 6.745 for all students. (ELL: 7.422, FRMP: 6.030, SWD: 6.373)

Math:

- In the 2018-2019 School Year the following percentages of student *in 7th, 8th and 11th* did not meet standard on the math SBAC test: 79.30% of 11th graders, 76.6% of 8th graders, and 75% of 7th graders
- .Math completion rates averaged 4.738 for all students (EL=5.388, Sped 4.654, FRMP 4.203)

Grad Rate for Students with Disabilities and Foster Youth/ Homeless Students:

- Students with Disabilities graduation rate dropped from 64% in 2018 to 34% in 2019.
- Homeless student's graduation rates dropped from 69.2% in 2018 to 45.5% in 2019.
- Graduation rates for all students over the past 3 years is as follows: In 2017, 60.6% of students graduated which dropped in 2018 to 54.6% and then increased in 2019 to 69.18%.

Parent and Student Participation:

- There is a significant decrease in parent participation in virtual parent and student engagement.
- Increase in participation in Achievement Chats and SPED meetings.
Lack of motivation and anxiety/depression make up to 43% of students' challenges in attending appointments according to parents/ students surveyed in fall 2020.

PRIORITIZED NEED

Based on the data dive and Areas of Focus that were identified, which needs are most critical? Which needs will have the greatest impact on student outcomes, if addressed?

A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

The following four areas of focus will be the charters' priorities in the upcoming school year:

1. Increase College and Career Preparedness
 - a. The impact of this priority on student outcomes would be increasing the skills and resources available for students to be prepared for post-secondary education.
2. Graduation Rates for Students with Disabilities and Foster Youth/Homeless Students
 - a. The impact of this priority on student outcomes would be increasing resources to support SWD and Foster/Homeless youth through their path to graduation and decreasing the amount of time it takes to graduate.
3. Math Student Performance
 - a. Student outcomes would be impacted by this priority by increasing the skills and resources to support students' progress through math and make up for the achievement gap with our at risk youth.
4. English Student Performance
 - a. Student outcomes would be impacted by this priority by increasing the skills and resources to support students' progress through English and make up for the achievement gap with our at risk youth.

ROOT CAUSE ANALYSIS / Measurable Outcomes Phase 3

What are the potential root causes of the needs or concerns the team has prioritized?

Please list the Measurable Outcomes identified for each Root Cause.

A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.

Area of Focus #1: Increase College and Career Preparedness:

Root Causes:

- Staff lacks knowledge on the College and Career Indicator and how students are prepared or approaching prepared for college.
- Teacher buy-in and lack of a college/career culture.
- Students do not have access to direct instruction courses for the higher-level courses and Science lab classes.
- Students lack proper course planning to ensure a balance in coursework.

Measurable Outcomes:

- By the end of the 2023/24 school year, the charter will strive to have an increase of 70% of students who are on the A-G planning guide.
- The charter aims to decrease the percentage of students not prepared on the college/career indicator to be at or below 65% by the end of the 2023/2024 school year.
- All seniors will meet with their credentialed teacher, Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards.
- The Charter will work toward developing a CTE program that will offer various courses to students with the goal of earning job specific certifications.
- By December 2021, Credentialed staff will be provided training on how to develop / identify metrics for the College and Career Indicator.

Area of Focus #2: Math

Root Causes:

- There is a lack of participation in math interventions for students testing at urgent intervention level.
- Students' attitude toward math affects their core course completion.
- Staff does not have a reliable way of tracking math interventions and math levels.
- Teachers are not assigning math courses at the same rate as other courses.

Measurable Outcomes:

- On average students will have a student growth percentile of 40 or higher on both ELA and Math Ren Star test annually.
- Charter aims to increase the use of benchmark assessments, personnel and overall resources to identify students who are in need of specialized intervention supports.
- All new incoming students will be tested on Star Ren within the first 30 days and assigned into an appropriately assigned math course and/or intervention plan.

- All students on average will work on increasing the completion rate of core academic courses through 2024:
 - Math - 8 Units

Area of Focus #3: Grad Rate for Students with Disabilities and Foster/Youth Students:

Root Causes:

- Lack of SPED staffing and collaboration between teachers, Special Education Specialists, Counselors and Para educators.
- Student engagement for Foster Youth and Students with Disabilities has decreased with virtual learning.
- Students with Disabilities and Foster/Youth Students lack the resources and supports to progress through curriculum independently.

Measurable Outcomes:

- 60% of SWD will complete a qualifying activities or coursework for social/ emotional learning.
- 60% of SWD will demonstrate Lexile growth, measured through at least two Ren Star Reading benchmark assessments.
- Foster youth and homeless students work towards increasing the completion rate of core academic courses to at least:
 - Math - 5 Units/Credits
 - English - 5 Units/Credits
 - Science - 5 Units/Credits
 - Social Science - 5 Units/Credits
- The charter will implement a review practice between all instructional staff to ensure compliance with all IEP derived goals. All staff will utilize the same format and collection of tools across all centers to increase progress toward post-secondary goals for SWD.
- Foster Youth and homeless students will meet with their Post-Secondary Counselor once a semester to review academic performance/progress and post-secondary plans.

Area of Focus #4: English Language Arts:

Root Causes:

- Students are not regularly enrolled in a English Course.
- Students skills in English are below grade level and lack the skills to complete the English curriculum.
- Implementation of interventions have been difficult during distance learning.

Measurable Outcomes:

- On average students will have a student growth percentile of 40 or higher on both ELA and Math Ren Star test annually.
- 70% of students identified as the urgent intervention level will complete the course Literacy Advancement by the end of the 2023-2024 school year.
- All students on average will work on increasing the completion rate of core academic courses through 2024:
 - English - 8 Units
- Charter aims to increase the use of benchmark assessments, personnel and overall resources to identify students who are in need of specialized intervention supports.

Trends / Themes - (Data Dive Summary Table)

What concerns or challenges were identified?

What trends were noticed over time in schoolwide, sub-group or grade level data?

The following trends and concerns were noted during the course of the charter's Comprehensive Needs Assessment:

- Student achievement is low in math and English due to the lack of skills and resources for our special populations.
- The students we serve often enroll at OFY older in age and credit deficient and by the time students become seniors they have greater barriers toward graduation.
- Student Progression and work completion is down since distance learning.
- Staff turnover in SPED and Independent Study effects student engagement and work completion.
- Student engagement for all students has decreased.