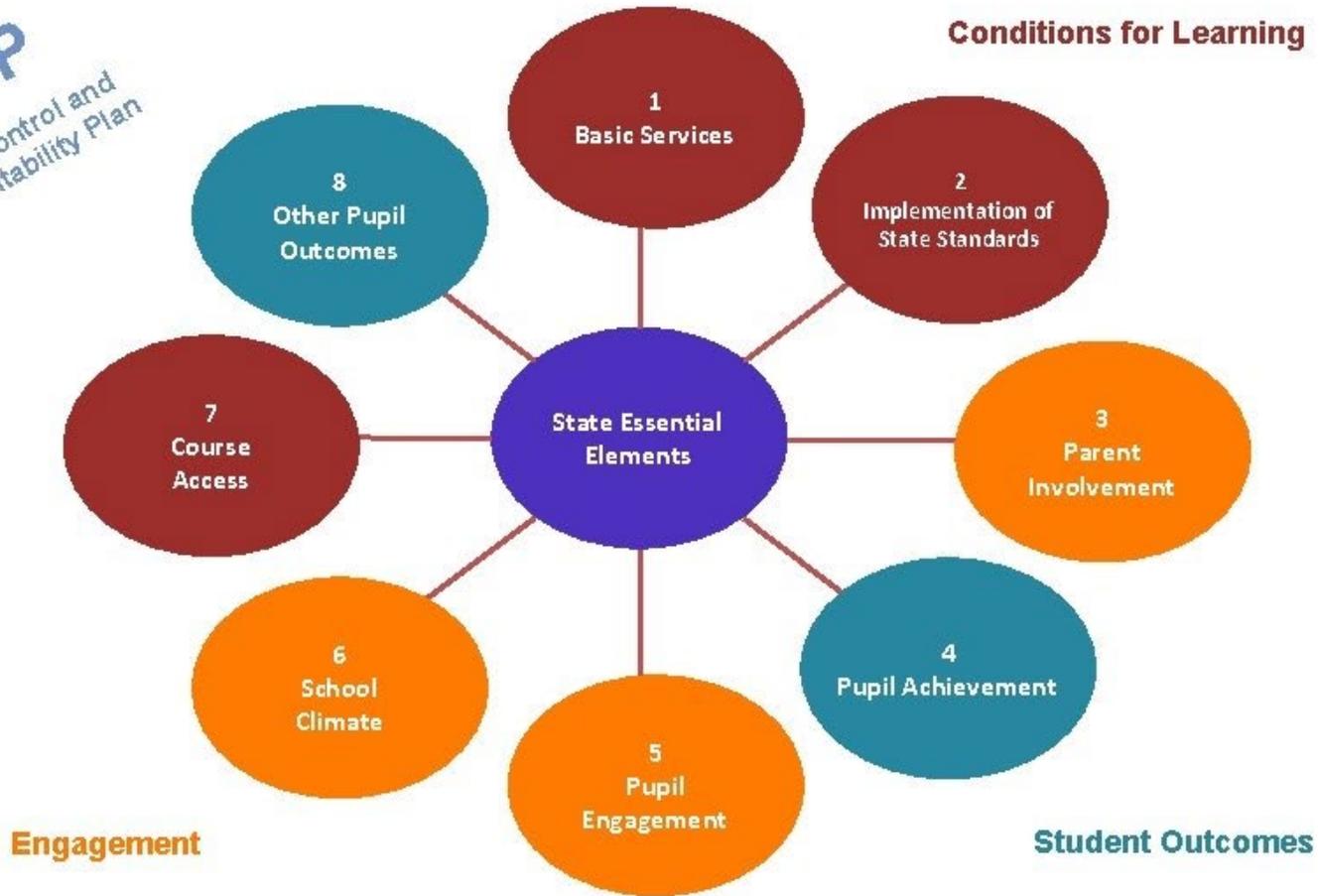Santa Clara County Office of Education

Local Control Accountability Plan Public Hearing

June 10, 2021

LCAP Template

Budget Overview for Parents Template
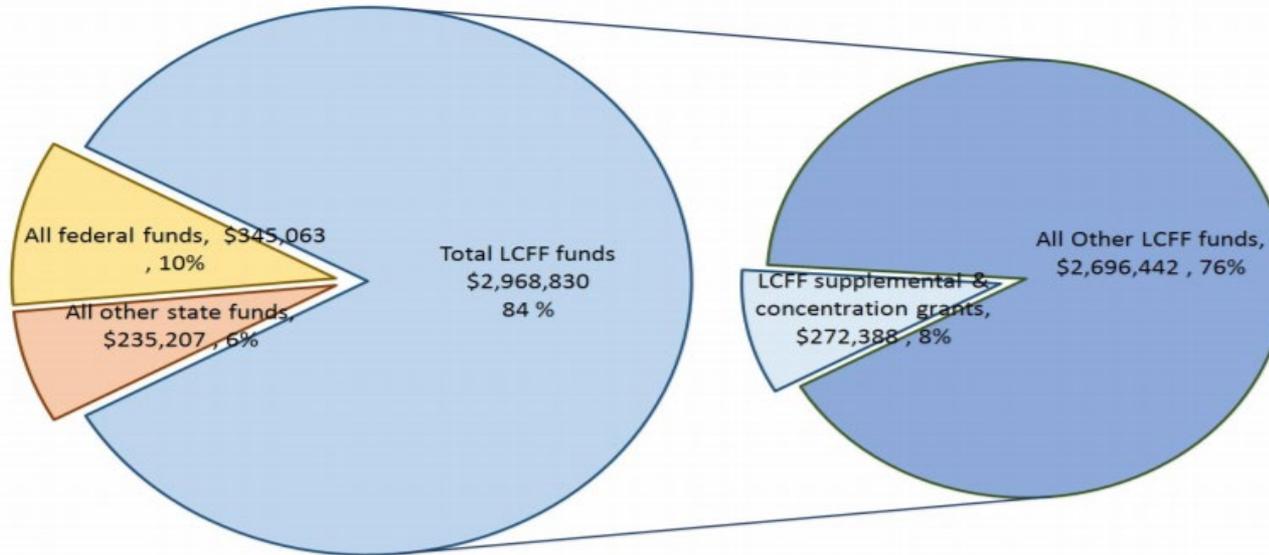
LCAP/LCP Annual Update

LCAP Plan Summary

Stakeholder Engagement

Goals, Actions and Services

Budget Overview for Parents

Projected Revenue by Fund Source

All federal funds, $345,063, 10%

All other state funds, $235,207, 6%

Total LCFF funds $2,968,830 84%

LCFF supplemental & concentration grants, $272,388, 8%

All Other LCFF funds, $2,696,442, 76%

LCAP/LCP Annual Update

- Reconciled planned goals and actions/services with metrics
- Analysis of overall implementation and effectiveness
- Review and analysis of 20-21 LCP
- Informed development of future LCAP

CA Accountability Dashboard

The OYA LCAP goals are derived after thoughtful analysis of the CA School Accountability Dashboard Data and local measures. The CA Dashboard was last updated in December of 2019.

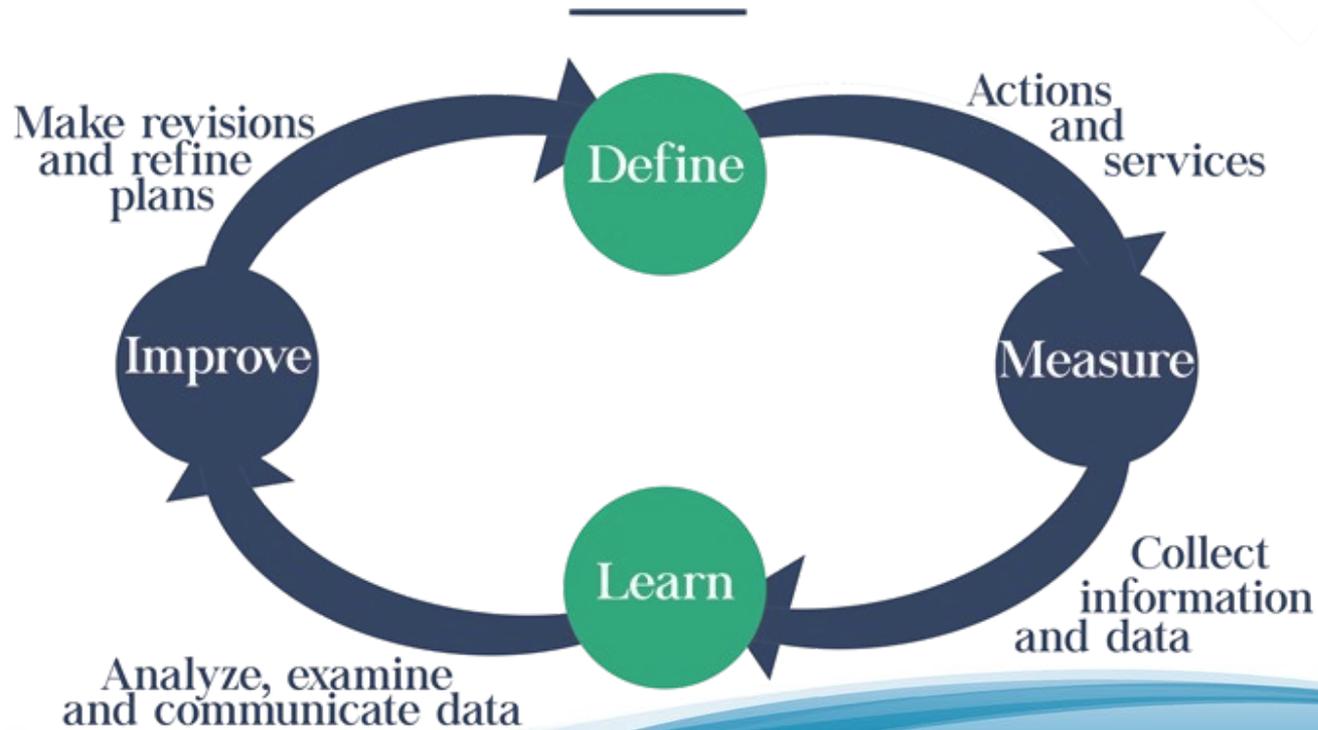| 2021-22 Continued Areas of Emphasis	Dashboard Evidence of Growth
● College and Career Indicators ● Graduation Rate ● English Learner Proficiency ● Math and Reading Proficiency	**2019-** increased graduation rate by 8.1% and 47.7% of English Learners made progress toward English language proficiency. Suspension rate maintained at 0.3%.

Plan Summary

- The Story
- Reflections
- Highlights
- Review of Performance
- Greatest Needs

- Performance Gaps
- Comprehensive Support and Improvement (CSI)
  - Identify Schools
  - Support for Schools
  - Monitoring and Evaluating

Stakeholder Engagement

Goals, Actions and Services

The LCAP Cycle

Define · Measure · Learn · Improve

Actions and services · Collect information and data · Analyze, examine and communicate data · Make revisions and refine plans

Goal 1

All students will participate in rigorous,

relevant and engaging instruction

aligned to 21st century skills

to eliminate barriers

and promote achievement.

Goal 2

Increase the performance of English Learners

Goal 3

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

Goal 4

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

Questions and Comments

Appendix – Actions/Services

Goal 1 – Actions/Services

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

1.2 This action utilizes Math and Reading assessments and data from Renaissance STAR to help guide next steps for all students. Teachers use the data to help modify instruction with students in Math and English Language Art courses. On an annual and quarterly basis, teachers review data from Renaissance STAR. Teachers then meet to discuss the results in Professional Learning Communities, at quarterly teacher-parent-student meetings, and staff meetings.

1.3 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.

Goal 1 – Actions/Services

1.4 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.

1.5 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 based on California School Dashboard results and state/local assessments.

Goal 2 – Actions/Services

2.1 This action provides online EL students access to a supplemental EL curriculum to improve student language development skills. A student placement test determines their appropriate reading level (Foundational Skills, Basic, Beginning, Intermediate or Advanced). English courses are assigned based on reading level and student needs.

2.2 This action provides teachers with professional development opportunities to enhance their knowledge in best practices and strategies for ESL/ELL classroom models.

2.3 This action increases additional time for staff to work with EL's within their core English classes and other subjects; develop what to differentiate instruction for students at various levels of English proficiency.

2.4 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.

Goal 3 – Actions/Services

3.1 This action leverages the 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.

3.2 This action fully implements Naviance's college and career online programs for all students; provide staff with tools to automate common tasks such as recommendation letters; provide staff information about college and careers that can be integrated into their curriculum; provide academic counselor and college/career liaison the foundational tools that support student academic and transition planning.

3.3 This action provides four cohorts of up to 20 students (up to 80 young adults total) in Career Labs Online, Year Up's professional skills training program equips students to build the competencies and mindsets needed to succeed in their careers. Through highly collaborative, cohort-based learning, Career Lab students not only learn key job 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 raining.

Goal 3 – Actions/Services

3.4   This action guides OYA staff in creating a Linked Learning College and Career program. Provide students with viable options for future success by giving them opportunities to enter into aligned college programs and gain a continuum of work-based learning experiences all of which will leave them better positioned and prepared for success.

3.5 This action is a work study program. 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.

Goal 4 – Actions/Services

4.1 This action supports a full time Mental Health Therapist who will provide a multi-tiered level of mental health services and resources to staff, families, and students. A concentrated effort will be made to support students with special needs, Foster Youth, low income students and English Learners because of their various challenges and experiences.

4.2 This action will Improve community outreach and recruitment, including family and community engagement events at all OYA sites.

4.3 This action provides a Foster Youth Intake Manager who will collaborate 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.

4.4 This action is a measurement tool, tracking system, and process to identify the barriers faced by students, especially students of special needs, Foster Youth, low income students and English Learners because of their various challenges and experiences. Conduct a student needs assessment at enrollment/orientation and connect students to appropriate resources, services, community organizations.

Leadership, Service, & Advocacy

County Superintendent

Dr. Mary Ann Dewan

County Board of Education

Victoria Chon
Area 5

Joseph Di Salvo
Area 4

Rosemary Kamei
Area 3

Kathleen King
Area 2

Grace Mah
Area 1

Peter Ortiz
Area 6

Claudia Rossi
Area 7

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