

# San Gabriel

## School Plan for Student Achievement (SPSA)

School Year	School Name	County-District-School (CDS) Code	2021-22 SPSA School Site Council (SSC) Approval Date	2021-22 SPSA Local Board Approval Date
2021-22	Options for Youth - San Gabriel	1975291 1996016	March 10, 2022	March 25, 2022

Approval dates due to revisions made to the SPSA by the SSC:

School Site Council (SSC) Approval Date	Local Board Approval Date
November 1, 2022	December 5, 2022

## Purpose and Description

### Schoolwide Program (SWP)

The purpose of the school-wide plan (SWP) is to raise student achievement for all students, particularly for students who are not meeting academic standards. In order to enhance our program offering to our students Options For Youth - San Gabriel, applied for and received Title I and II funding. Our goal is to ensure we provide additional opportunities with a farther reach to close our achievement gap, engage students, and impact student learning to a much greater degree. Our offerings provided for through title funding are aligned to our CNA outcomes, that was driven from the identified needs in our data dives.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

We explain our process for conducting our comprehensive needs assessment and analyzing with our Educational Partners the metrics that led to developing our School-wide Program/SPSA. The plan includes the goals and annual measurable outcomes that were identified as a result of the analysis of our CNA. The plan's annual updates and evidence-based interventions, activities, and strategies for each goal align to the ESSA requirements for our program status. Our plan includes a section on how the charter has/will address resource inequities through budgeting.

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 SG plans to continue its efforts outlined in our 2020-21 SPSA

throughout the 2021-22 academic school year in order to stay off CSI identification for the 2022-23 academic school year.

Options for Youth - San Gabriel (OFY-SG) was identified for Comprehensive Support and Improvement (CSI) due to our 2-year graduation rate average of being below the 68% threshold set forth by ESSA and the state in 2019. Since then we have actually improved our graduation rate average to be above 68% landing us at 78.5% as of January 2021, but due to the suspension of the dashboard we were unable to move off CSI identification. The purpose of our plan is to reflect upon current practices and make adjustments to our program practices in order to increase our graduation rate even higher and improve our Math Performance and College/Career preparedness. Our reflection process includes sharing CA Dashboard Performance indicator data results from the Fall 2019 release with all stakeholders and collaboratively establishing program practice goals based on the following indicators. These areas include Math SBAC scores, chronic absenteeism, and graduation rates.

Through the strategic efforts set forth in our 2020-21 CSI plan we not only had a one-year grad rate increase of 19.6%, our College/Career indicator had a 12.1% increase of students at the prepared level. The LEA supported identified schools in developing a CSI plan by using the CA Dashboard results released in Fall 2019, and the 2020-21 CNA findings and internal data. CNA Findings and findings from the CA school dashboard we found that the efforts set forth in our 2020-21 CSI plan were very much still relevant for the 2021-22 school year. By using our 2020-21 CSI plan we determined this data and subsequent analysis, including the identification of Evidence-Based Interventions (EBI) and resources identified for implementation had positive student outcomes and would be carried into the 2021-22 school year. Specifically Accelerated Math and Preventing Dropout in Secondary Schools Clearinghouse were identified as our Evidence-Based Interventions.

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.

OFY-SG plans to integrate data from our comprehensive needs assessment, determination of evidence-based interventions to address needs, and resource inequities evaluation. To effectively meet the ESSA requirements outlined for schools, our 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. OFY-SG has also incorporated the goals, metrics, and actions as outlined in our 2021-24 LCAP in order to maintain alignment among the LCAP and SPSA goals.

## Stakeholder Involvement

### School Site Council (SSC) **Educational Partner Engagement :**

SSC members were nominated and then elected to serve for a one year term. All members received overview training on the following to ensure robust dialogue and engagement.

- Local Control Funding Formula – Purpose of Supplemental & Concentration Funds
- School Safety Plan
- Requirements for the SPSA - Development, progress monitoring and approval
- Plan development cycle/approval process and timelines
- Local Control & Accountability Plan
- Student data analysis strategies

- Title I & II Program requirements
  - Purpose/students at-risk of not meeting standards
  - Title I Program Models (TAS/SWP)
  - Title I SWP Plan requirements

All agendas and meeting notices were posted to our websites to further encourage participation.

**SSC Meeting Dates:**

November 13, 2020  
 December 3, 2020  
 January 7, 2021  
 February 11, 2021  
 April 23, 2021  
 June 10th, 2021

**SSC Meeting Dates for 21-22:**

November 18, 2021  
 January 20, 2022  
 February 3, 2022  
 March 10, 2022  
 May 19th, 2022  
 November 1, 2022

Options For Youth -SG is devoted to ensuring that all stakeholders are a part of the LCAP process. Principals and Administrators met to develop the Fall and Spring LCAP surveys that are administered to students, parents, and staff. Additionally, Principals and Administrators met regularly with the School Leadership team to discuss LCAP goal development and how to best ensure that the needs of all students are being met by the actions and metrics proposed. EL Specialists, Special Education Specialists and additional teachers also attended LCAP meetings and supported the development of LCAP metrics and action items specific to Students with Disabilities (SWD) students, and our EL learners. LCAP Surveys are given twice a year to staff, parents, and students to provide them with the opportunity to provide feedback about the OFY-SG educational program and to inform the development of LCAP goals for the upcoming school year. For the 2020-2021 school year, the school developed a Learning Continuity and Attendance Plan instead of a Local Control and Accountability due to the COVID-19 Pandemic. In response to the COVID-19 emergency health pandemic, Options for Youth San Gabriel shifted to 100% distance learning. In preparation for the shift, surveys were administered to students and staff to determine technology needs and technology was distributed accordingly.

Principals and Administrators at Options For Youth -SG met to develop the Learning Continuity & Attendance Plan utilizing stakeholder feedback from the surveys administered to students, parents, and staff. Additionally, Principals and Administrators met with the School Leadership team to discuss School Improvement Plans, student academic progression, and how to ensure that all students' needs are met during distance learning and once students return to in-person instruction.

OFY-San Gabriel has reached out to stakeholders through Achievement chats to receive direct feedback to create a robust instructional plan. Teachers also provided input to teams through center meetings based on

input during conversations via phone and google hangouts that they had with parents. Some parents reached out by phone to give feedback, emailed questions and responses through email and commented on social media postings. We encourage feedback through live interaction such as Google hangouts, phone calls (for those without internet access), texts, and social media on an on-going basis to continually increase communications with all stakeholders. Teachers have weekly contact with families to ensure an open line of communication. During this time, staff have open dialogue to give live feedback, ask questions, and contribute to the overall plan. This feedback has been a significant contributor to the structures created in our Distance Learning plan.

OFY - SG sent emails and text messages to families and students that included a link to an initial survey using SurveyMonkey, with the 2020-2021 school year options. The survey link was posted on the School's social media account and included in weekly newsletters to students. The surveys for students and parents/guardians were written in English and Spanish to ensure they would be accessible to a broader family range. Parents/guardians and adult students were asked the comfort level they had in returning to onsite learning, as well as their commitment to follow all health and safety guidelines that would need to be in place. We utilized this information to remain in a distance learning platform, until the county had been moved into a safer tier. We then regularly communicated with families through School Messenger to keep all stakeholders informed of current status in our larger reopening plan.

Furthermore, instructional coaches developed surveys that were distributed to teachers via email to reflect on the initial distance learning period (March 2020-June 2020). Feedback from these surveys, along with leadership input, was used to inform the development of the professional development plan for the 2020-2021 school year. Time was then designated for teachers to meet and discuss what they felt went well, areas of growth, and suggestions for the 2020-2021 school year. Additional feedback was collected from center meetings and an In-Service held in August. Highlights from the plan were also presented at the School Site Council Meeting and District English Language Advisory Committee meeting and time was allotted for feedback and questions.

**CNA stakeholder meetings** were held in the 2020-21 to discuss needs assessments and resource inequities, and are reviewed annually. Data utilized for CNA and LCAP needs assessment (RenSTAR and SBAC) are analyzed for program practice improvements at the end of every school year and are also shared with all stakeholders during parent conferences/Achievement Chats. The comprehensive needs assessment (CNA) had a multitude of stakeholders involved in the process. The positions that were involved in the overall process include: Principals, Assistant Principals, Teachers, SGI Teachers. Math Intervention Specialist, English Learner Specialist and instructional support staff.

Staff representatives from the Options for Youth - San Gabriel learning centers were involved in the CNA process by collecting data that would enable the LEA to effectively participate in the CNA. Once a sufficient amount of data was collected, the school formed a CNA Committee; included a variety of instructional positions within the LEA, enabling the LEA to hear and receive input from varying perspectives/expertise across the LEA. The committee met virtually on December 16, 2020, January 14, 2021, and February 3 2021, to review, analyze, and discuss school data. Additionally, on the February 3rd committee meeting, participants were asked to share the committee findings with their peers for additional feedback. This presented valuable information to help identify root causes, and to also develop measurable outcomes in

regards to addressing root causes. After the committee concluded their findings, the information was presented to Administration, and insight from Principals was provided. The CNA findings were also shared with the charter School Site Council and DELAC for additional feedback.

Options For Youth - San Gabriel ensured that all of our Educational Partners had multiple opportunities to learn about and weigh in on the allocations and the use of Title funds, both I and II, in order to ensure that our community understood the impact of these funds. Our spending plans were developed in line with the overall trends that were identified from our 3 primary educational partner groups. We utilized our SSC, a Title Funds Educational Partner Survey, and direct conversations with Ed Partners at stakeholder engagement events to gather a comprehensive picture of needs and requests.

#### Parents

- Parents indicated that they would like to primarily see Title funds spent in the areas of parent resources and workshops, expanding student learning supports, increased mental health resources and support for students, and additional training for staff to meet the social emotional needs of our students.

#### Staff

- OFY - SG Staff also identified parent resources and workshops, providing students with increased mental health resources and support, and additional training for staff to meet the social emotional needs of students as areas that could be funded through Title monies.

#### Students

- OFY - SG students responded similarly and indicated that they would like Title funds mainly used in the following areas: workshops, increased mental health resources for students, and access to workshops, additionally exposure to and experiences with the arts.

## Resource Inequities

### Resource Inequities Review:

The outcomes of the 2020-21 Resource Inequity Review provided us with the five areas of focus necessary to address systematic learning needs.

### Actionable inequities that were identified by the Charter during their Resource Inequity Review: and that are priorities for the Charter to address in their School Improvement Plans are as follows:

Dimension 2 - Empowering, Rigorous Content

-Varying levels of rigor depending on the modality of the course offering.

-Core vs. Elective offerings.

-Inconsistencies in modification and adjustments of curriculum between teachers.

Dimension 3 - Instructional Time and Attention

-Semesterly planning, and course offerings. Core course completion

Dimension 6 - Family Academic Engagement

Communication in Native Language

Ongoing and consistent progress reporting

#### Dimension 8 - School Leadership Quality

Exploring mentoring, coaching, PD, and conferences for school leadership.  
Assessing leader effectiveness and promotion of effective feedback

#### Dimension 9 - Diverse and Inclusive Charter

Better analyzing teacher loads and considering the impact of high independent study student roster on teacher effectiveness.

#### **Inequities that were identified by the Charter during their Resource Inequity that are priorities for the Charter to address in their School Improvement Plans are as follows:**

Core vs. Elective offerings and Early Intervention are two key priorities from our resource inequity analysis. We believe these two priorities are tied to our low math outcomes for our subgroup students and will align with our overall school goals.

#### **The Charter's plan on addressing these inequities:**

Specifically we will focus on intentionality and timing of intervention offerings  
Communication and documentation of all interventions used to create a cohesive team working to support students and evaluate the efficacy of the interventions used. Additionally, staff professional development on interventions and intervention courses.

## **Goals, Strategies, Expenditures, & Annual Review**

### **Goal 1**

**Graduation Rates:** The charter aims to have a graduation rate at or above 68%.

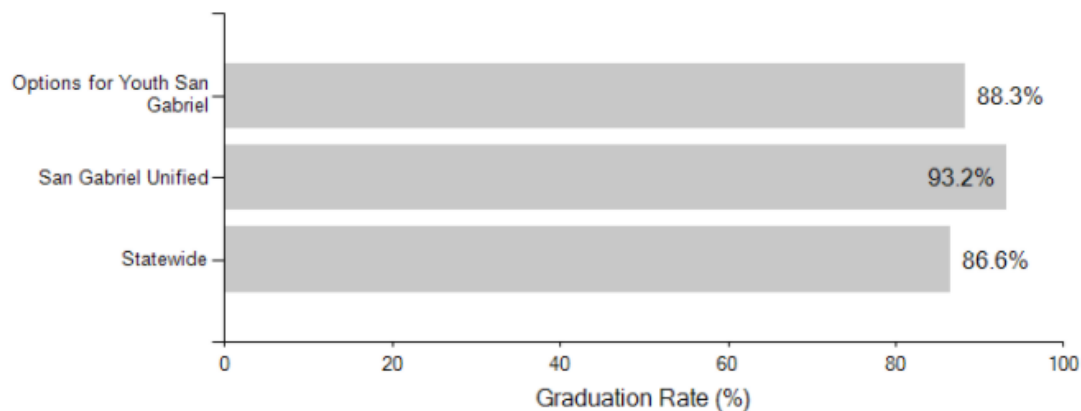
### **Identified Need**

OFY San Gabriel had an increase of 19.6% in its one-year graduation rate reported by the state in January 2021. This also increased our two-year graduation rate average to 78.5%. Despite meeting our initial goal of increasing our graduation rate average to be above 68% to exit CSI identification, 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 SG 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.

## Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	196	173	88.3%
English Learners	11	9	81.8%
Foster Youth	2	*	*
Homeless	2	*	*
Socioeconomically Disadvantaged	107	90	84.1%
Students with Disabilities	23	20	87.0%
African American	14	12	85.7%
Asian	8	*	*
Filipino	2	*	*
Hispanic	104	90	86.5%
White	41	36	87.8%
Two or More Races	10	*	*

## School Graduation Rate Compared to District and State



## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The charter aims to maintain and/or increase its graduation rates in order to exit CSI identification.	88.3%	Charter strives to have a one-year graduation rate annually above the statewide average (85%).
Seniors will develop a post-secondary plan that exposes them to post-secondary offerings.	Optional activity currently for seniors. We have about 50% of students who choose to engage in the process. Therefore, the baseline will	By graduation, 90% of seniors will have completed their post-secondary plan that exposes them to various post-secondary offerings.

	be established in the 2021 school year.	
College and Career Preparedness through increase in Dual Enrollment	8 students completed a dual enrollment course	The charter aims to maintain or improve 8 students completing our Dual Enrollment offerings annually through the 2023-24 academic school year.
Expose students to CTE	No current cohorts therefore, the baseline will be established in the 2021 school year.	The charter will establish 2 CTE cohorts with various trait offerings.
Retention, maintenance, and recruitment of credential staff in order to aid student progression in core courses.	Retention, maintenance, and recruitment of credential staff in order to aid student progression in core courses. All students: ELA - 5.8 Math - 4 Science - 4.9 Social Studies - 3.9	All student groups will complete an average of 5 units per core course by the end of the 2023-2024 academic school year to meet or exceed the annual student core course progress goals.

### 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

Exact Path

### 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

Parent and Family Engagement

### 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



Motivational Event for Students

### 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

Academic Intervention Specialist

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)	Action/Expenditure
\$ 1,750	Title 1	Parent & Family Engagement: Engage educational partners in addressing self-regulation in areas of mindfulness, healthy behaviors, tolerance and empathy, and digital/social consciousness. Partner with Kid-Grit to provide sessions for helping families/parents/guardians to develop motivation, positive behavior and resilience. Kid Grit will provide hands-on activities that support parents/guardians with social and emotional strategies to use in the home as soon as the very next day.
\$5,000	Title 1	Motivational Event for Students: Improve motivation and study skills for identified students through motivational speakers and workshops aimed to support student efficacy and goal setting for their education and career goals.
\$55,000	Title 1	Academic Intervention Specialist (AIS): The LEA will hire an AIS to ensure that students who are exhibiting learning loss or significant gaps; make academic progress, and reach their academic goals. This position is primarily responsible for delivering data-driven, results-based instruction to students, with the implementation of the Common Core Standards. This Title 1 funded position will work with students who are most at risk of falling behind their peers in completing core coursework.

### Goal 2

Based on Fall 2019 CA Dashboard data we are in the Orange band for **Math** performance indicator at -125 points below standard, and we aim to move by at least 9.80 points to be in the range of -115 on student performance in order to move to Yellow or above and meet the growth goal

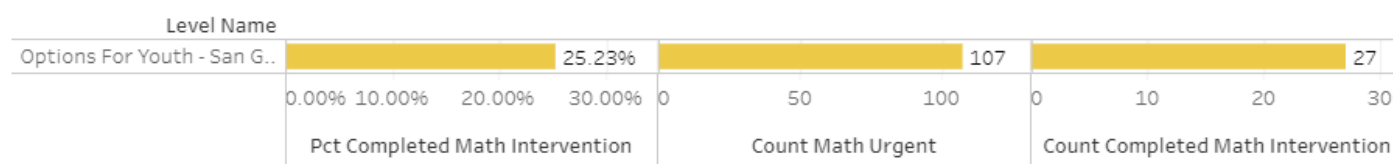
### Identified Need

Based on the Fall 2019 CA Dashboard for SBAC Math students scored 125.8 points below standard and maintained -1 points, with a color change from red to orange over Fall 2017 CA Dashboard results. OFY San Gabriel will continue to work toward improving our Math SBAC and move out of the orange color ranking (lowest ranking) into a higher color ranking.

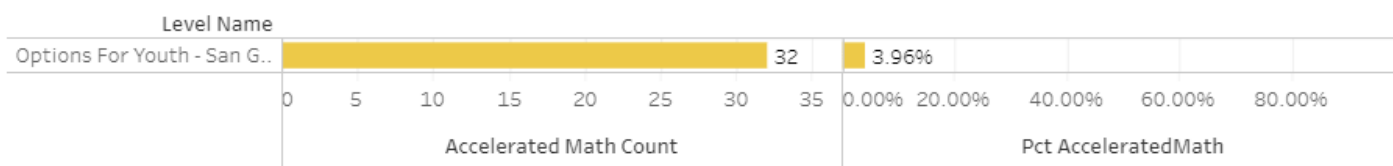
Due to the COVID-19 pandemic, Senate Bill 98 and State law has suspended the reporting of state and local indicators on the 2020 Dashboard. Academic Indicator: No reports due to suspension of California’s English language arts and mathematics assessments.

Based on 2020-21 Internal Benchmark assessment data for Math 25% of students identified for urgent intervention completed a math intervention. Students enroll with us being deficit in Math which translates to students performing lower on Math SBAC and internal benchmark assessments. OFY San Gabriel feels in order for students to perform well in math they need to understand the content which means they need to master literacy skills. Therefore OFY San Gabriel will not only put efforts into improving math scores but as well as ensuring students can read, write and comprehend math content which starts with mastering ELA standards. OFY San Gabriel will continue to work toward improving our Math Benchmark Assessment student performance outcomes.

### Students in Math “Urgent Intervention” Level



### Accelerated Math



## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The charter aims to maintain or improve its Math Renaissance Star intervention tiers for each student group. 25%	25%	The number of students scoring at the Urgent Intervention level (tier 1) on Fall triannual benchmark assessments will decrease by 5% to move up on their mastery performance tier (2/3) to intervention
The charter aims to maintain or improve its ELA Renaissance Star average Lexile scores for all student groups.	All student average: 1,100 EL: 896 FRMP: 1,065 SPED: 924 Foster: 1,100	All student groups will maintain their average Lexile scores to show scores at or above our 2020-21 baseline data by the end of 2024.

The charter aims to increase overall Grade Level Equivalency (GLE) growth for students that are identified for intervention.	52.63%	For students that completed a semester of an intervention course will show a 2-grade GLE growth.
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**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**

Exact Path

**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**

Experiential Learning (math, science, criminal justice)

**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**

SIOP Training

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)	Action/Expenditure
\$10,000	Title I	Experiential Learning (math, science, criminal justice): Pathways CSI introduces students to the world of crime scene investigation, forensics, and criminal justice by engaging students in critical thinking and problem solving activities. Students will learn to conduct lab work while investigating a mock scene. Students will earn 2.5 elective credits and learn how to collect and analyze evidence typically involved in a criminal case while gaining insight and learning from professionals and experts in the field. Students will tour University of Nevada, Las Vegas. The LEA is using Title funds to support this experiential learning opportunity

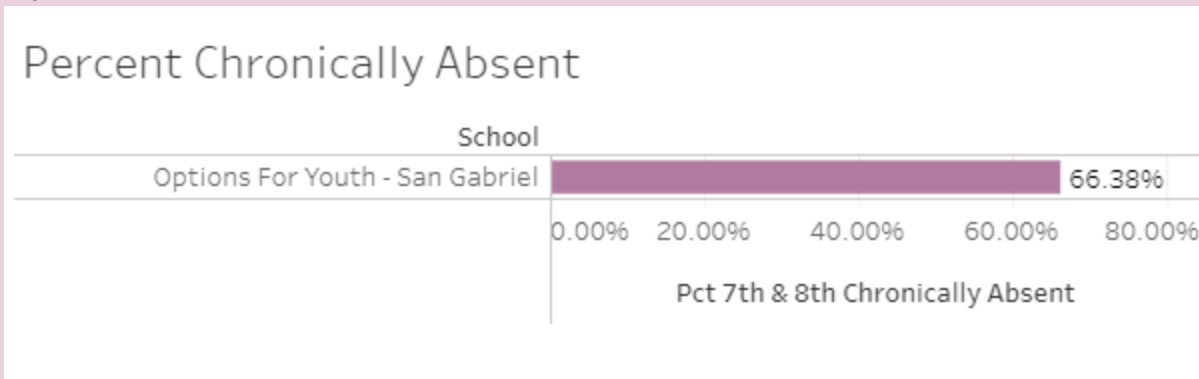
		because it exposes students to real-world math and science applications and principles. Furthermore, it will strengthen their connection to learning and efficacy with these subject areas.
\$1,500	Title II	SIOP: Staff will have access to a professional development and certificate earning course on research-based Instructional Framework Supports Differentiated Instruction to Accelerate Academic Language Development. The Sheltered Instruction Observation Protocol makes grade level content comprehensible for English Learners (ELs), but also helps all learners.

**Goal 3**

Chronic Absenteeism: The charter will maintain or reduce the number of students chronically absent in order to move out of the orange band and into yellow

**Identified Need**

San Gabriel had a 0.5% decline reported on the Fall 2019 CA Dashboard and moved from a yellow color assignment to an orange. Being on CSI requires us to develop goals which will help us improve any performance indicators on the CA Dashboard in Red and/or Orange. Based on internal data OFY San Gabriel is averaging a chronic absenteeism rate of 66%. We contribute this to the impacts COVID-19 has had on our middle school population. OFY San Gabriel is dedicated to decreasing our Chronic Absenteeism rates and ensuring our Middle school population is meeting the requirements of their master agreements and required attendance and unit completion in the 2021-22 academic year.



**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The charter will maintain suspension rates through an increase in the number of students indicating positive well-being in student wellness checks with teachers.	Below 1.5%	The charter will strive to maintain annual suspension rates at or below 1.5%.

The charter aims to maintain or increase the percentage of students reporting a sense of belonging and safety, disaggregated by student groups, as reported on all stakeholder surveys.	Baseline will be established in the 2021 school year.	80% of students will report a sense of belonging and safety annually through stakeholder engagement surveys.
The charter aims to maintain or increase the amount of students that participate and complete in social emotional experiences.	24%	At least 65% of students enrolled 30 days or more will complete an extracurricular activities or a course designed to develop their social-emotional skills.
Chronic Absenteeism Rate (7/8th grade)	62%	Chronic absenteeism will have a 10% decline by the end of the 2023-24 academic school year.
The charter school will maintain or reduce its dropout rates.	HS - 4.5% MS - less than 2%)	The high school dropout rates will be maintained at or below 5% annually.
The charter will maintain suspension rates through an increase in the number of students indicating positive well-being in student wellness checks with teachers.	Below 1.5%	The charter will strive to maintain annual suspension rates at or below 1.5%.

### 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

Using Attendance Works research -based strategies and interventions schoolwide.

### 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

Art in Action

### 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**

Transportation Services for Students

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Funding to Support Students Experiencing Homelessness

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Restorative Practice Sessions for Staff

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Administrative Credential Training for Assistant Principal(s)

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)	Action/Expenditure
\$60,000	Title I	Art in Action: In order to support a reduction in Chronic absenteeism and overall student engagement the school will implement an Art program with workshops that will include Art Instructional Materials that are research based to provide students with an opportunity to engage in the Arts to support their mental wellbeing and development as well as supporting reengagement. Additionally, the workshop will highlight the powerful role Art can play in a society, and career opportunities connected to the arts field.
\$5,247	Title I	HopSkipDrive (transportation service): HopSkipDrive provides service to students with specialized transportation needs. They also partner with counties and school districts all over the country to provide a pupil transportation solution for students experiencing homelessness or in

		foster care. The LEA is dedicating Title funds for this service in an effort to eliminate barriers to student engagement and achievement.
\$1,000	Title I	Funding to Support Students Experiencing Homelessness: Set-aside funds for items to support and improve outcomes for students experiencing homelessness. These funds would include, but not be limited to hygiene kits, clothing items, and shower access.
\$6,000	Title II	Restorative Practice Sessions for Staff: Restorative practices employ equity and build school/classroom communities in order to create environments where students feel belonging and safety, thereby making it easier for them to learn both academically and social/emotionally. Additionally, restorative practices support the Common Core Anchor Standards in Speaking and Listening by developing and enhancing students' skills in collaboration, cooperation, agreeing and disagreeing. The use of restorative practices has been proven to decrease antisocial behavior, reduce the need for disciplinary actions, increase perceived safety, and increase academic achievement campus-wide.
\$11,500	Title II	Administrative credential training for Assistant Principal(s): The Dept of Education outlines an allowable use of Title funds for Administrative credentialing so that Principals or other school leaders have the instructional leadership skills to help teachers teach and to help students meet challenging State academic standards.

### **Monitoring of Progress**

Options for Youth San Gabriel will continue to monitor the implementation and effectiveness of the CSI plan throughout the school year by regularly collecting data from various avenues, including but not limited to the outcomes from the Dashboard, internal data pulls from Ren Star Benchmark testing and formative assessments, as well as individual student tracking and documentation. The LEA 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.

The charter will monitor the implementation and effectiveness of the CSI plan through identified quarterly monitoring cycles and provide an annual analysis of implementation progress and impact on student learning. Current data will be analyzed with all stakeholders through a collaborative process that will include college and career student performance, graduation rates, and internal Benchmark assessment scores, in order to make any necessary adjustments and ensure the effectiveness of the implementation of our CSI plan. The charter will work with staff to coordinate reflection on data quarterly and report progress to support continued implementation effectiveness and provide feedback of impact on student outcomes to all stakeholders. The School Site Council will contribute to monitoring and evaluating the implementation and

effectiveness of the CSI plan at each meeting during the school year. Specific CSI data includes intervention and progress towards moving our graduation rates in the direction of exceeding our 78% two-year average. Furthermore, the charter will continue to monitor and evaluate the effectiveness of our CSI plan by conducting a Comprehensive Needs Assessment annually, which will include stakeholder collaboration and feedback to identify areas of growth and to identify students who have experienced learning loss as a result of the COVID-19 emergency. The LEA will continue to assess evidence-based interventions to combat learning loss and improve overall student learning. We expect that the implementation of our research-based interventions will continue to positively impact our graduation rates, Chronic Absenteeism, and will improve our Math scores through consistent and careful monitoring of student progress. All stakeholders will be focused on maintaining our grad rates to be at or above 78% and to move our Math and Chronic Absenteeism indicator from Orange to Yellow.

Goal data will continue to be collected and tracked at the end of every school month and will be monitored and analyzed every quarter by the Charter leadership team. Data will continue to be analyzed and shared with all stakeholders at least once a semester during stakeholder engagement events. Additionally, school leadership and staff will participate in data dives to review student assessment data, which drive instructional decisions. We will utilize Ren Star assessment data after each testing window to ensure all students have been identified, and measure the efficacy of our intervention programs and adjust as needed. Renaissance Star benchmark assessments are used to gauge comprehensive skill growth which are nationally normed and aligned with CCSS. The implementation of the Renaissance STAR assessments allows the School to delve into the mathematics data, evaluate math curriculum, and compare students' skill growth to that of students at other charter schools and around the nation. This computer-adaptive assessment tool allows for the measurement of student math skill levels shortly after enrollment and math growth over time. The test gives the instructor a diagnosis of the math ability of each student; the follow-up assessments detail which standards, if any, each student is deficient in and provide for individualized, targeted interventions. The goal is to assess students three times a year to see the growth and progression of each student in math. By testing the entire student body, the School is able to track growth in mathematics of the student population as a whole.

In addition, the Renaissance STAR Assessments allow the School to design formative and summative assessments that align with the school's specialized curriculum. Students are regularly tested to assess math level growth and the appropriateness of the program for meeting their individual needs. In monitoring the charter's progress towards exceeding our graduation goal our Post-Secondary School Counselors and school leadership will meet on a monthly basis to identify students who have fallen behind and need intervention. The charter will continue its implementation of a senior tracker so that the entire Senior Support Team can remain cognizant of students' pace towards graduation. This tracker will enable teachers and staff to observe trends in student progress and be proactive in addressing any concerns.

The School Site Council (SSC) meets annually to review the collected data and develop interventions and strategies as well as monitor progress throughout the school year. School Counselors, teachers, coaches, and Assistant Principals of each school site will continue to compile data to share with the stakeholders on the progress of each metric.. The charter will continue to survey all stakeholders throughout each school year, and monitor the results to include the development of ongoing interventions and strategies. This report will be compiled each quarter and submitted to the School Board. Support to build stakeholder capacity for



continuous improvement includes analyzing data with the staff, the DELAC Committee, and the School Site Council. The School Site Council will also receive guidebook training and coaching to increase their ability to understand their role and the process of the CSI plan including identification of needs, analysis of data, selecting and developing Evidence-Based Interventions, implementation, and monitoring. Each of these groups will have multiple opportunities to discuss and inquire about the charter’s CSI progress during their meetings throughout the school year. Resources provided to staff include access to monthly intervention trackers and professional development related to improving outcomes in our CSI metrics and increasing student learning. Resources provided to our school parents include Parent Engagement events and semesterly Achievement Chats, which increase parent participation and capacity to better support students at home, therefore contributing to the desired student achievement outcomes outlined in the CSI Plan.

## 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	\$ 156,977.00
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	\$156,997.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Academic Intervention Specialist - Title I	\$55,000.00
Parent & Family Engagement Workshop - Title I	\$1,750.00
Motivation & Goal Setting Workshop for Students - Title I	\$5,000.00
Art Programs for Students - Title I	\$60,000.00
Experiential Learning - Title I	\$10,000.00

Transportation Services for Students - Title I	\$5,247.00
Funds Set Aside for Homeless Students - Title I	\$1,000.00
SLOP Certification for Instructional Staff - Title II	\$1,500.00
Restorative Practice Workshop for Staff - Title II	\$6,000.00
Administrative Credentialing for School Leaders - Title II	\$11,500.00

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

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 (\$)

Subtotal of state or local funds included for this school: \$0

Total of federal, state, and/or local funds for this school: \$156,977.00

## EVIDENCE-BASED INTERVENTIONS

**Guidance and Instructions:** All CSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term “intervention” can include *activities, strategies, or interventions*. Complete questions 1 through 5 for *each* evidence-based intervention that will be implemented. Duplicate questions 1 through 5 for each evidence based intervention used in the CSI plan.

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

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

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

- Stronge  
 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

**5. Evidence-Based Intervention Name and link to study**

Preventing Dropout in Secondary Schools -  
[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_dropout\\_092617.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf)

**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

We will continue to utilize the intervention resources through Ren STAR. We have seen success with student engagement and skill growth, and through further and continued implementation expect to see continued results

## 5. Evidence-Based Intervention Name and link to study

**Attendance Works:** <https://www.attendanceworks.org/research/attendance-works-reports/>

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

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> English Language Arts (3-8,11)  | <input checked="" 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 (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

Students will be identified for intervention based on Renaissance Star mathematics test results. Teachers and counselors will further review achievement data for students identified at intervention or urgent intervention levels based on Renaissance Star test results to determine an appropriate intervention plan. The LEA will pilot Exact Path as an Intervention tool during the 2021-2022 school year. Exact Path is a flexible curriculum platform that takes a personalized approach to create individualized learning plans for K-12 students in mathematics.

## 5. Evidence-Based Intervention Name and link to study

### Exact Path:

[https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20Effectiveness%20Paper%20FINAL\\_0.pdf](https://www.edmentum.com/sites/edmentum.com/files/resource/media/Exact%20Path%20Effectiveness%20Paper%20FINAL_0.pdf)

## Annual Review

SPSA Year Reviewed: 2020-21

### ANALYSIS

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

Overall, our implementation and effectiveness of the strategies used to achieve increased graduation rates were very successful as we were able to raise our overall graduation rate to 88.3% for all students. This is above the statewide average and just 5% below our chartering district. We attribute

this to a concerted effort by all credentialed staff to ensure students graduated during the 20/21 school year and a robust implementation of our SPSA.

We consistently monitored the implementation and effectiveness of the CSI plan throughout the school year by regularly collecting data from various avenues, including but not limited to the outcomes from the Dashboard, internal data pulls from Ren Star Benchmark testing and formative assessments, as well as individual student tracking and documentation. This allowed us to closely watch the effectiveness of our strategies and make necessary adjustments as needed.

The School Site Council contributed to the monitoring and evaluating of the implementation and effectiveness of the CSI plan at each meeting during the school year. Specific CSI data was presented to our SSC to analyze and discuss needs based on the data. Furthermore, the charter conducted a Comprehensive Needs Assessment, which included stakeholder collaboration and feedback to identify areas of growth and to identify students who have experienced learning loss as a result of the COVID-19 emergency. We were able to see that the implementation of our research-based interventions continued to positively impact our graduation rates and Chronic Absenteeism. With the lack of SBAC data for math we relied heavily on the RenSTAR benchmark analysis to identify math needs and growth. All stakeholders will continue to be focused on maintaining our graduation rates to be at or above 78% and to move our Math and Chronic Absenteeism indicator out of Orange and Yellow when the Dashboard resumes.

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

COVID continued to impact our spending and implementation throughout the entire school year more than we had initially anticipated. We worked to make adjustments as needed and still provide robust services and support to our students. Through careful monitoring and implementation, there was no significant differences between the intended implementation or the budgeted expenditures.

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. Metrics and actions have been modified to align with LCAP, which was largely shaped by the results of CNA and the perceived effectiveness of the strategies that were implemented, the goals, most annual outcomes, metrics, and strategies will remain the same.

## 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/Designee
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Students

Name of Members	Role
Jodi Moreno	Principal/Designee
Michelle Savage	Teacher
Erica Smith	Teacher
Angel Bautista	Teacher
Karmen Zargarian	School Staff
Carolina Sanchez	Parent
Gabriela Quintana	Parent
Kimberly Mardis	Parent
Zakariya Walker	Student
Canaan Santana Sanchez	Student

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

## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the charter 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 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 the charter governing board policies and in the LEA 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 11/1/2022.

Attested:



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Principal, Jodi Moreno on 11/1/2022



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SSC Vice Chairperson, Zakariya Walker on 11/1/2022