



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 Bernardino	36678760120568	June 3, 2021	June 17, 2021

Purpose and Description

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 Bernardino 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.

All the efforts set forth in our 2020-21 plan translated into a 72.15% graduation rate average and a 87% one year graduation rate. OFY San Bernardino 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

Comprehensive Support and Improvement

In the 2019-20 school year, Options for Youth San Bernardino was identified for Comprehensive Support and Improvement (CSI) due to our 66.90% two-year graduation rate average. Though all efforts set forth in our 2020-21 plan translated into a 72.15% graduation rate average and a 87% one year graduation rate, OFY San Bernardino can not move off CSI as the state has ordered schools must remain in CSI until a new dashboard is released. As such, 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. The plan includes reflecting upon our current practices from our 2020-21 CSI plan, integrating them into our 2021-22 School Plan for Student Achievement (SPSA), sharing data with all stakeholders, and collaborating to improve in areas where the school underperformed according to the California School Dashboard. Those areas include the following: college and career readiness and graduation rate.

Options For Youth San Bernardino used the CA Dashboard results from the Fall 2019 release and internal data to complete a Comprehensive Needs Assessment (CNA) analyzing areas of need with stakeholders throughout the charter.

The Comprehensive Needs Assessment (CNA) for Options for Youth San Bernardino was conducted over a series of sessions utilizing key members of the leadership team, including the Principal, the Assistant Principal of Instruction and Operations (APIO), school site Assistant Principals (APs), Lead SES Special Education Specialist (SES), English Language (EL) Specialist, Instructional Coach, and a small group of

teachers. A core CNA team reviewed the Fall 2020 LCAP survey as well as various data sets from multiple years and sources; from there, the larger group reviewed the data, identified needs, and crowdsourced potential solutions and goals.

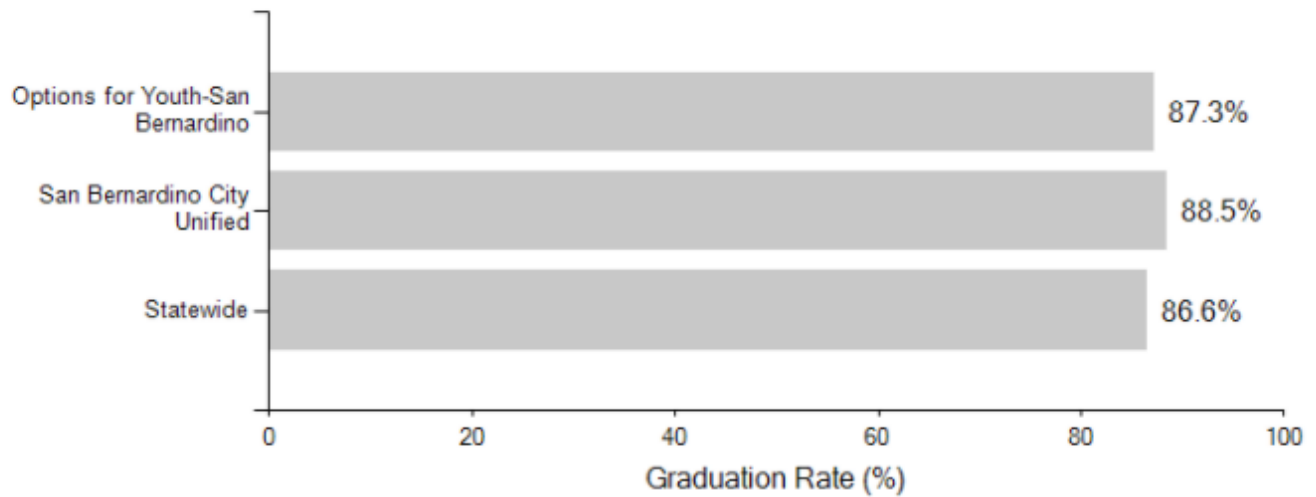
The charter pulled data from multiple platforms to analyze student performance data which included student group data as applicable to the data source. Data pulled included:

- CAASPP data
- California School Dashboard
- Internal Tracking Data (Tableau)
 - Graduation Rate
 - A-G Enrollment and Completion Rates
 - Lexile Growth Percentages
- Surveys
 - LCAP Survey (Once per semester)
 - School Climate Survey (Biannual)

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	157	137	87.3%
English Learners	2	*	*
Foster Youth	2	*	*
Homeless	2	*	*
Socioeconomically Disadvantaged	112	96	85.7%
Students with Disabilities	10	*	*
African American	9	*	*
Asian	1	*	*
Hispanic	103	88	85.4%
Native Hawaiian or Pacific Islander	1	*	*
White	17	16	94.1%
Two or More Races	8	*	*

School Graduation Rate Compared to District and State



Students in the Combined Cohort or DASS Graduation Rate by Student Group

Cohort	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
Cohort Totals	157	9	--	1	--	103	1	17	8	2	112	10	2	2

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	14.0%	*	--	*	--	14.6%	*	11.8%	*	*	14.3%	*	*	*
Percentage Approaching Prepared	26.8%	*	--	*	--	25.2%	*	47.1%	*	*	24.1%	*	*	*
Percentage Not Prepared	59.2%	*	--	*	--	60.2%	*	41.2%	*	*	61.6%	*	*	*

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

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 Bernardino plans to integrate the established goals to create an effective school plan: by continuing to use the Comprehensive Needs Assessment (CNA), determination of evidence-based interventions to address needs, and resource inequities evaluation. To effectively meet the ESSA requirements, the plan will incorporate LCAP stakeholder engagement feedback through a comprehensive survey gathered once per semester as well as through various stakeholder engagement events throughout the school year. Utilizing this information, stakeholders selected the evidence-based interventions that they would like to use to best address those performance indicators falling in the red and/or orange (on the Fall 2019 CA Dashboard) and area of growth determined via CNA process to help improve student performance outcomes. OFY San Bernardino has also incorporated the goals, metrics, and actions as outlined in our 2021-24 LCAP to ensure alignment between LCAP and SPSA.

Stakeholder Involvement

OFYSB collaborated with our School Site Council and parents, students and staff to develop our Single Plan for Student Achievement (SPSA) and CSI prompts. OFYSB collected data from various avenues, including outcomes from the CA Dashboard, internal data pulls, and individual student tracking and documentation to evaluate and monitor the implementation and effectiveness of the CSI plan. OFYSB conducted quarterly monitoring cycles to update our School site Council and School Board on progress toward reaching each goal in our SPSA, which included graduation rate updates. Evidence-based intervention implementation and the impact on student learning for each evidence based intervention is contributing to. OFYSB worked with staff to coordinate the review and analyzing of student performance data alongside evidence-based intervention data to support progress and provide feedback on the impact on student outcomes. As our School Site is the decision making authority of the SPSA/CSI Plan, they made any necessary updates needed based on the analysis of student performance data and budget updates reviewed in our School Site Council Meetings.

We utilized data and subsequent analysis from all stakeholders, including the identification of evidence-based interventions and resource inequities identified for implementation . The LEA integrated feedback that was given through stakeholder engagement surveys as part of our LCAP stakeholder engagement events to effectively meet ESSA requirements as well as alignment with our Local Control and Accountability Plan in the development and updates necessary to use in our 2021-22 CSI Plan.

Stakeholder Involvement Process (Stakeholders included parents/guardians, students, and staff)

In order to ensure all stakeholders had the opportunity to provide feedback, the LCAP survey was promoted in a variety of ways. Parent/Student letters were sent home with an invitation to participate in an online survey, survey links were sent out directly to students and parents/caregivers. Online survey links were provided to all staff along with designated time during meetings to complete the surveys. Surveys were closed after 3 weeks so that responses could be gathered and analyzed to be shared with all stakeholders.

The following meetings were also held in order to ensure stakeholder feedback, input, and collaboration in the development of our school-wide goals:

- LCAP LEA Update meetings
- Budgeting meetings were held at the corporate level to integrate the Instructional team with the Finance team.
- Board meetings with our charter-level Board of Managers
- DELAC/ELAC Committee Meetings (by-monthly)
- Strategic Planning
- School Site Council Meetings
- SELPA consultation

OFYSB also administers a biannual School Climate Survey (SCS), which took place most recently in April 2021. The SCS provides an opportunity for all stakeholders to express their views on the school's overall culture, safety, and community. The school goals coincide with the district goals which ensures all students are meeting the same requirements. The school regularly involves stakeholders in review of long range planning. Charter leadership used the data from Comprehensive Needs Assessment (CNA) and LCAP

needs assessment (RenStar and SBAC) and input gathered to make resource allocation decisions that are closely related to our vision, mission, and schoolwide learner outcomes. The school effectively evaluates the collaboration and development of each individual student's post-secondary goals. This is accomplished with all stakeholders including student advisors, teachers, and parents as they collaborate in developing plans to prepare students for their college and post-secondary goals.

LCAP Stakeholder Engagement Process

The principal and other administrators meet regularly to develop the Fall and Spring LCAP surveys that are administered to students, parents, and staff. LCAP surveys are given twice a year to students, parents, and staff to provide them with the opportunity to give their feedback about the OFY - San Bernardino educational program and to inform the development of LCAP goals for the upcoming school year. The principal and administrators meet monthly with the school leadership team to discuss LCAP goal progression and how to best ensure that the needs of all students are being met. Additionally, the leadership team attends conferences and professional development events to ensure that they are up to date with all educational policies.

Options For Youth San Bernardino held the following Stakeholder Engagement Activities during the 2020-2021 School Year:

- OFY-SB Board Meeting - September 17, 2020
- OFY-SB Board Meeting - November 19, 2020
- OFY-SB Board Meeting - December 9, 2020
- OFY-SB Board Meeting - February 4, 2021
- OFY-SB Board Meeting - March 11, 2021
- OFY-SB Board Meeting - April 8, 2021
- OFY-SB Board Meeting - May 20, 2021
- OFY-SB Board Meeting - June 23, 2021
- Virtual FAFSA Workshop - February 4, 2021
- Virtual Senior Signing Night - May 25, 2021
- Drive through graduation - June 10, 2021

In addition, OFY - San Bernardino held DELAC meetings six times throughout the 2020-2021 school year. The English Language Specialist led a presentation about programs available to English Language Learner Students at the first meeting; there were discussion periods regarding these services at each meeting. Parents are also invited to provide feedback and comments pertaining to the English Language Learner program at each meeting.

DELAC Meeting Dates:

- Aug. 28, 2020
- Oct. 9, 2020
- Nov. 6, 2020
- Jan. 22, 2021
- Mar. 19, 2021
- April 16, 2021

The Board of Directors was updated on progress toward developing goals, metrics, received information about the proposed changes to past years LCAP metrics and goals within the new LCAP, and gave feedback

to school leadership prior to voting on the adoption of the LCAP. Below is a breakdown of the process taken to review and adopt the charters 2021-24 LCAP as required by Ed Code:

- The LEA notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) - Notice was posted on May 17, 2021 to the public 72 hours in advance of the Board Meeting scheduled, which has the LCAP draft on the Agenda for review and public comment.
- The LEA held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1) - Board Meeting was held on May 20, 2021
- The LEA adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2) - Board Meeting was held on June 17, 2021 and the Board voted to Adopt the 2021-24 LCAP.

Parents, students, and staff have been participating in LCAP surveys during the fall and spring semesters over the past several years with the most recent in Fall 2020 and Spring 2021. The surveys reach out to parents, students, and staff to ask questions about where they would like to see the school improve. In addition, the survey asks them if they are aware of the current LCAP Goals and Funding Model so we have data on how we are doing at disseminating that information. Furthermore, meetings are regularly held to gain stakeholder participation, input, and support. The school goals coincide with the district goals which ensures all students are meeting the same requirements. The school regularly involves stakeholders in review of long range planning. Charter leadership used the data evaluated in our Comprehensive Needs Assessment and LCAP needs assessment (RenStar and SBAC) and input gathered to make resource allocation decisions that are closely related to our vision, mission, and schoolwide learner outcomes. The school effectively evaluates the collaboration and development of each individual student's post-secondary goals. This is accomplished with all stakeholders including student advisors, teachers, and parents as they collaborate in developing plans to prepare students for their college and post-secondary goals.

Options for Youth San Bernardino has integrated feedback that was given through stakeholder engagement surveys as part of our LCAP stakeholder Engagement events to effectively meet ESSA requirements, as well as in alignment with our Local Control and Accountability Plan (LCAP). These surveys were given once a semester to all stakeholders which included parents/guardians, students and staff. We plan to use feedback that was given on behalf of our School Site Council, who met monthly and helped formulate and evaluate goals for the coming school year. Additionally, we utilized the Comprehensive Needs Assessment (CNA) completed within the charter, along with our resource inequity review, to determine needs for the students and used this information to select the evidence-based interventions that will help us target areas of need as identified in this process.

CNA Stakeholder Engagement Process

The Comprehensive Needs Assessment (CNA) for Options for Youth San Bernardino was conducted over a series of sessions utilizing key members of the leadership team, including the Principal, the Assistant Principal of Instruction and Operations (APIO), school site Assistant Principals (APs), Lead SES Special Education Specialist (SES), English Language (EL) Specialist, Instructional Coach, and a small group of teachers. A core CNA team reviewed the Fall 2020 LCAP survey as well as various data sets from multiple years and sources; from there, the larger group reviewed the data, identified needs, and crowdsourced potential solutions and goals.

School Site Council Process

The School Site Council (SSC) meets at least six times per school year and is made up of the school principal, teachers, other personnel, parents, and students (secondary level). The SSC's primary responsibility is to identify common goals and work collaboratively with the site leadership team to establish a plan that will help achieve these goals.

Resource Inequities

Resource Inequity 1: Staffing challenges in EL Department

The charter aims to address this inequity by actively recruiting and hiring more staff credentialed in EL Support services to better support the needs of our EL population. For English Learners in particular, we have developed a program called Bilingual Scholars that aims to support EL students' language development through one-on-one tailored ELD lessons with an English Language Specialist. In order to ensure that all EL students' needs are met, we seek to hire additional English Learner Specialists and an EL Coach to support this subgroup of students. Students have appointments with their EL Specialists twice a week; similar to their Independent Study Teachers. Ultimately, we would like to increase EL staff in order to increase EL specialist availability and student access. At the end of the year, we hold a Bilingual Scholars Banquet and awards night where we celebrate our EL students' successes. The Bilingual Scholars program also has achievement incentives each month for students moving forward on their language development or unit progress. Because we don't always know which students are classified as EL, we make sure to have 100% SDAIE course enrollment at all times for all students. All of these actions are more efficiently implemented by increasing the number of staff in the EL department.

Resource Inequity 2: Discrepancies in test results/progress between general population and EL students

The charter aims to decrease the achievement gap evidenced by test performance discrepancies in the EL student population. Overall, our greatest area of focus appears to be EL student achievement. The achievement gap seems to be most significant between the general student population and English Learners (ELs). EL students had the greatest discrepancies in SBAC and RenStars scores, graduation rates, and Lexile level increases as compared to the general student population. We must invest more resources into tracking, intervention, and support for our EL students in order to close this achievement gap and ensure their academic success. The charter aims to reduce this gap through a combination of evidence-based interventions, professional development specific to EL specialists, professional development for IS teachers regarding EL intervention strategies and best practices, and increasing stakeholder engagement to better support EL students in and out of the classroom.

Resource Inequity 3: Lack of participation among Students with Disabilities (SWD) in offered and available extracurricular activities

The charter aims to increase participation of Students with Disabilities (SWD) in experiential learning trips/events and other extracurriculars. OFYSB will actively promote to and recruit Students with Disabilities for Pathways in Education trips and other extracurricular activities. Resource Specialists and IS teachers have set minimum participation percentages for SWD populations within their caseload to help ensure these goals are met.

OFY SB offers student trips free of charge through Pathways Travels; a program that offers academic and social-emotional experiences through travel. These trips include: Blackbird Farm in northern California, D.C., a trip to the Rocky Mountains in Colorado, East Coast College Tours, West Coast College Tours, Cuba, China, Italy, and many more. These trips are experience-based and focused on building student character. OFY SB also offers day field trips such as trips to see plays, visit museums, or even go see a NBA game! Once per year, the local minor league baseball stadium offers a student day where all students can come and see a game for free. We also offer multiple opportunities throughout the year for community service. These trips include beach clean ups, park clean ups, and food pantry service days. OFY SB offers courses that build student connectedness; these include Student Council (Student Leadership), sports, Expository Reading and Writing, Dual Enrollment in community colleges, and the Bilingual Scholars groups. For SWD in particular, increasing their participation in school events, trips, and extracurriculars will lead to a greater sense of connectedness to the skill, which in turn will lead to increased academic achievement and graduation rates.

Goals, Strategies & Expenditures

Goal 1

Graduation Rates: The Charter aims to have a two-year graduation rate average at or above 68% to Exit CSI identification.

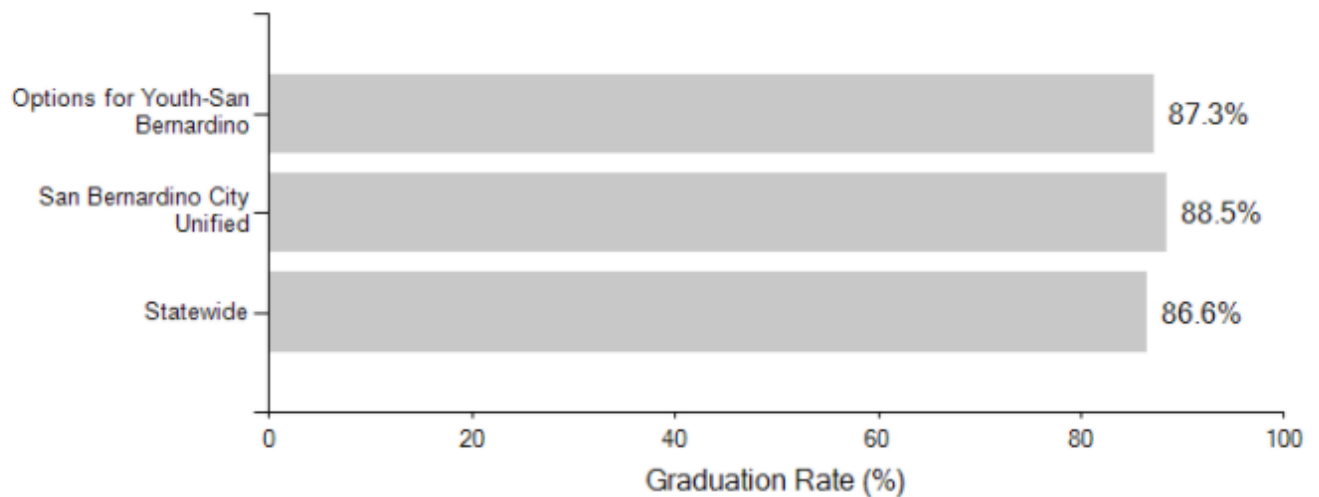
Identified Need

San Bernardino had a decline of 11% in its graduation rate reported on the Fall 2019 CA Dashboard, with a color change of green for Fall 2018 to a red per Fall 2019 results. As a result, the charter implemented a CSI plan in the 2020-21 school year specifically targeting the graduation rate, among several other factors. All the efforts set forth in our 2020-21 plan translated into a 72.15% graduation rate average and a 87% one year graduation rate. However, 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 Bernardino 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

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All Students	157	137	87.3%
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Homeless	2	*	*
Socioeconomically Disadvantaged	112	96	85.7%
Students with Disabilities	10	*	*
African American	9	*	*
Asian	1	*	*
Hispanic	103	88	85.4%
Native Hawaiian or Pacific Islander	1	*	*
White	17	16	94.1%
Two or More Races	8	*	*

School Graduation Rate Compared to District and State



Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
For all students, student progression will be maintained.	59%	Student progression will be maintained at or above 85% for all students.

The middle school and high school dropout rates will be reduced and/or maintained.	High School = 7.34% Middle School = 2.13%	The middle school dropout rate will be maintained at or below 3% and high school dropout rates will be maintained at or below 10%.
The Charter aims to increase its graduation rate to work toward exiting CSI identification.	2018-19 & 2019-20 Average = 74.4%	The Charter aims to maintain a graduation rate average at or above 70%.
The charter aims to increase core course completion in math achievement through offering specialized instruction and academic interventions.	On average students completed 5 Math credits during the 2020-21 year	The charter's core course completion rate for math will be 6 or greater.
The charter aims to increase core course completion in ELA achievement through offering specialized instruction and academic interventions.	On average students completed 4 English credits during the 2020-21 year	The charter's core course completion rate for English will be 5 or greater.
The charter will focus on maintaining its suspension rates	Below 1.5%	The charter will maintain Suspension Rates at or below 1.5% charter wide

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 students, SPED students

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

Strategy/Activity (Evidence-based interventions)

Math tutoring

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 (Evidence-based interventions)

ERWC

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)	Action/Expenditure
\$ 405,000	LCFF	Academic Support: Students will meet with their Post-Secondary Counselor and/or credentialed teacher for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards. Students should receive feedback on their academic comprehension of assigned coursework at least once per month.
\$ 650,000	LCFF	Basic Services: Students will have access to fully-credentialed teachers to help aid their progression in core courses.
\$ 123,300	LCFF	Professional Development: Teachers and support staff will be offered professional development opportunities to better equip them to provide individualized, standards aligned instruction.
\$ 77,600	LCFF	Benchmark Assessments and Intervention Support: The LEA will implement intervention supports, including access to tutors and other support staff, and data tracking tools to increase student attendance, academic progress, and overall student engagement.
\$ 30,000	LCFF	Post Secondary Events: The LEA will host/develop the following events: College & Career Fair, Senior Social, College Tours (virtual as applicable), Graduation, College Signing Day, FAFSA Nights.
\$ 110,000	LCFF	College Readiness Cohorts: The LEA will provide a post secondary readiness program named College Readiness Experience the World (C.R.E.W.). This program provides students with college and career exploration and opportunities, mentorship, a supportive peer community, access to technology, and financial aid information including scholarships, grants, and loans.

\$ 306,000	LCFF	Course of Study: Students will have access to academic resources that help aid in their mastery in a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education. Digital Edmentum curriculum, as well as necessary supplies and supports.
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Goal 2

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

Identified Need

The number of students who are college and/or career ready has remained an area requiring improvement. In addition, the percentage of students who are on an A-G planning guide or are taking AP-level courses and examinations could be improved. There are no significant performance gaps between subgroups and all students. The nature of our program, in that we accept all students, a majority of whom are over-age and under-credit, makes this metric a challenging one. Students who are behind in credits tend to choose to either enter the workforce or attend a community college after high school. However, OFY - San Bernardino offers an A-G, university-bound path to all students. Data released by the CDE in January 2021 showed College/Career Preparedness increased to 14% which was a 5.2% increase over the previous year reported.

Students in the Combined Cohort or DASS Graduation Rate by Student Group

Cohort	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
Cohort Totals	157	9	--	1	--	103	1	17	8	2	112	10	2	2

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	14.0%	*	--	*	--	14.6%	*	11.8%	*	*	14.3%	*	*	*
Percentage Approaching Prepared	26.8%	*	--	*	--	25.2%	*	47.1%	*	*	24.1%	*	*	*
Percentage Not Prepared	59.2%	*	--	*	--	60.2%	*	41.2%	*	*	61.6%	*	*	*

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

Annual Measurable Outcomes

Metric	Baseline	Expected Outcome
The Charter aims to maintain the percentage of students on A-G planning guide.	35% of students enrolled at OFYSB are on the A-G planning guide	The Charter aims to maintain the percentage of students on A-G planning guide at 35%

The middle school and high school drop-out rates will be reduced and/or maintained.	Middle School & High School: Below 3%	The middle school dropout rate will be maintained at or below 3% and high school dropout rates will be maintained at or below 5%.
College/Career Preparedness	59.2% of students are not prepared on the college/career indicator	The charter aims to decrease the percentage of students not prepared on the college/career indicator to 55% or less by the end of the 2023/2024 school year.
The charter strives to maintain or improve its ELA academic performance as indicated by past internal benchmark assessments.	47.64%	50% of all students who take at least two Ren Star Reading assessments will experience Lexile growth.
The charter strives to maintain or improve its math academic performance as indicated by past internal benchmark assessments.	42.95	Students who take at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported will maintain or exceed an average SGP of 42.95 or higher.

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 students

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

Strategy/Activity (Evidence-based interventions)

Math tutoring

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 (Evidence-based interventions)

ERWC

Proposed Expenditures for these Strategies/Activities

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

Amount(s)	Source(s)	Action/Expenditure
\$ 77,600 (Duplicated)	LCFF	Intervention/Data Tracking: The LEA will implement intervention trackers to identify and monitor student attendance, academic progress, and targeted interventions
\$ 30,000 (Duplicated)	LCFF	Student Engagement: The LEA will provide opportunities to facilitate engagement within the school community and provide exposure to college and career pathways by hosting semesterly achievement chats to discuss extracurricular opportunities available to all students. Opportunities to explore college and career pathways include, but are not limited to: Pathways experiential learning trips, sports and esports, student council, and field trips or college tours. These options will provide students with a unique learning experience outside of the classroom where they are able to apply academic and social-emotional skills towards real-life situations.
\$ 110,000 (Duplicated)	LCFF	Provide College Readiness Cohorts: The LEA will provide a post secondary readiness program named College Readiness Experience the World (C.R.E.W.). This program provides students with college and career exploration and opportunities, mentorship, a supportive peer community, access to technology, and financial aid information including scholarships, grants, and loans.
\$ 100,000	LCFF	Professional Development: Annual Professional Development will be provided to keep all staff members up to date on current policies and practices that affect post-secondary exposure.
\$ 405,000 (Duplicated)	LCFF	Post Secondary Counselor: All seniors will meet at least twice per school year with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting. Planning discussions will be tracked in Student Trac for implementation and follow-through.

Monitoring of Progress

The School Site Council (SSC) is a decision-making body that represents all stakeholders of the school community. The SSC meets at least six times per school year and is made up of the school principal, teachers, other personnel, parents, and students (secondary level). The SSC's primary responsibility is to identify common goals and work collaboratively with the site leadership team to establish a plan that will help achieve these goals.

The School Board meets approximately 9-12 times per year to review goals and policies and ensure that actions taken within the charter are aligned with those goals. The School Board also reviews and approves both the LCAP and SPSA before each coming school year.

The charter collaborated with our School Site Council and Stakeholders to develop our Single Plan for Student Achievement (SPSA) and LCAP CSI prompts, that outline our plan for the 2021-22 school year to monitor and evaluate the effectiveness of our SPSA. Options for Youth San Bernardino - will continue to collect the data from various avenues, including but not limited to the outcomes from the Dashboard, internal data pulls, and individual student tracking and documentation to evaluate and monitor the implementation and effectiveness of the CSI plan. Identified quarterly monitoring cycles and an annual analysis of implementation progress and impact on student learning will continue to be conducted to continually monitor the implementation and effectiveness of the CSI plan. Options for Youth San Bernardino - will continue to work with staff to coordinate the review and analyze data to support progress and provide feedback on the impact on student outcomes. Additionally, Options for Youth San Bernardino - will continue to monitor and evaluate the effectiveness of our CSI plan: by using the comprehensive needs assessment completed in Spring 2021 to determine if evidence-based interventions are moving students toward their identified goals and addressing their overall needs.

The LEA is currently still developing this section with all necessary stakeholder groups and will add updated data here for any interventions for student performance data available.

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 Bernardino plans to continue its efforts outlined in our 2020-21 SPSA and CSI prompts submitted and approved by the State Board of Education in January 2021 throughout the 2021-22 academic school year in order to move out of CSI identification for the 2022-23 academic school year.

OFYSB 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.

OFYSB collaborated with our School Site Council and parents, students and staff to develop our Single Plan for Student Achievement (SPSA) and CSI prompts. OFYSB will be collecting data from various avenues, including but not limited to the outcomes from the CA Dashboard, internal data pulls, and individual student tracking and documentation to evaluate and monitor the implementation and effectiveness of the CSI plan. OFYSB will be conducting quarterly monitoring cycles to update our School site Council and School Board on progress toward reaching each goal in our SPSA which includes graduation rate updates. Evidence-based intervention implementation and the impact on student learning for each evidence based intervention is contributing to. OFYSB will continue to work with staff to coordinate the review and analyzing of student performance data alongside evidence-based intervention data to support progress and provide feedback on the impact on student outcomes. As our School Site is the decision making authority of the SPSA/CSI Plan they will make any necessary updates needed based on the analysis of student performance data and budget updates reviewed in our School Site Council Meetings.

Additionally, OFYSB will continue to monitor and evaluate the effectiveness of our CSI plan by performing a comprehensive needs assessment (CNA) annually to determine if evidence-based interventions are moving students toward their identified goals and addressing their overall needs. To effectively meet the ESSA requirements of having a graduation rate at or above 68%, the plan will continue to reflect and evaluate current programs and practices to work toward maintaining the increase in our overall graduation rates that we achieved in the 2019-2020 school year. Current data will be analyzed with all stakeholders through a collaborative process that will include college and career student performance, graduation rates, ELA/math SBAC scores, EL student progress, and chronic absenteeism in order to make any necessary adjustments and ensure the effectiveness of the implementation of our CSI plan.

Student Performance Data to be Pulled, Analyzed and Shared Quarterly with OFYSBs School Site Council and Stakeholders:

- Progression
- Credit Attainment
- RenStar Assessment Data
- Graduation Rates
- Chronic Absenteeism

Small Group Instruction (SGI)

OFY-SB offers small group instruction (hereafter SGI) classes for students to support them in English, Math, and Science. Due to COVID-19 and restrictions on in-person learning, the school is no longer able to offer these classes in an in-person setting. Instead, SGI teachers are offering cohorts where they create video instruction to support students through their core classes. SGI teachers are fully credentialed and highly qualified in the subject in which they teach. They have analyzed the curriculum and created videos based in areas they believe students will struggle. In addition to creating content-specific videos, SGI teachers have dedicated time to tutoring students and building connections in a one-on-one setting. Creating video instruction that can be accessed by students at any time is the best way to reach as many students as possible under the current circumstances. Some students have challenges with reliable computer access, and others are working or taking care of their siblings while their parents are at work. Due to the different situations students face, OFY-SB anticipated it would be difficult for students to log in synchronously for virtual classes. Uploading videos that students can watch at any time and scheduling individual tutoring

appointments seem to be the type of support students need at the moment. With time, the school will offer virtual lessons to give students the opportunity to ask questions while they are learning and experience the classroom discussions that drive student learning.

Stakeholder Engagement Process

OFYSB collaborated with our School Site Council, parents, students and staff to develop our Single Plan for Student Achievement (SPSA) and CSI prompts. OFYSB will be collecting data from various avenues, including but not limited to the outcomes from the CA Dashboard, internal data pulls, and individual student tracking and documentation to evaluate and monitor the implementation and effectiveness of the CSI plan and share the findings with our stakeholders. OFYSB will continue to work with staff to coordinate the review and analyzing of student performance data alongside evidence-based intervention data to support progress and provide feedback on the impact on student outcomes. OFYSB will survey our stakeholders in Fall 2021 and Spring 2022 to gather feedback from our stakeholders on their perception of the effectiveness of the CSI plan to support student academic improvement and measure stakeholder connectedness and sense of safety in our schools.

Monitoring and Evaluation Process for Analysis Finding 1: Increase student achievement in Math and English Language Arts with added support to subgroups Increase student achievement in math and ELA with added support to subgroups.

This goal is the broadest and most critical. To meet this goal, OFYSB has will monitor implemented many new policies and programs. The school will resume requiring students to complete at least one English unit and one math unit per month to ensure completion of these critical subjects over time. The school hopes to return to offering direct instruction courses in these areas as well to help students complete the courses with more support. Instructional staff has worked together to create supplemental study guides for English courses in addition to using revised and updated curriculum in both English and math. Each school site has hired at least one math tutor. Direct instruction classes and cohorts have moved toward a mastery-based scoring system that encourages students to not only pass the test, but to achieve mastery and show improvement over time. For EL students in particular, the school has developed a program called Bilingual Scholars that aims to support EL students' language development through one-on-one tailored ELD lessons with an English Language Specialist. We've hired English Learner Specialists and an EL Coach to support this subgroup of students. These students have appointments with their EL Specialists twice a week; similar to their Independent Study Teachers. At the end of the year, the school holds a Bilingual Scholars Banquet and awards night where EL students' successes are recognized and celebrated. The Bilingual Scholars program also has achievement incentives each month for students moving forward on their language development or unit progress. Because it is not always known which students are classified as EL, the school ensures 100% SDAIE course enrollment at all times for all students.

Monitoring and Evaluation Process for Root Cause Analysis Finding #2: Increase student achievement by helping students feel connected to the school.

Due to COVID-19, many of these events that were suggested and identified as needed in the CNA were cancelled, postponed, or reimaged. To help combat the effects this may have on student engagement, the OFYSB Post-Secondary Counselors hosted virtual events in their place. These virtual events included three Virtual College Tours to various 4-year Universities and Community Colleges in Southern California, a Virtual College Week with workshops on FAFSA and the college application process, and referrals to various

soft-skills training workshops hosted by Pathways College. For the second semester, OFYSB Post-Secondary Counselors hosted three Career Chats that included guest speakers from different career pathways. All virtual events were recorded and posted to the Post-Secondary Counselors' website so that students who are unable to attend can still benefit from this opportunity. Virtual community service opportunities have also been implemented. This includes participation in a letter writing project through Operation Gratitude and a virtual children's book reading project that will take place during the second semester.

OFYSB also has classes and programs that build student communities. College Readiness Explore the World (hereafter CREW) is a program that offers 11th and 12th grade college-bound students guidance and community. CREW also awards scholarships for OFYSB students who want to attend universities or community colleges. These students meet monthly with their CREW facilitator to receive support and guidance through their college application process. OFYSB offers courses that build student connectedness; these include Student Council (Student Leadership), sports, Expository Reading and Writing, Dual Enrollment in community colleges, and the Bilingual Scholars groups. All new students take a course called New Student Seminar which serves as an introduction to their new school site and staff; provides answers to questions students might have upon enrollment, and asks students to identify different staff roles and interview them to increase connectedness for positions that may be of support in the future.

Although COVID-19 has impacted the instructional method of these classes and programs, many of these programs have transitioned to online/virtual instruction. This includes monthly virtual CREW meetings and one-on-one check in's with their facilitator, center-based virtual Student Council meetings, virtual dual enrollment support courses for online college courses and check in's with the dual enrollment program manager. Additionally, a virtual Pathways Travels Crime Scene Investigation course has been implemented, an e-sports online gaming league has begun, and a virtual yoga course has been introduced to help encourage students' overall well-being.

OFYSB also hosts events that help bring students together. Every year at the end of October, the school sponsors a spirit week where students are encouraged to dress up according to a theme to show their school spirit. Seniors receive recognition for their accomplishments at three individual events: Senior Social (an event where they prepare for graduation), Senior Breakfast (an event where they celebrate and bid farewell to other seniors and school staff members), and Senior Signing Night (where all four-year bound students are given special awards for their acceptance into their college of choice). Due to COVID-19, spirit week was hosted virtually and included a chance to win raffle prizes for online participation. Senior Signing Night was transitioned to a virtual platform as well.

In addition to these trips, courses, and events, students and staff can feel the connectedness everyday around the school site. Students use student planners with their teacher's help to plan their success. Students and teachers bond over trials and achievements daily. Teachers are challenged to find new ways to connect with students on a weekly basis by their site leadership. Celebration bells are rung when students complete their final units. Students wear their school shirts, sweatshirts, and lanyards with pride. Student apparel is earned by completing units for stamps and trading them in for items. OFYSB also connects with students via social media on Facebook, Instagram, and Twitter.

Although students are not at the school sites at this time due to COVID-19, OFYSB still strives to foster connection with students through the following: social-emotional check-ins with teachers, post-secondary counselors, and/or a school psychologist; interactive posts on social media platforms that include tips for successfully navigating online distance learning; recognition for students of the month at each center; and the implementation of a post-secondary counseling website. This website allows all students to have access to important information and support (like the career exploration page, a community resources tab, and a calming corner that helps students regulate their emotions) at their leisure beyond normal school hours.

Monitoring and Evaluation Process for Root Cause Analysis Finding #3: Increase Parent Connectedness to the school.

OFYSB believes that parent participation is vital for student growth, academic success, and social/emotional well-being. Therefore, the school continues to find methods that will promote parent engagement despite COVID-19 restrictions. Typically, OFYSB holds several events throughout the school year to engage and connect with parents and families. Back to School Night is held each year at each school site. Family Fun Night is also an annual event which began five years ago where families are invited for dinner, games, prizes, and a chance to give valuable feedback about our school. Families of students participating in Pathways trips are invited to a trip orientation that outlines the trip itinerary and expectations. Parent/Teacher Conferences are held each year to inform parents of their students’ progress and goals. Parents are also invited to attend all virtual meetings hosted by the Post-Secondary Counselors throughout the school year. This includes students’ graduation progress meetings, mental health check-ins, FAFSA nights, and other informational events.

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	\$ 1,701,900

EVIDENCE-BASED INTERVENTIONS

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.

- 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

In the upcoming year, we will continue using RenStar assessments and student achievement data to place students in ERWC (Expository Reading and Writing Course) Small Group Instruction as a 12th grade intervention and support in order to help them meet grade level standards for college and career readiness. The expected outcome of this course is that students are prepared for the literacy demands of higher education and the workforce. Students in this rhetoric-based course will develop advanced proficiency in expository, analytical, and argumentative reading and writing. The ERWC courses will continue to be taught by credentialed teachers who also have the specific ERWC certification to teach the course. Instructional staff members teaching this course will be offered continuous professional development opportunities to better serve the students enrolled in this class.

5. Evidence-Based Intervention Name and link to study

ERWC:

<https://www.evidenceforessa.org/programs/reading/expository-reading-and-writing-course-erwc>

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.

- ✓ 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, a tier 1 intervention, is a reading intervention program designed to comprehensively support comprehension and literacy gains for English Learners, in a fully digital platform. iLit uses high-interest texts (fiction and nonfiction) to engage students. It also provides real-time student achievement feedback to teachers so that instruction is adjusted to differentiate for each student. In studies of iLit's effectiveness, the average iLit student saw an average increase of 20 percent in vocabulary, 23 percent in sentence comprehension, and 5 percent in overall comprehension as compared to students overall. This program and its unique design for improved English language acquisition, provide an additional curricular support for our English Learner (EL) population, which directly correlates to the increased success of students overall. Further, it provides English Learners in our program the opportunity to increase their language skills as they work towards reclassification to Fluent English Proficient.

5. Evidence-Based Intervention Name and link to study

iLit:
chrome-extension://oemmndcbldboiebfnladdacbfdmadadm/https://assets.pearsonschool.com/asset_mgr/current/201851/iLit_CA_Research_Overview.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.

- 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 use Achieve 3000 to provide appropriate interventions and instruction to students who demonstrate a high level of need in English Language Arts. RenStar scores, teacher observation and other student achievement data will inform not only who has the highest level of need for intervention, but also what specific interventions are needed to support growth toward grade level learning goals. Identified students will be placed in cohorts, where a trained teacher will facilitate lessons through the Achieve 3000 curriculum. This intervention will be used as supplemental resources while students complete core English courses through either Independent Study coursework or Small Group Instruction classes. Throughout each semester, these students will be exposed to a number of activities and lessons that will enhance and strengthen their literacy skills. Activities include, but are not limited to, learning objectives related to vocabulary acquisition, comprehension skillbuilding and writing competence. Over time, student achievement will be continuously measured to determine whether or not the student is in need of continued ELA intervention and to what extent.

5. Evidence-Based Intervention Name and link to study

Achieve 3000: <https://ies.ed.gov/ncee/wwc/Intervention/1284>
<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

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.

This section is still in development, as we are still collecting student achievement data for the school year.

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.

This section is still in development, as we are still collecting student achievement data for the school 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

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.



San Bernardino

Summary / Addendum Document 2020-21 Comprehensive Needs Assessment

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

**Who 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)]

The Comprehensive Needs Assessment (CNA) for Options for Youth San Bernardino was conducted over a series of sessions utilizing key members of the leadership team, including the Principal, the Assistant Principal of Instruction and Operations (APIO), school site Assistant Principals (APs), Lead SES Special Education Specialist (SES), English Language (EL) Specialist, Instructional Coach, and a small group of teachers. A core CNA team reviewed the Fall 2020 LCAP survey as well as various data sets from multiple years and sources; from there, the larger group reviewed the data, identified needs, and crowdsourced potential solutions and goals.

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 platforms to analyze student performance data, which included student group data as applicable to the data source. Data pulled included:



- CAASPP data
- California School Dashboard
- Internal Tracking Data (Tableau)
 - Graduation Rate
 - A-G Enrollment and Completion Rates
 - Lexile Growth Percentages
- Surveys
 - LCAP Survey (Once per semester)
 - School Climate Survey (Biannual)

RESULTS / Phase 2 (Data Dive Summary Table)

What were the Area(s) of Focus (findings) of the data (just the facts, not opinions)?

The stakeholder group followed a data dive protocol to facilitate a productive dialogue about the school data highlighted above. The following observations were noted based on the data:

Graduation Rate

- Overall grad rate YTD: 32.71%
- Graduation Rate (YTD) EL: 20%
- Graduation Rate (YTD) SPED: 22.22%
- Graduation Rate (YTD) FRMP: 28.75%

SBAC Results

- 100% of EL students did not meet SBAC math standards in 2018-2019, compared to 73.23% of all students.
- 72.2% of EL students did not meet SBAC ELA standards in 2018, 2019, compared to 30.31% of all students.

RenStar Results

- 2017/2018 RenSTAR Reading - Average Scaled Score: 801.6
 - ELL: 563.9
 - Foster: 853.9
 - FRMP: 798.9
 - SPED: 629.7
- 2017/2018 RenSTAR Math - Average SGP: 42.7
 - EL SGP: 44.35
 - Foster SGP: 50.11
 - FRMP SGP: 39.21
 - SPED SGP: 42.59

Lexile Growth

- Overall, 47.62% demonstrated growth
- EL: 46.15% demonstrated growth
- SWD: 46.43% demonstrated growth
- FRMP: 50.33% demonstrated growth
- Foster: 50% demonstrated growth

Stakeholder Engagement

- Data indicates parent participation for virtual engagement events has decreased during the 2020-2021 school year.

Core Course Completion:

2019-2020 - Math: 6.95 Units, ELA: 6.46 Units

2020-2021 - Math: 5.20 Units, ELA: 4.15 Units

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 are the four areas that will be the charter's priorities in the upcoming school year:

- Increasing assessment performance for all groups, specifically EL students
- Increasing Lexile growth for all students and subgroups
- Increasing overall graduation rate, particularly among EL students
- Increasing student achievement in Math and ELA

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.

Increasing student achievement in Math and English Language Arts with added support to subgroups will provide students with more opportunities to meaningfully engage with content. Stronger readers become stronger writers, and stronger writers become stronger readers. It is necessary to build foundational skills in core subjects in order to build student confidence and aptitude before focusing on any higher order skills. In short, ensure students have a mastery of basic skills before they can improve assessment scores or graduation rates. Students need more opportunities to apply their knowledge in math and ELA in order to gain mastery; doing so will allow them to perform better on assessments, increase their level of achievement, and graduate more successfully.

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?

Overall, our greatest area of focus appears to be EL student achievement. The achievement gap seems to be most significant between the general student population and English Learners (ELs). EL students had the greatest discrepancies in SBAC and RenSTAR scores, graduation rates, and Lexile level increases as compared to the general student population. We must invest more resources into tracking, intervention, and support for our EL students in order to close this achievement gap and ensure their academic success.



San Bernardino

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.

Date Resource Inequity Review was conducted

March 8, 2021

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>1. What actionable inequities did the Charter identify during their Resource Inequity Review?</p>	<p>The EL Department is not adequately staffed due to a combination of staff departures, insufficient applicants, and budgetary constraints. A lack of targeted support and staff has resulted in insufficient support for EL student’s charter wide.</p> <p>There are significant gaps in the assessment scores of English Learner (EL) students as compared to the general student population.</p> <p>Students with Disabilities (SWD) do not participate in Pathways in Education trips or other extracurricular activities at the same rate the general student population does</p>
<p>2. Which inequities are priorities for the Charter to address in their School Improvement Plans?</p>	<ul style="list-style-type: none"> • Staffing challenges in EL Department • Discrepancies in test results/progress between general population and EL students • Lack of participation among Students with Disabilities (SWD) in offered and available extracurricular activities



<p>3. How does the Charter plan to address these inequities?</p>	<p>Lack of English Learner (EL) Support: Actively recruiting and hiring more staff credentialed in EL Support services to better support the needs of our EL population</p> <p>Test performance discrepancies: Evidence-based interventions, professional development specific to EL specialists, professional development for IS teachers regarding EL intervention strategies and best practices, increasing stakeholder engagement to better support EL students in and out of the classroom</p> <p>Lack of SWD participation in extracurriculars: The charter will actively promote to and recruit Students with Disabilities for Pathways in Education trips and other extracurricular activities. Resource Specialists and IS teachers have set minimum participation percentages for SWD populations within their caseload.</p>
<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>N/A</p>