

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Opportunity Youth Academy	43104390135087	6-13-22	6-22-2023

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

This plan will support a schoolwide and comprehensive support and improvement plan and represents all student learning needs.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Opportunity Youth Academy is a dependent charter school of Santa Clara County Office of Education that serves between 300-350 students ranging from 16 to 24 years of age. OYA operates six sites throughout Santa Clara County with the northernmost located in Milpitas, CA and the southernmost located in Gilroy, CA. This geographical difference presents a 37-mile distance between the two sites with an additional four sites located within the city limits of San Jose.

Established in the fall of 2016 as a dependent charter of the Santa Clara County Office of Education, Opportunity Youth Academy (OYA) strives to break the cycle of poverty by providing disengaged high school students the opportunity to obtain a high school diploma, college credits and

certifications, and work-based skills development. OYA views disengaged students as 'At-Promise' and focuses on providing a premier high school program engaging students through relationship-focused, high-tech, and rigorous learning experiences resulting in students and graduates being Ready to Learn, Ready to Work, Ready to Live.

The OYA standards-based curriculum is designed to prepare students for fulfilling lives in a global economy with a strong emphasis on real life skills which can be transferred to the world of work and/or higher education. Through the creation of student, school, business, and community partnerships focused on a highly relevant and research-based curriculum model applied to real-world situations, OYA prepares students to be lifelong learners who are well-prepared to be contributing members of society. Opportunity Youth Academy enrolls students with diverse backgrounds, challenges, and experiences. The majority of students we serve are in foster care, experiencing homelessness, pregnant or parenting, economically disadvantaged, or are probation involved. Additionally, the number of English learners or students with disabilities has remained statistically significant over the past three years.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

On an annual basis the school facilitates a needs assessment through the collaboration of the English Learner Advisory Committee (ELAC), School Site Council (SSC), and Local Control Accountability Plan (LCAP) planning processes. Surveys are provided to students, parents, teachers, and community members. The data is gathered and evaluated through several committees that inform both the Single Plan for Student Achievement and the Local Control Accountability Plan. The results are reported out during subsequent ELAC, SSC, and LCAP meetings. Thereafter, these discussions inform the development of both the SPSA and LCAP and the goals, actions items, and budgets are aligned accordingly.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations occur regularly by walkthroughs, visits, informal and formal observations.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Student learning results from both state standardized assessments and local (Ren Star) assessment data is shared with staff. Student learning outcomes are reviewed and discussed during Professional Learning Communities, staff development meetings, and staff meetings.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers utilize formative and summative assessments, Ren STAR Math and Reading assessments, writing assessments, and end of course assessments to assess students' present levels of performance, as well as to determine learning goals.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

OYA staff are highly qualified as defined by the California Commission on Teaching Credentials. Ongoing professional development is provided to ensure staff is current with standards based instruction, interventions, and use of Blended Learning curriculum and tools.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Professional development is provided through Edgenuity, Assessment and Accountability, and Inclusion Collaborative to support use of blended learning and local assessments. Training also focuses on implementation of Universal Design for learning, instruction of English Learners, and college and career readiness.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing professional development is provided to ensure staff is current with standards based instruction, interventions, and use of Blended Learning curriculum and tools.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Professional Development is aligned to the needs assessment and is focused on SPSA goals and LCAP goals. The majority of the professional development is facilitated through Edgenuity. However, Inclusion Collaborative coaches facilitate professional development through the coordination of Community of Practice meetings.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate during Community of Practice meetings. In addition, teachers collaborate with each other through the use of Zoom meetings and in person as necessary.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers collaborate via Professional Learning Communities to align instructional materials and practices with Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Not applicable

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Not applicable

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school utilizes a variety of instruction materials to meet the needs of students. These resources are standards based and aligned to our instructional programs.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Core academic materials are standards-based and aligned to instructional programs to ensure access to state approved materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Within the main program students have access to credit recovery, core curriculum, complete courses, course and credit acceleration, interventions, and Special Education and English Learner services.

Evidence-based educational practices to raise student achievement

OYA uses several evidence based strategies to support students' academic goals. They include accommodations (per IEP and 504s), reading and math intervention programs and strategies, credit recovery on core academic content, and course acceleration as appropriate. Services for students identified as English Learners are also provided.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent engagement opportunities include English Language Advisory Committee, School Site Council, and collaboration opportunities with community based organizations.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Students, parents, teachers, staff, and the administration are actively involved in the development of the Single Plan for Student Achievement and the Local Control Accountability Plan. On a regular basis groups review student enrollment and demographics, academic performance, reclassification and demographics of students identified as English Learners and engage in the review and development of site goals in relationship to the LCAP goals and the WASC Action Plan.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical services focused on the underperforming students at OYA include Bay Area Tutoring, Renaissance STAR Math and Reading, Edge curriculum for English language instruction, Students with Disabilities, paraprofessional support, mental health and wellness support, and after school intervention. Teachers work with struggling students to set goals, check progress and celebrate successes. Categorical funds are used to purchase a range of materials for our college and career readiness as well. Instructional paraprofessionals provide small group support in reading, writing, and math. The counselor provides support through follow-up meetings and by contacting parents when appropriate.

Fiscal support (EPC)

Not applicable.

## **Educational Partner Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

Opportunity Youth Academy provides opportunities for stakeholder engagement in conjunction with the SPSA planning. Stakeholder meetings are held throughout the year as a means to share data with parents, students, staff and community partners and obtain input into goals and needs for students. Aspects of the SPSA influenced by stakeholder input include a focus on supports in career and graduation pathways, improve Math and Reading proficiency, reclassification of English Learners, and social and emotional support for students which contribute to a positive and quality learning environment and career transition. The 2023-24 SPSA also includes support for students who identify as: English Learners and foster youth, and students experiencing economic insecurity in the areas of acquisition of materials, services, and quality instruction.

## **Resource Inequities**

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

Attention is given to student needs and any inequities through resource allocations. Analysis of student need and use of state and federal funds are to ensure equity for all student needs and best use of funding for student groups. If there is a need, OYA stakeholders work collaboratively to ensure funding is appropriately distributed.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	11	20	60
Grade 10	46	48	59
Grade 11	59	165	156
Grade 12	194	75	62
<b>Total Enrollment</b>	<b>310</b>	<b>308</b>	<b>337</b>

### Conclusions based on this data:

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



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	86	65	62	27.70%	21.1%	18.4%
Fluent English Proficient (FEP)	92	86	94	29.70%	27.9%	27.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. The data indicate a decrease in the number of students identified as English Learners from 2021-22 but zero number of reclassified language learners in the last three years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	179	185		17	61		17	60		9.5	33.0	
All Grades	179	185		17	61		17	60		9.5	33.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2534.	2523.		5.88	5.00		17.65	21.67		41.18	36.67		35.29	36.67	
All Grades	N/A	N/A	N/A	5.88	5.00		17.65	21.67		41.18	36.67		35.29	36.67	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	6.67		*	70.00		*	23.33	
All Grades	*	6.67		*	70.00		*	23.33	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	6.67		*	40.00		*	53.33	
All Grades	*	6.67		*	40.00		*	53.33	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	5.00		*	78.33		*	16.67	
All Grades	*	5.00		*	78.33		*	16.67	

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>	*	10.00		*	76.67		*	13.33	
<b>All Grades</b>	*	10.00		*	76.67		*	13.33	

**Conclusions based on this data:**

1. The number of students tested has increased
2. The percentage of students who met or exceed proficiency increased.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	179	187		16	59		16	59		8.9	31.6	
All Grades	179	187		16	59		16	59		8.9	31.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2479.	2438.		0.00	0.00		6.25	3.39		25.00	5.08		68.75	91.53	
All Grades	N/A	N/A	N/A	0.00	0.00		6.25	3.39		25.00	5.08		68.75	91.53	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	16.95		*	83.05	
All Grades	*	0.00		*	16.95		*	83.05	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	1.69		*	62.71		*	35.59	
All Grades	*	1.69		*	62.71		*	35.59	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00		*	54.24		*	45.76	
All Grades	*	0.00		*	54.24		*	45.76	

### Conclusions based on this data:

1. The number of students tested increased.
2. The percentage of students who met or exceed proficiency decreased.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	7	
10	*	*		*	*		*	*		8	6	
11	1573.5	1566.4		1563.3	1574.5		1583.1	1558.0		15	29	
12	*	*		*	*		*	*		*	6	
All Grades										27	48	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	20.00	13.79		46.67	37.93		26.67	44.83		6.67	3.45		15	29	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	22.22	10.42		40.74	43.75		29.63	41.67		7.41	4.17		27	48	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	33.33	34.48		40.00	51.72		13.33	6.90		13.33	6.90		15	29	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	33.33	35.42		33.33	45.83		22.22	12.50		11.11	6.25		27	48	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	6.67	3.45		20.00	17.24		60.00	51.72		13.33	27.59		15	29	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	11.11	4.17		25.93	14.58		51.85	54.17		11.11	27.08		27	48	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	0.00	3.45		80.00	72.41		20.00	24.14		15	29	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	4.17		74.07	75.00		25.93	20.83		27	48	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	66.67	81.48		26.67	11.11		6.67	7.41		15	27	
12	*	*		*	*		*	*		*	*	
All Grades	61.54	80.95		30.77	11.90		7.69	7.14		26	42	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	6.67	10.34		60.00	51.72		33.33	37.93		15	29	
12	*	*		*	*		*	*		*	*	
All Grades	14.81	10.64		62.96	51.06		22.22	38.30		27	47	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	*	*		*	*		*	*		*	*	
<b>10</b>	*	*		*	*		*	*		*	*	
<b>11</b>	26.67	10.71		66.67	67.86		6.67	21.43		15	28	
<b>12</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	14.81	8.70		77.78	73.91		7.41	17.39		27	46	

**Conclusions based on this data:**

1. The percentage of students who scored well developed and somewhat/moderately increased.



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
308	89.0	21.1	10.1
Total Number of Students enrolled in Opportunity Youth Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	65	21.1
Foster Youth	31	10.1
Homeless	6	1.9
Socioeconomically Disadvantaged	274	89.0
Students with Disabilities	63	20.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	5.5
American Indian	2	0.6
Asian	3	1.0
Filipino	1	0.3
Hispanic	270	87.7
Two or More Races	7	2.3
Pacific Islander		
White	8	2.6

**Conclusions based on this data:**

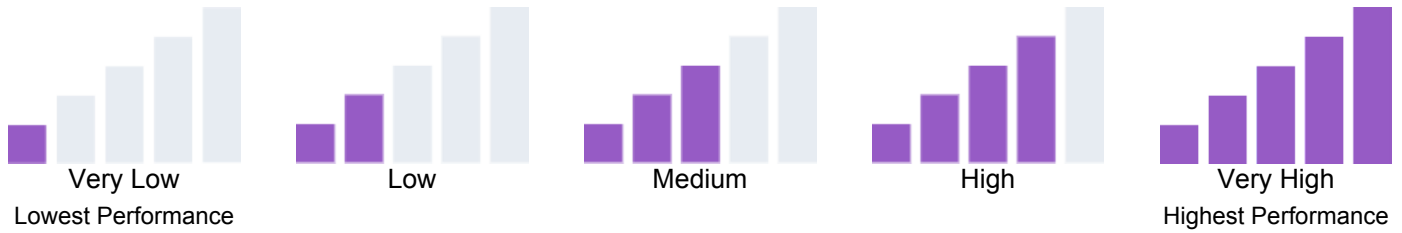
1. The majority of students are Latinx.
2. A majority of the population (89%) experience economic hardship.

# School and Student Performance Data

## Overall Performance

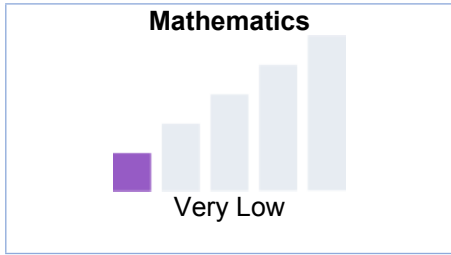
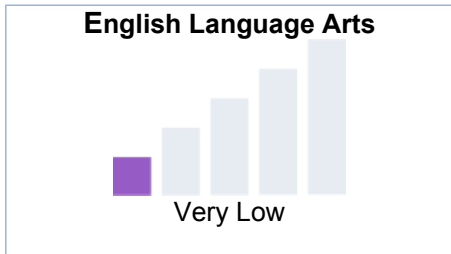
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



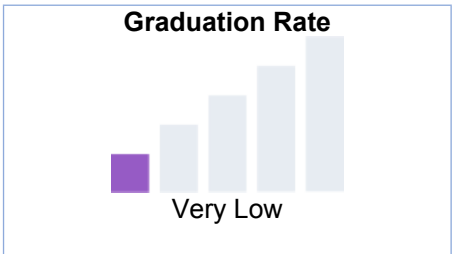
### 2022 Fall Dashboard Overall Performance for All Students

#### Academic Performance



**College/Career**  
Not Reported in 2022

#### Academic Engagement



#### Conditions & Climate



**Conclusions based on this data:**

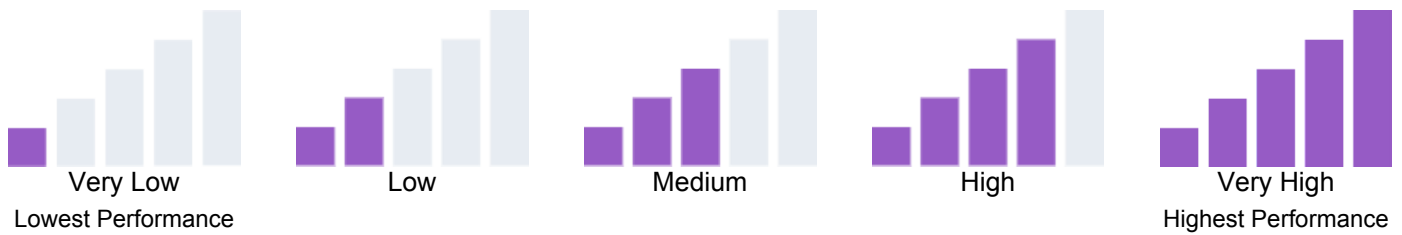
1. Low numbers of students in each category led to no performance index ratings.
2. Graduation Rate was rated very low for 2022

# School and Student Performance Data

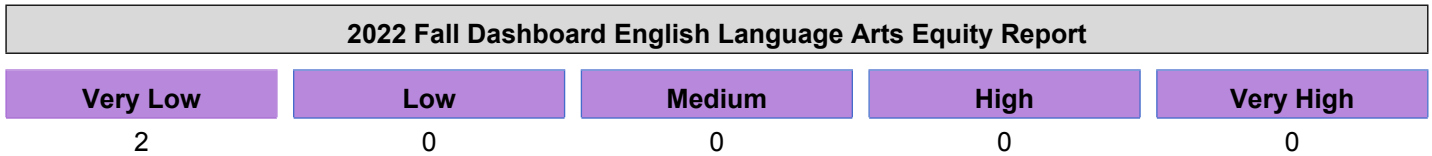
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

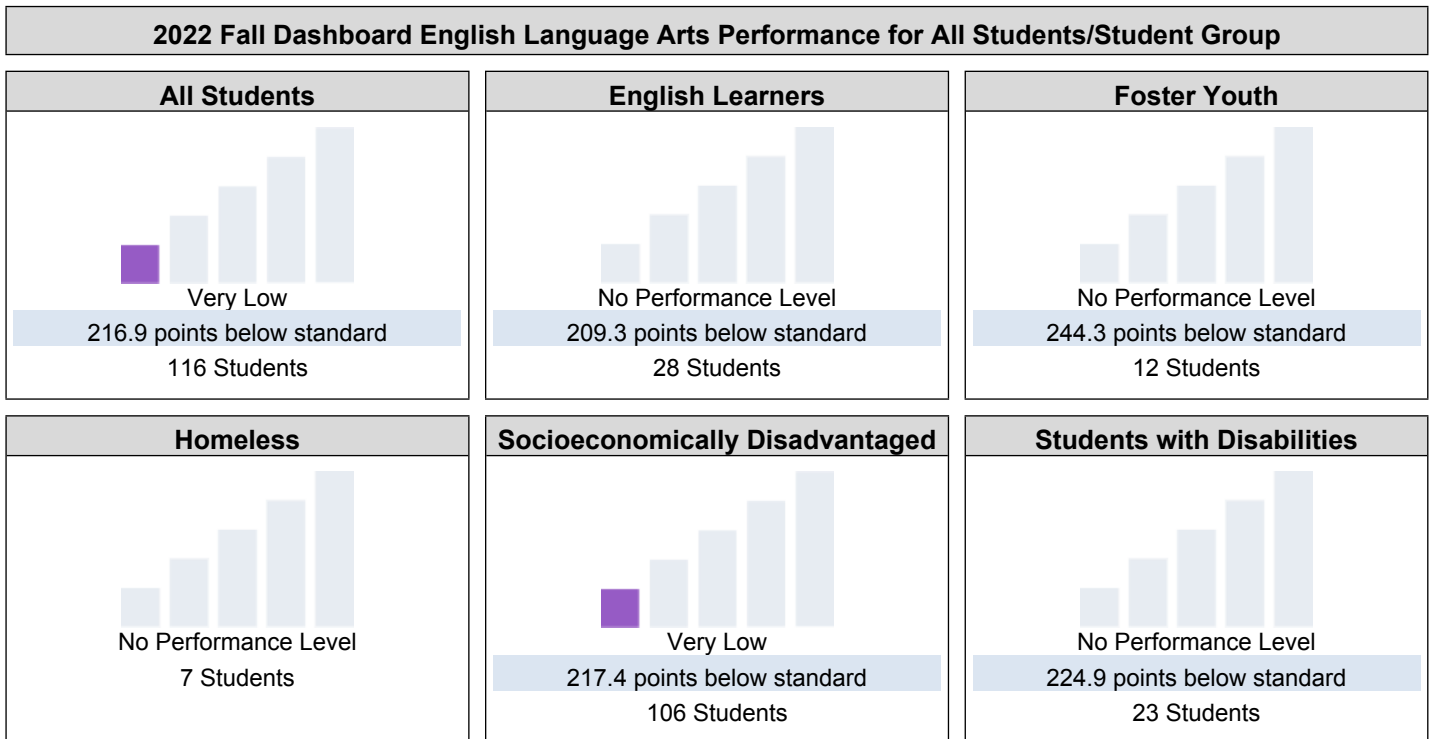
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



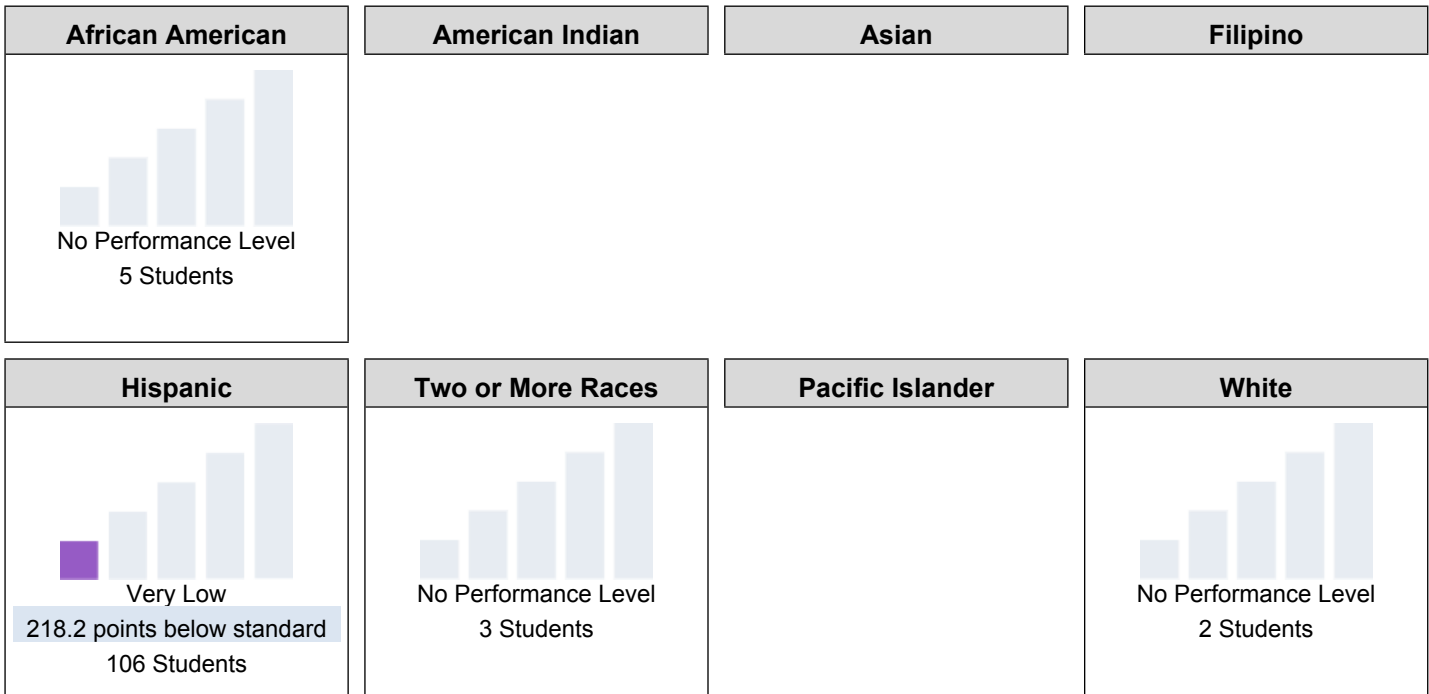
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
<p>209.3 points below standard</p> <p>28 Students</p>	<p>1 Student</p>	<p>223.3 points below standard</p> <p>51 Students</p>

**Conclusions based on this data:**

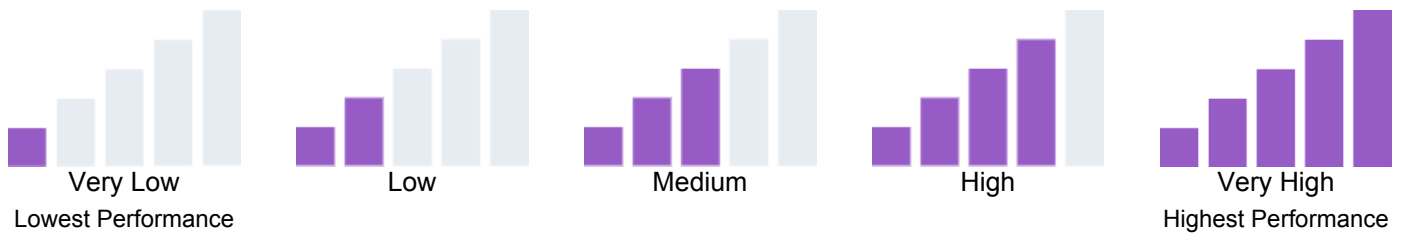
- No significant testing group data present.

# School and Student Performance Data

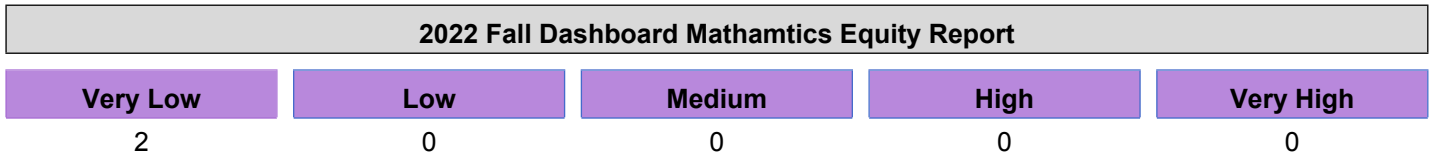
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

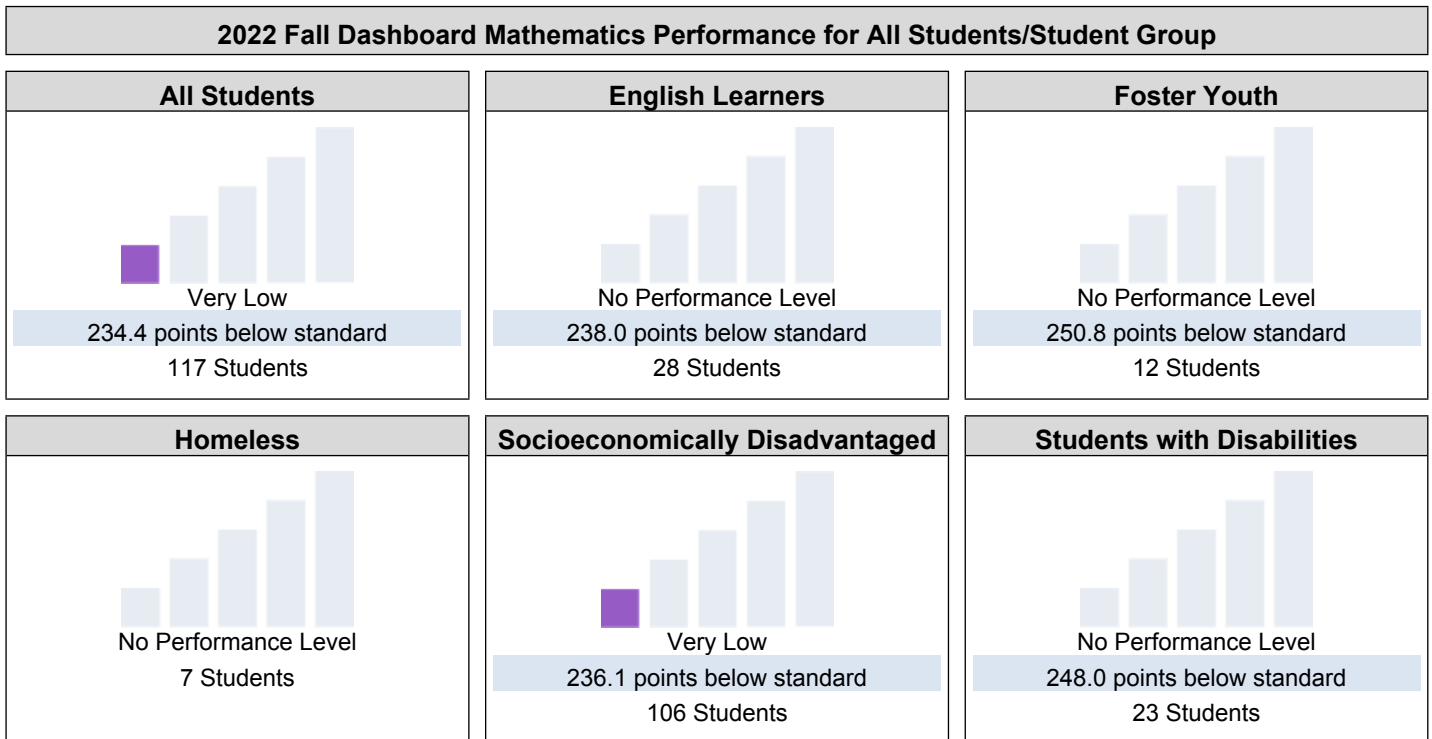
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



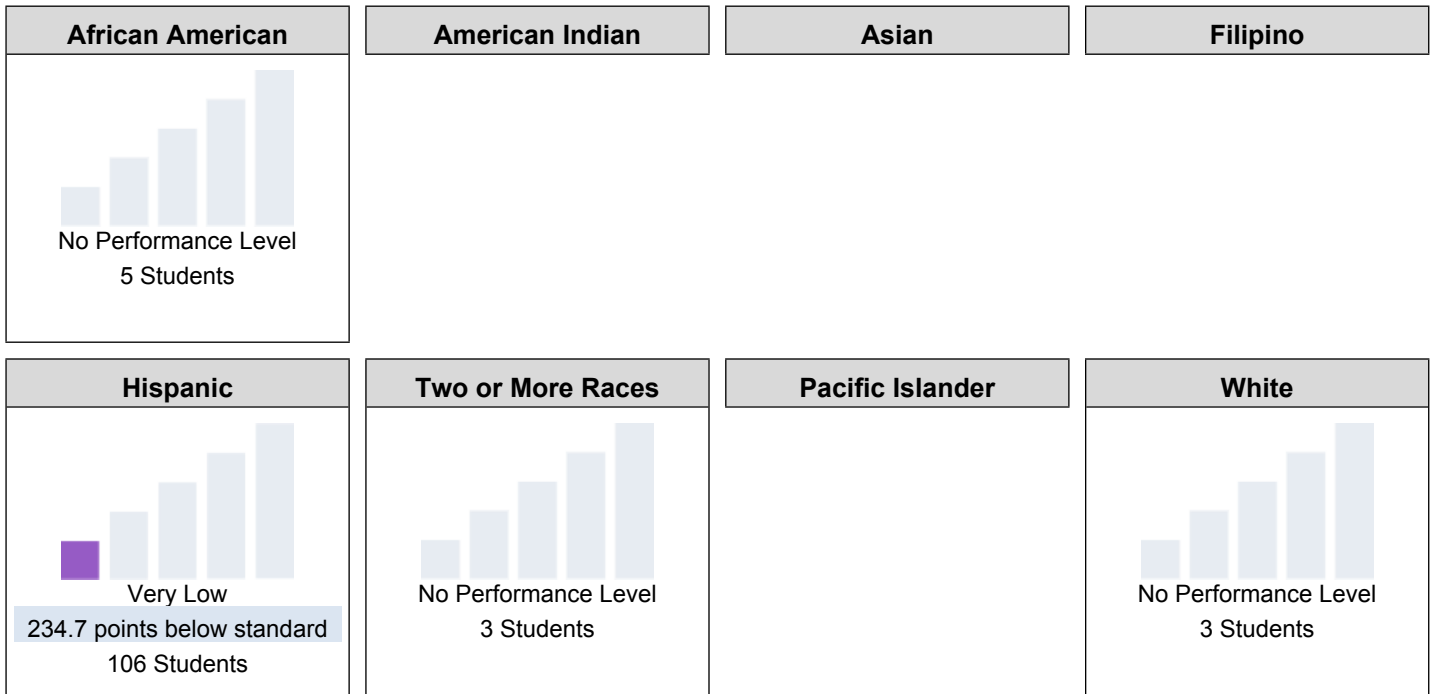
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



**2022 Fall Dashboard Mathematics Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

**2022 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
<p>237.7 points below standard 27 Students</p>	<p>1 Student</p>	<p>231.8 points below standard 53 Students</p>

**Conclusions based on this data:**

- No significant testing group data present.



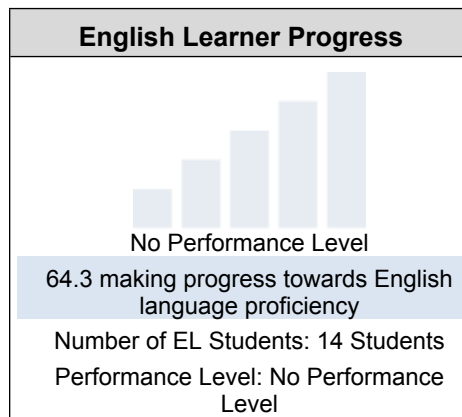
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.6%	7.1%	14.3%	50.0%

#### Conclusions based on this data:

1. The percentage of students who show growth on the ELPAC continues to increase.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

1. College/Career Readiness for all students remains at 0%

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High  
Lowest Performance
High
Medium
Low
Very Low  
Highest Performance

This section provides number of student groups in each level.

### 2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High

High

Medium

Low

Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

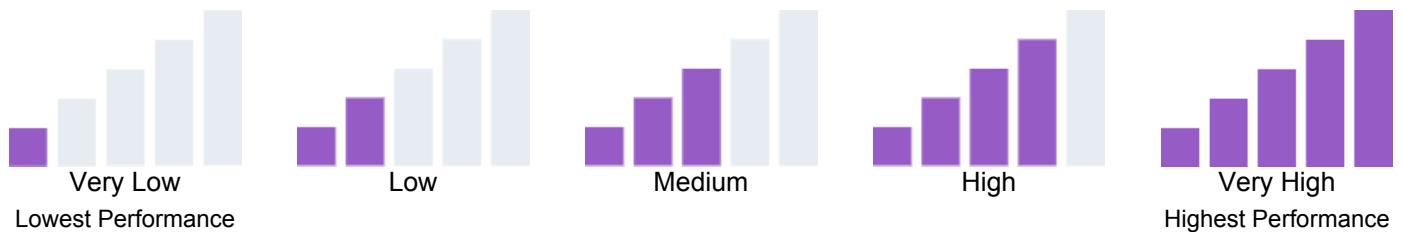
#### Conclusions based on this data:

1. No significant testing group data present.
2. Chronic absenteeism indicator relates to grades K-8.

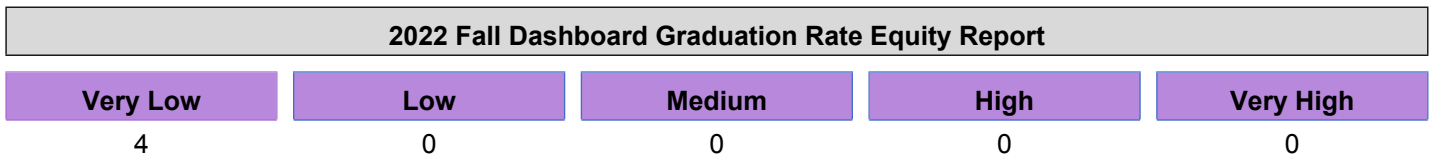
# School and Student Performance Data

## Academic Engagement Graduation Rate

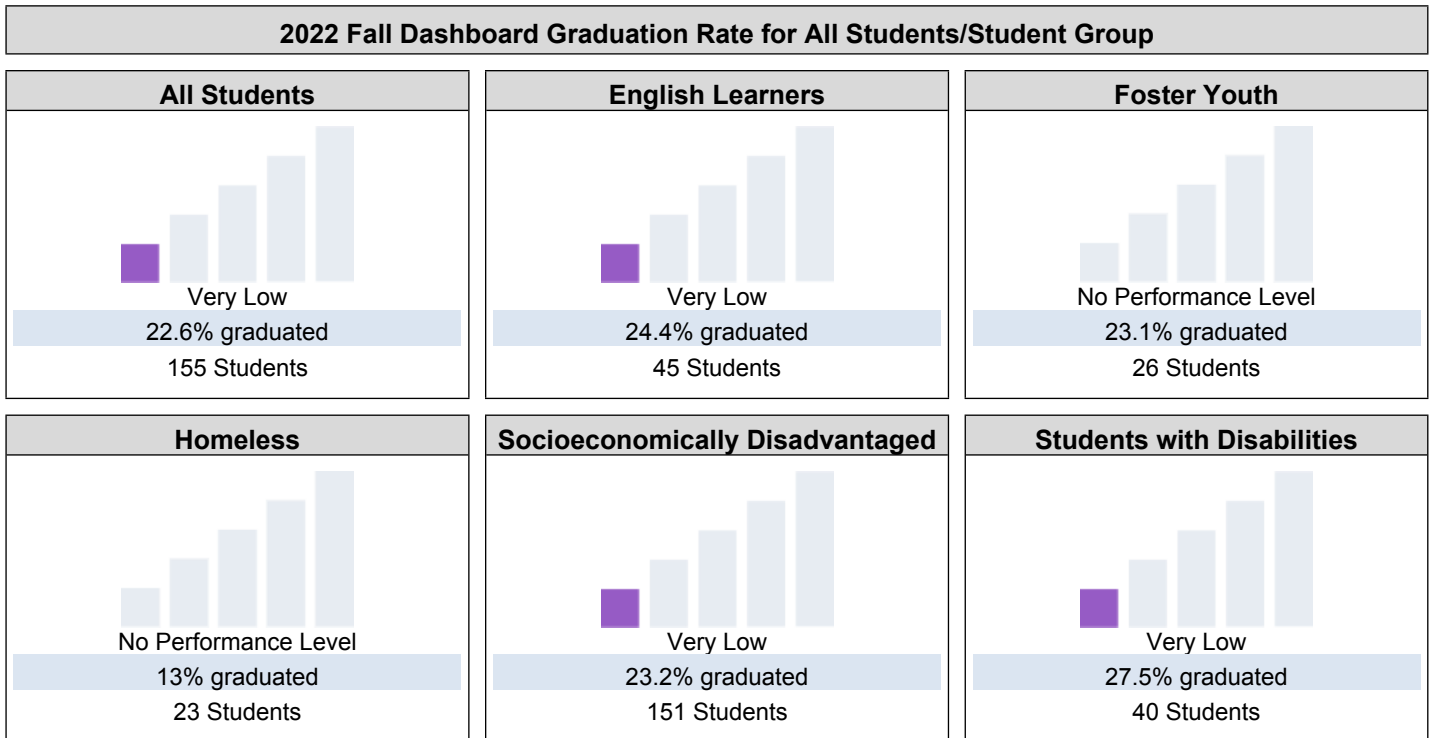
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



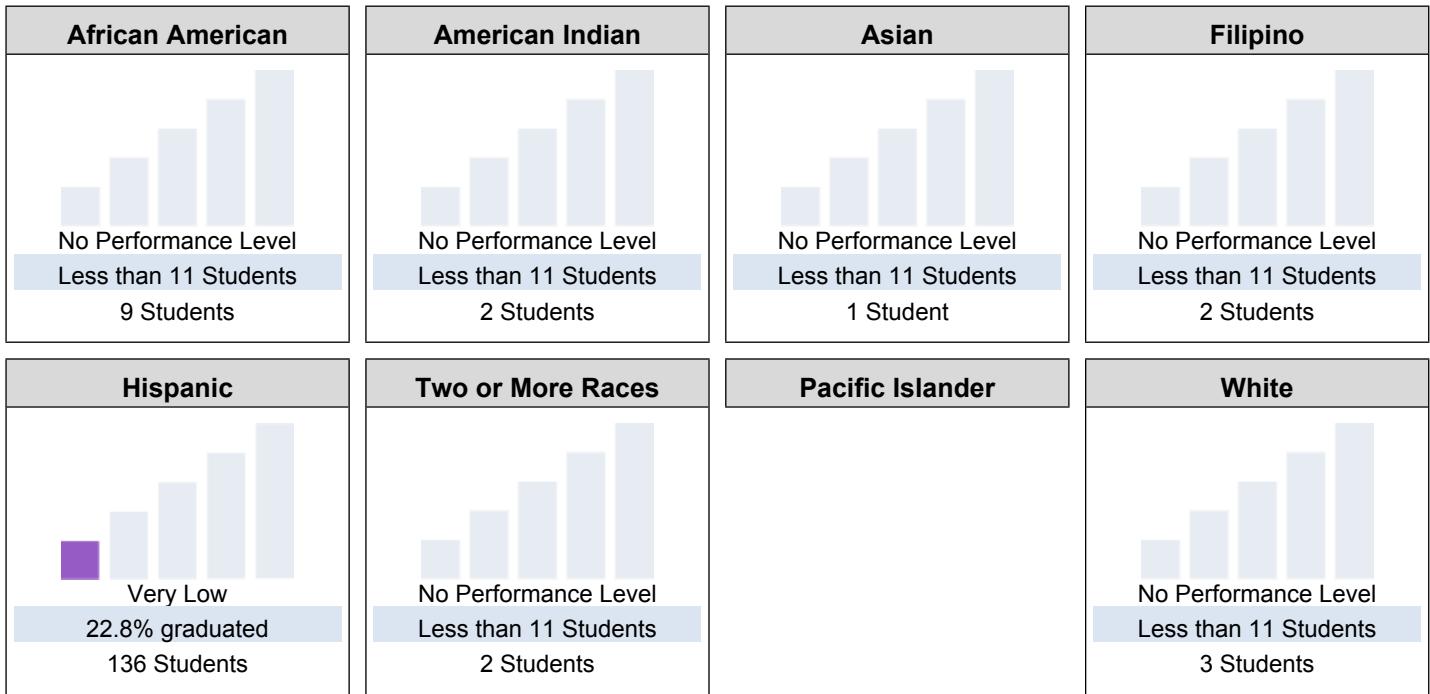
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

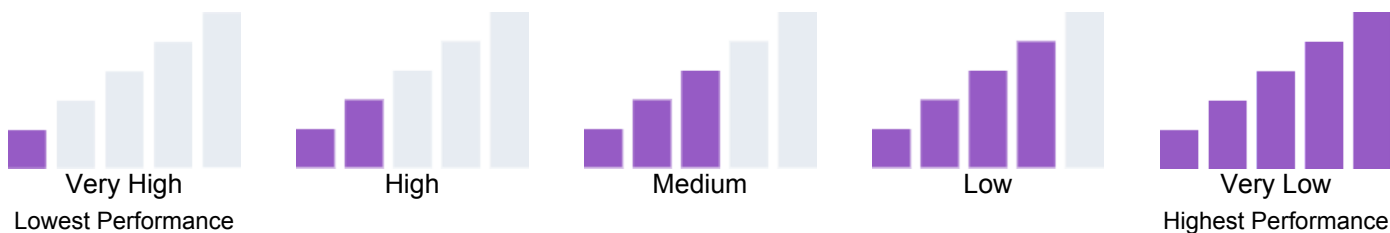
1. The 2021-22 Dashboard Alternative School Status (DASS) one year graduation rate for OYA is 65.6%.

# School and Student Performance Data

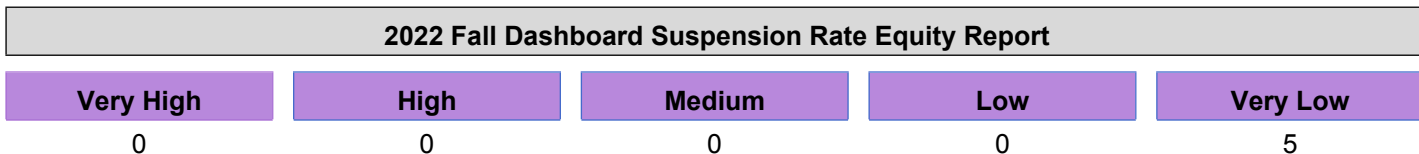
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

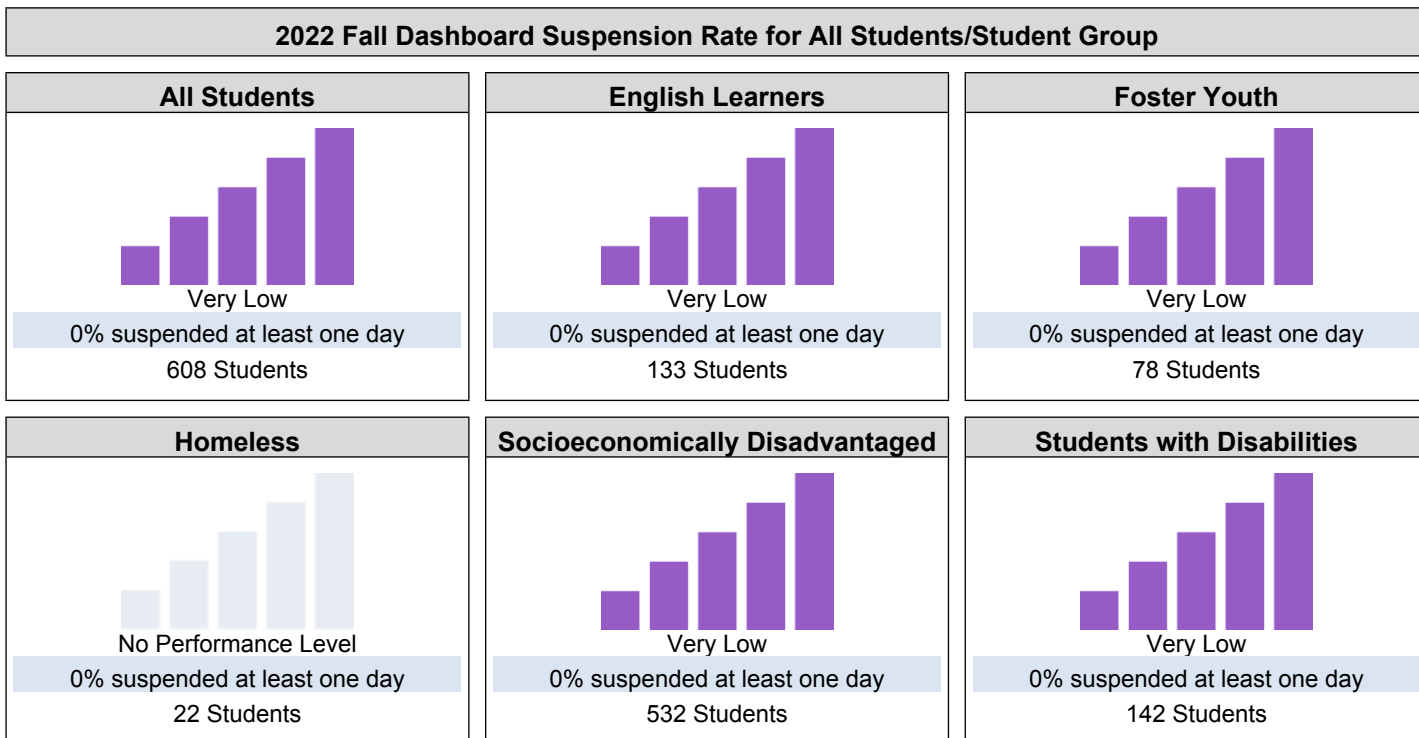
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



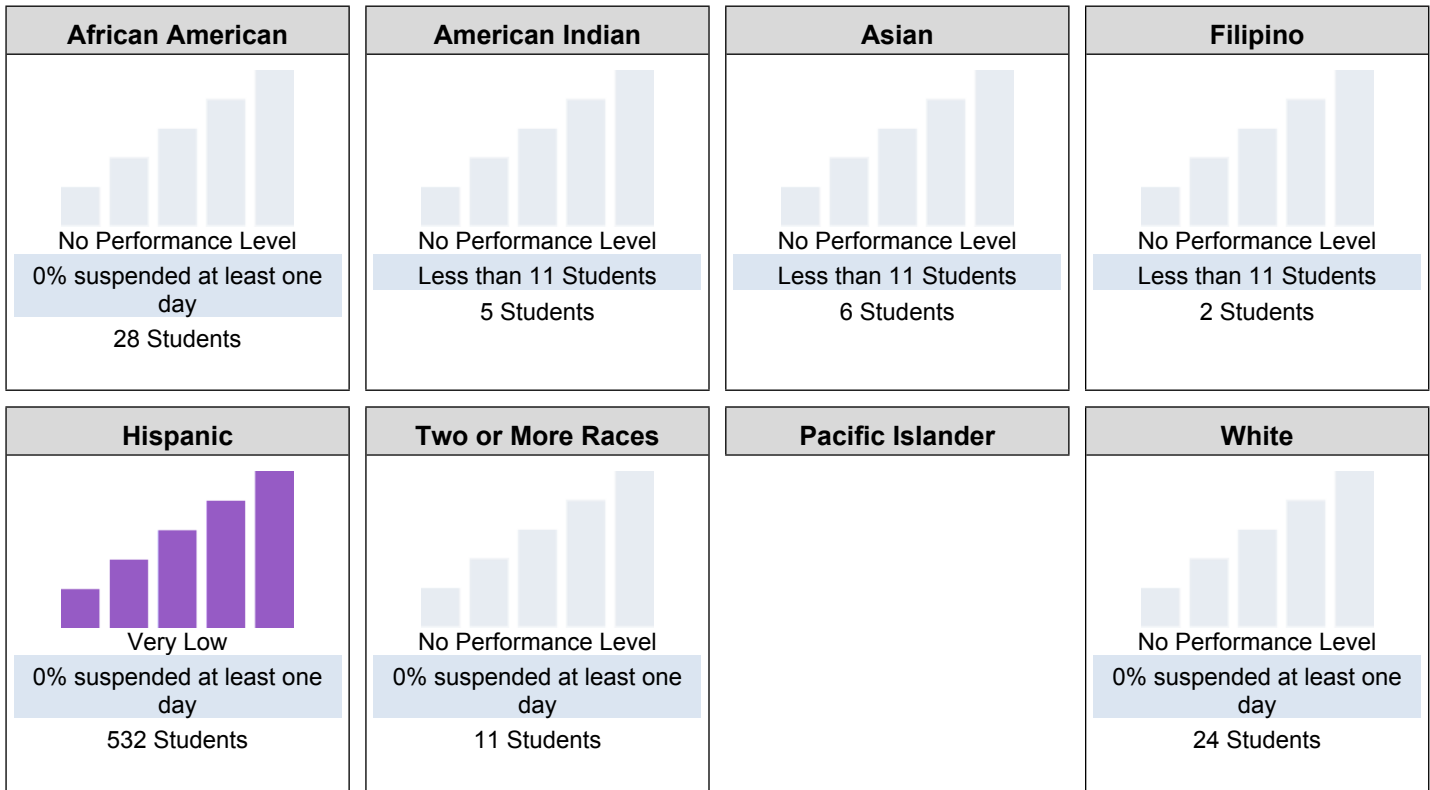
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

All students will participate in rigorous, relevant and engaging instruction.

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

Goal one is developed in order to ensure that students are provided a well-rounded academic program which leads to high school graduation and are prepared for college and career. It addresses the basic academic needs of all students and also specifies services to support and assess the needs of students who receive English Learner services, Students with Disabilities, Low Income students, and Foster Youth. It provides support for staff collaboration on best teaching practices and implementation of academic programming as well as additional coaching and support for teaching and learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Reading Assessments	<p>Baseline: Renaissance STAR Reading Assessment Grade Equivalency 6.0</p> <p>2021-22: Renaissance STAR Reading Assessment Grade Equivalency 7.0</p> <p>2022-23: Renaissance STAR Reading Assessment Grade Equivalency 8.0</p>	Projected Grade Equivalency Reading is 9.0 on Renaissance STAR Reading Assessment.
Local Math Assessments	<p>Baseline: Renaissance STAR Math Assessment Grade Equivalency 6.0</p> <p>2021-22:</p>	Projected Grade Equivalency Math is 9.0 on Renaissance STAR Reading Assessment.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Renaissance STAR Math Assessment Grade Equivalency 7.2</p> <p>2022-23: Renaissance STAR Math Assessment Grade Equivalency 7.0</p>	
<p>California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA)</p>	<p>Baseline: Standard Met or Exceeded 13.21%</p> <p>2021-22 CAASPP Scores 2020-21 Standard Met or Exceeded 23.53%</p> <p>22-23 CAASPP Scores 2021-22 Standard Met or Exceeded 26.27%</p>	<p>Increase by 5% annually Standard Met or Exceeded Standard</p>
<p>California Assessment of Student Performance and Progress (CAASPP) in Math</p>	<p>Baseline: Standard Met or Exceeded 0%</p> <p>2021-22 CAASPP Scores 2020-21 Standard Met or Exceeded 6.25%</p> <p>2022-23 CAASPP Scores 2021-22 Standard Met or Exceeded 3.39%</p>	<p>Increase by 5% annually Standard Met or Exceeded Standard</p>
<p>Student Credits Earned Annually</p>	<p>Baseline: Long term students (one full academic year) who earn 30+ credits per year</p> <p>2022-23 100% of long term students earned a minimum of 30 credits per year</p>	<p>Projected long term students (one full academic year) earn at minimum 30 credits per year</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Edgenutiy - This action provides the online core academic program that includes: (a) Core academic curriculum to support a broad course of study including Career Technical Education course; (b) highly qualified staff to guide and deliver instruction to include teachers, support staff, counselor, and administrators, (c) computers and internet devices for students to access the online curriculum and (d) clean and safe learning environments for teaching and learning.

### 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)

53,000

Source(s)

Other  
5000-5999: Services And Other Operating Expenditures

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

#### Professional Learning Communities (PLC)

This strategy supports professional learning communities for teachers to share content expertise and work collaboratively to develop Math and English lesson plans that provide congruence in teaching similar concepts across all OYA sites. PLCs also drive the blended learning model where students are engaged with both individual and collaborative learning opportunities. Teachers meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. PLCs tend to serve two broad purposes:

1. Design Math and English lesson plans that engage students 1:1 and in small group instruction.
2. Discuss how to best support students with disabilities, English Learners, Foster Youth, and low income students.

### 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)

0.00

Source(s)

None Specified

### 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

Individual Learning Plan Advisory (ILP)

This action establishes a system for staff to track student progress toward graduation, review assessment results, grades, attendance, and overall academic performance. Students will also meet with the academic counselor and college/career liaison to discuss their status with credits and transition goals after graduation. A concentrated effort will be made to meet more regularly with students of disabilities, Foster Youth, low income students and English Learners because of their various challenges and experiences.

#### 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)

0.00

Source(s)

None Specified

### 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

Inter-Office Service Agreement Differentiated Assistance and District Support Team

Provide training and support for OYA in Multi-Tiered System of Supports (MTSS), data display and use, and identify problems of practice and root cause analysis best on California School Dashboard results and state/local assessments.

#### 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)

25,000

Source(s)

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

Resource Link Collaborative Contract

Strategy/Activity

The services will provide OYA with a tool to track referral activity and to document youth outreach and connection to services that support youth in their educational journeys.

### 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)

55,000

Source(s)

Other  
5800: Professional/Consulting Services And  
Operating Expenditures

## 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

IOSA with Santa Clara County Office of Education Professional Learning & Instructional Support. Provide professional development, training, and support with implementation of Ethnic and Environmental Students, and Seal of Civic Engagement.

### 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)

5,000

Source(s)

Other

5800: Professional/Consulting Services And Operating Expenditures

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Transportation - this action provides tokens for public bus transportation to and from school. Students will benefit from transportation to and from school, and an enhanced engagement.

### 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)

5,500

Source(s)

Title I  
4000-4999: Books And Supplies

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

English Learners, Foster Youth, and Socio-economically disadvantage students.

### Strategy/Activity

Access to Broad Course of Study

The LCFF Supplemental and Concentration (District of Residence) will contribute to operations and personnel costs to support broad course of study for 85% of unduplicated students.

### 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)

354,051

Source(s)

LCFF - Supplemental  
5000-5999: Services And Other Operating Expenditures

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

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

All students

**Strategy/Activity**

**Access to a Broad Course of Study**

The LCFF Base funds will contribute to operations and personnel costs to support broad course of study for all Opportunity Youth Academy students.

**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)

3,369,609

Source(s)

LCFF - Base  
None Specified  
Certificated and Classified salaries/benefits and operating costs.

**Annual Review**

**SPSA Year Reviewed: 2022-23**

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

**ANALYSIS**

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

2022-23 Actions and Services for Goal One were implemented as planned. Actions are making progress toward meeting the goal that all students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement. Core curriculum, programs, and professional development were implemented in student achievement. Proficiency levels for students in math and reading have increased as is evident in quarterly Ren STAR assessments. Barriers to eliminate student achievement for students participating in English language acquisition classes have been addressed through implementation of Edge curriculum and professional development and this has resulted in increases on the ELPAC assessment.

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

There were no material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved services for this goal or action services.

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

Priorities will continue to focus on providing a broad course of study for students with supplemental programs to support math and reading proficiency, assessment, Ethnic and Environmental studies,

civic engagement, and training for staff to implement programming. Programs will continue to focus on needs of students who identify as: low income, English Learners, and foster youth.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Increase the performance of English Learners.

## LEA/LCAP Goal

Increase the performance of English Learners.

## Goal 2

Increase the performance of English Learners.

## Identified Need

Goal two is developed in order to ensure that English Learners are provided a well-rounded academic program which leads to high levels of academic language and achievements at all levels of English proficiency. Goal two addresses basic academic needs and literacy for students who receive English Learner services. Goal two provides support for staff collaboration on best teaching practices and implementation of academic programming as well as additional coaching and support for teaching and learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Learners Progress	<p>Baseline: Students show 12.79% proficiency as indicated on the ELPAC.</p> <p>2020-21 Students showed 22.22% proficiency as indicated on the ELPAC.</p> <p>2021-222 Students showed 10.42% proficiency as indicated on the ELPAC.</p>	20% of students will show growth at least one level on the ELPAC
Re-Classification of English Learners	<p>Reclassification Rate 0%</p> <p>2020-21: Reclassification Rate Data Quest 0.0%</p>	Reclassification rate of 1% annually



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021-22: Reclassification Rate Data Quest 0.0%	
Local Reading Assessments for English Learners	Renaissance STAR Reading Assessment Grade Equivalency 6.0  2021-22: Renaissance STAR Reading Assessment Grade Equivalency 7.0  2022-23: Renaissance STAR Reading Assessment Grade Equivalency 8.0	Projected Grade Equivalency Reading is 9.0 on Renaissance STAR Reading Assessment.
Local Reading Assessments for English Learners	Renaissance STAR Math Assessment Grade Equivalency 6.0  2021-22: Renaissance STAR Reading Assessment Grade Equivalency 7.2  2022-23: Renaissance STAR Reading Assessment Grade Equivalency 7	Projected Grade Equivalency Math is 9.0 on Renaissance STAR Reading Assessment.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

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

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

Students Who Are Receiving Coursework in English Language Proficiency

**Strategy/Activity**

IOSA SCCOE School Climate, Leadership & Instructional Services.  
Provide support for standards-based instruction as requested in the area English Language Development. Both OYA and PLISD team members will collaborate and maintain close communication regarding the outcomes and deliverables of the professional learning activities. This work is supportive of building capacity in the learning environment for positive achievement of all

students through providing instructional expertise, enabling collaboration, and fostering engagement of all stakeholders.

### **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)

9,455

Source(s)

Title III  
5800: Professional/Consulting Services And Operating Expenditures

### **Strategy/Activity 2**

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

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

Santa Clara County Office of Education: Inclusion Collaborative

Strategy/Activity

This action supports staff through professional development in the areas of blended learning strategies, Universal Design for Learning, differentiated instruction, and collaborative planning and problem solving. Professional development and training include:

\*Universal Design for Learning training and coaching for staff.

\*Differentiation strategies for teachers to use with ESL/ELL students.

\*Equity Playbook

### **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)

5,000

Source(s)

Other  
5800: Professional/Consulting Services And Operating Expenditures

## **Annual Review**

### **SPSA Year Reviewed: 2022-23**

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

## ANALYSIS

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

Actions are making progress toward meeting the goal to increase the performance of students who are receiving coursework in English language proficiency (EL). Edge Core curriculum, programs, and professional development were implemented in EL progress. Proficiency levels for EL students in math and reading slightly decreased as is evident in quarterly Ren STAR assessments. Barriers to eliminate student achievement for English Learners have been addressed through implementation of Edge curriculum and professional development and this has resulted in increases on the ELPAC assessment.

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

There were no material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved services for this goal or action services.

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

Priorities will continue to focus on providing an EL core curriculum for students with supplemental programs to support math and reading proficiency, ELPAC assessment, and training for staff to implement programming.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

Goal three is developed in order to ensure students complete a high school diploma and are prepared to transition to college, trade school, or career.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of students have a post-secondary plan	<p>Baseline: 100 students</p> <p>2021-22 70 Students</p> <p>2022-23 107 students</p>	150 students will complete a post-secondary plan prior to graduation.
# of students enrolled and completing dual enrollment or articulation	<p>Baselline: 10 students completed a course at community college or trade school</p> <p>2021-22 7 students enrolled 0 students completed</p> <p>2022-23: 17 students enrolled 5 students completed</p>	10 students annually will complete a course at a community college or trade school.
% of students meet A-G eligibility	Baseline: 0% of students meet A-G	Offer A-G courses to eligible students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2021-22 0% of students met A-G eligibility</p> <p>2022-23: 0% of students met A-G eligibility</p>	
% passing an Advanced Placement exam.	<p>Baseline: 0% of students passing an Advanced Placement exam</p> <p>2021-22 0% of students passed an Advanced Placement Exam</p> <p>2022-23: 0% of students passed an Advanced Placement exam</p>	Offer AP courses to eligible students
% of early academic progress via CAASPP Grade 11	<p>Baseline: 0% of students demonstrate college preparedness (EAP)</p> <p>2021-22 No data is available from CDE for this metric</p> <p>2022-23: No data is available from CDE for this metric.</p>	Grade 11 students will complete the Early Assessment Program at the end of CAASPP Math and English Language Arts.
% participation in exit survey	<p>Baseline: 0% of students</p> <p>2021-22 10% of students completed exit survey</p> <p>2021-22 100% of students completed an exit survey</p>	80% of students will complete an exit survey prior to graduation or end of the school year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

College/Career Liaison Position

Leverage College/Career Liaison to provide direct services to students in college and career consultation, assistance with college applications, financial aid/scholarship applications, college campus tours, and bridge students to counselors and/or advocates at post secondary institutions.

### 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)

126,990

Source(s)

Title I

2000-2999: Classified Personnel Salaries

## 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

Year Up/Grads for Life Contract: Four cohorts of up to 20 young adults (up to 80 young adults total) in Career Labs Online, Year Up's proprietary professional skills training program that equips young adults to build the competencies and mindsets needed to succeed in their careers. Through highly collaborative, cohort-based learning, Career Labs students not only learn key employability skills, but they also gain the confidence and motivation that will help propel them to complete their educational program and succeed in the next stage in their careers. Upon completion of Career Labs, students will receive workplace credit from OYA, and a stipend for up to 40 hours of training.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

80,084

Source(s)

Comprehensive Support and Improvement (CSI)  
5800: Professional/Consulting Services And  
Operating Expenditures

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity****San Jose Works Program**

Work study interns-Students will be working on courses in individual academic subjects, which include English Language Arts, Algebra I and II, Science, and History. Students can earn up to 5 academic credits within a 5-week period by completing 20 assignments per week (equaling 20 work-week hours). All courses being monitored and assessed for this period are core content courses, in addition to assigned San Jose Works job coaches assisting youth with financial literacy, work readiness, and job search assistance.

**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)

0.00

Source(s)

None Specified

**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****MetroED MOU**

Make available to OYA students Career Technical Education classes at Silicon Valley Career Tec Education campus. CTE courses will be offered Monday through Friday in two sessions, one in the morning (AM) and one in the afternoon (PM).

**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)

32,029

Source(s)

Title I  
5800: Professional/Consulting Services And  
Operating Expenditures

70,000

Comprehensive Support and Improvement (CSI)  
5800: Professional/Consulting Services And  
Operating Expenditures**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****Work Based Learning Coordinator**

Opportunity Youth Academy partnered with ConnectED: The National Center for College and Career to design and plan the implementation of the Linked Learning approach in OYA. In the last two years, OYA staff and community stakeholders worked to build their understanding of the guiding principles and core components underlying high quality college and career readiness pathways and create a team of staff members to collaboratively design plans that develop a system of a high-quality pathways with their context. This year the work focused on developing a continuum of work-learning experiences (i.e. informational interviews, job shadowing experiences, and internships), and dual credit community college courses all focused on industry sector themes. The next phase of work is implementing a work-based learning system that will support the implementation of the full continuum. To accomplish this work, a Work-Based Learning Coordinator is needed to combine and coordinate the efforts of many individuals, assuring that work-based learning experiences effectively and efficiently help students develop knowledge, skills, attitudes, and work habits so they can move successfully into post-secondary opportunities.

**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)

199,215

Source(s)

LCFF - Supplemental

**Annual Review****SPSA Year Reviewed: 2022-23**

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

**ANALYSIS**

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



Actions related to college and career readiness were effective in making progress toward the goal of students leaving prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum.

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

There were no material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved services for this goal or action services.

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

OYA staff and community educational partners will continue to build their understanding of the guiding principles and core components underlying high quality college and career readiness pathways and create a team of staff members to collaboratively design plans that develop a system of a high-quality pathways with their context. This year the work focused on developing a continuum of work-learning experiences (i.e. informational interviews, job shadowing experiences, and internships), and dual credit community college courses all focused on industry sector themes. The next phase of work is implementing a work-based learning system that will support the implementation of the full continuum. To accomplish this work, the Work-Based Learning Coordinator will coordinate the efforts of many individuals, assuring that work-based learning experiences effectively and efficiently help students develop knowledge, skills, attitudes, and work habits so they can move successfully into post-secondary opportunities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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

## LEA/LCAP Goal

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

## Goal 4

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

## Identified Need

Goal four is developed to ensure the the OYA community, including staff, students and parents, establish community outreach and support for student work production as two main areas to be addressed that will increase student achievement levels and create a more culturally responsive school program.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School attendance rates	<p>Student attendance is 70%</p> <p>2021-22 72% students attendance</p> <p>2022-23 63% student attendance</p>	Increase student attendance by 10%
High school dropout rates	<p>Per Data Quest 2019-20, 78.9% of senior cohort did not graduate or complete high school on time.</p> <p>2020-21 Per Data Quest, 26% of the senior cohort did not graduate or complete high school on time.</p> <p>2021-22: Per Data Quest, 35% of senior cohort did not graduate or complete high school on time</p>	Decrease drop out rate by 25%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
High school graduation rates	<p>Graduation rate as indicated in California Dashboard Alternative School Status is 29.7%</p> <p>2020-21 Graduation rate as indicated on California Dashboard Alternative School Status is 46.07%</p> <p>2021-22 Graduation rate as indicated on California Dashboard Alternative School Status is 65%</p> <p>Note: One-year graduation rate for information purposes. The DASS one-year rate is not a measure that the state is permitted to use for accountability purposes, CDE realizes that the measure is a more appropriate graduation measure for DASS schools.</p>	Increase graduation rate 20%
Student suspension rates	<p>The suspension rate 0.3% as indicated on the California Dashboard for Alternative School Status</p> <p>2020-21 suspension rate 0.0% as indicated in Data Quest</p> <p>2021-22: Suspension rate 0.0% as indicated in Data Quest</p>	Maintain status of green regarding suspension rates as indicated on the California Dashboard for Alternative School Status
California Health Kids Survey	<p>Survey participation for spring 2020 is 10%</p> <p>2021-22 Suvery participation for spring 2022 is 22%</p>	Increase participation to 85% of eligible student completion of CHKS annually.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Student, Staff, and Parent (LCAP) Survey</p>	<p>2020-21 LCAP Survey: 60 participated 55 students 3 staff 2 parents</p> <p>2021-22: 45 participated 4 parents 29 students 6 classified 6 certificated</p> <p>2022-23: 115 participated 6 parents 98 students 2 classified 9 certificated</p>	<p>Increase participation to 80% annually.</p>
<p>Increase parent participant in school events such as ELAC and SSC</p>	<p>Current level of participation is 1 parent attending ELAC and SSC meetings.</p> <p>2021-22 1 to 2 parents attended school site council and ELAC meetings.</p> <p>2022-23: 1 to 2 parents attended school site council and ELAC meetings</p>	<p>Increase participation in parent meetings by 3 to 4 parents.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

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

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

All Students

Strategy/Activity

Community and Parent Engagement: Improve community outreach and recruitment, including family and community engagement events at all OYA sites

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,911

Source(s)

Title I Part A: Parent Involvement  
4000-4999: Books And Supplies  
5800: Professional/Consulting Services and Operating Expenditures

### **Strategy/Activity 2**

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

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

Foster Youth

Strategy/Activity

Foster Youth Services Manager: serves as the Santa Clara County Office of Education's (SCCOE) foster youth intake manager in collaboration with the Department of Child and Family Services (DCFS) for educational liaison support; researches, coordinates, and assesses educational progress in accordance with State mandates and district reform, and school development planning; provides technical and planning services for implementation of data-driven programs and projects; serves as a resource to program representatives for special assignments; conducts special studies and in-service training programs.

### **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)

47,564

Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

### **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

Coordinator Community Family Resource and Outreach

This position serves as liaison to County resources; coordinates, navigates, tracks and monitors supports for student and families; plans, implements and evaluates family engagement events and projects; prepares outreach plans for underserved population; provides service coordination and triage, collaborates with County School Links Services network.

**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)
166,341	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries LCFF Concentration Funds

**Strategy/Activity 4**

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

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

Strategy/Activity

**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)

**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

Mental Health Services contract Talkspace Service Agreement. This action will provide students and staff with access to counseling and therapy services, psychiatry services, wellness exercises, and self-guided care. Talkspace is a virtual behavioral health service.

**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)
12,209	Title IV 5800: Professional/Consulting Services And Operating Expenditures
55,076	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures

30,000	Title I 5800: Professional/Consulting Services And Operating Expenditures
30,000	Other 5800: Professional/Consulting Services And Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

2022-23 Actions and Services were implemented as planned.

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

There were no material difference between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved services for this goal or action services.

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

The 2022-23 LCAP does not contain major changes in this goal.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$303,586
Total Federal Funds Provided to the School from the LEA for CSI	\$154,325.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$4,734,034.00

## 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 (\$)
Comprehensive Support and Improvement (CSI)	\$150,084.00
Title I	\$219,519.00
Title I Part A: Parent Involvement	\$2,911.00
Title III	\$9,455.00
Title IV	\$12,209.00

Subtotal of additional federal funds included for this school: \$394,178.00

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 (\$)
LCFF - Base	\$3,369,609.00
LCFF - Supplemental	\$822,247.00
None Specified	\$0.00
Other	\$148,000.00

Subtotal of state or local funds included for this school: \$4,339,856.00

Total of federal, state, and/or local funds for this school: \$4,734,034.00



## Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

### Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

### Expenditures by Funding Source

<b>Funding Source</b>	<b>Amount</b>
Comprehensive Support and Improvement (CSI)	150,084.00
LCFF - Base	3,369,609.00
LCFF - Supplemental	822,247.00
None Specified	0.00
Other	148,000.00
Title I	219,519.00
Title I Part A: Parent Involvement	2,911.00
Title III	9,455.00
Title IV	12,209.00

### Expenditures by Budget Reference

<b>Budget Reference</b>	<b>Amount</b>
1000-1999: Certificated Personnel Salaries	213,905.00
2000-2999: Classified Personnel Salaries	126,990.00
4000-4999: Books And Supplies	8,411.00
5000-5999: Services And Other Operating Expenditures	407,051.00
5800: Professional/Consulting Services And Operating Expenditures	408,853.00
None Specified	3,369,609.00

### Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	150,084.00
None Specified	LCFF - Base	3,369,609.00
	LCFF - Supplemental	199,215.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	213,905.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	354,051.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	55,076.00
	None Specified	0.00
5000-5999: Services And Other Operating Expenditures	Other	53,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	95,000.00
2000-2999: Classified Personnel Salaries	Title I	126,990.00
4000-4999: Books And Supplies	Title I	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	87,029.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,911.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	9,455.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	12,209.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,867,160.00
Goal 2	14,455.00
Goal 3	508,318.00
Goal 4	344,101.00

# School Site Council Membership

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

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

Name of Members	Role
Phil Morales	Principal
Anee Le	Classroom Teacher
Raj Pawar	Classroom Teacher
Daniela Zarate	Other School Staff
Ofelia Gomez	Parent or Community Member
Meyia Carrasco	Secondary 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 district governing board for approval and assures the board of the following:

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee
------------------------------------

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

DocuSigned by:  
*Phil Morales*  
1B18BF67ED54484...

Principal, Phil Morales on
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DocuSigned by:  
*Anne Le*  
FE932BB58F624FB...

SSC Chairperson, Anne Le on
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