Opportunity Youth Academy
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Opportunity Youth Academy
Street	3550 Snell Ave
City, State, Zip	San Jose, CA 95131
Phone Number	4085733208
Principal	Dane Caldwell-Holden
Email Address	dcaldwell-holden@sccoe.org
School Website	https://www.sccoe.org/oya/Pages/default.aspx
County-District-School (CDS) Code	43104390135087

2023-24 District Contact Information

District Name	Opportunity Youth Academy
Phone Number	(408) 573-3261
Superintendent	Mary Ann Dewan, Ph.D.
Email Address	MDewan@sccoe.org
District Website	http://www.sccoe.org

2023-24 School Description and Mission Statement

Opportunity Youth Academy (OYA) is a dependent charter school of the Santa Clara County Office of Education. OYA provides educational services for students of ages 16 to 24, who have not yet obtained a high school diploma due to a lack of success in other educational settings. The lack of success can be for a variety of reasons to include, but not limited to, social, economic, emotional, and justice involved. The charter petition was renewed by the Santa Clara County Board of Education for five years to June 30, 2026.

Opportunity Youth Academy sites are designed as small, individualized, and relevant to today's workforce needs. OYA uses a competency-based approach. Students can enroll in OYA when the student is ready, not just in September when traditional schools are ready. Support staff creates an Individualized Learning Plan, based on student's needs, interests, and academic history that charts an accelerated path to graduation and beyond. No time is wasted, and every student can advance as rapidly as possible. Students stay engaged using an individualized, online curriculum and with the support of Navigators, a College Liaison, Coordinator of Work-Based-Learning, and Coordinator of Community Family Resource and Outreach. Students don't have to wait for June to graduate and can complete the program when they have met all the requirements for graduation.

OYA The Hub 591 North King Rd., Suite 1 San Jose, CA 95133 - San Jose Unified School District

OYA South County Annex 9300 Wren Ave, Gilroy, CA 95020 - Gilroy Unified School District

OYA Washington 921 S. First Street, Suite B San Jose, CA 95110 - San Jose Unified School District

OYA Sobrato 512 Valley Way Milpitas 95135 - Milpitas Unified School District

OYA ConXion 749 Story Rd San Jose, CA 95122 - San Jose Unified School District

2023-24 School Description and Mission Statement

OYA Snell 3550 Snell Ave San Jose, CA 95136 - East Side Union High School District

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	82
Grade 10	85
Grade 11	145
Grade 12	76
Total Enrollment	388

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	182
Male	204
Non-Binary	0
American Indian or Alaska Native	0
Asian	0
Black or African American	11
Filipino	2
Hispanic or Latino	343
Native Hawaiian or Pacific Islander	0
Two or More Races	3
White	17
English Learners	115
Foster Youth	30
Homeless	34
Migrant	0
Socioeconomically Disadvantaged	324
Students with Disabilities	65

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	4.7	47.8	375.3	58.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	48.8	7.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	101.7	15.8	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.2	52.1	47.1	7.3	12115.8	4.4
Unknown	0.0	0.0	72.5	11.2	18854.3	6.9
Total Teaching Positions	10	100.0	645.5	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.10	51.05	367.00	57.38	234,405.20	84
Intern Credential Holders Properly Assigned	0	0	61.90	9.68	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	133.40	20.86	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.70	27.63	32.70	5.11	11,953.10	4.28
Unknown	2.10	21.22	44.50	6.97	15,831.90	5.67
Total Teaching Positions	9.90	100.00	639.70	100	279,044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.0	0.0
Misassignments	0.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SIATech curriculum in reading/language arts	Yes	0.0 %
Mathematics	SIAtech curriculum in mathematics	Yes	0.0 %

Science	SIATech curriculum in science	Yes	0.0 %
History-Social Science	SIATech curriculum in history/social science	Yes	0.0 %
Foreign Language	SIAtech curriculum in Spanish	Yes	0.0 %
Health	SIAtech curriculum in health	Yes	0.0 %
Visual and Performing Arts	SIAtech curriculum in visual arts	Yes	0.0 %

School Facility Conditions and Planned Improvements

Opportunity Youth Academy operates six sites that are leased within larger facilities or office buildings. The interiors of the classrooms are maintained by the Santa Clara County Office of Education according to the Santa Clara County Office of Education guidelines for safety, cleanliness and adequacy. The exteriors of the classrooms and the buildings are maintained by the Building Manager or Owner according to the Santa Clara County guidelines and codes for safety, cleanliness and adequacy. FIT reports were taken for each of the school sites as follows: (So County Annex 9/5/2023 , ConXion 9/28/2023, Sobrato-10/2023, the Hub 9/28/2023, Washington on 9/28/2023, and Snell on 9/14/23.) South County Annex, Sobrato, and the Hub received ratings of good for all categories.

ConXion received a rating of poor for electrical; Washington received a rating of poor for interior surfaces and electrical, and Snell received ratings of fair for interior surfaces and safety and poor for electrical.

These ratings are reflected below. Work orders have been submitted to remedy the conditions with follow up by the SCCOE Maintenance and Operations.

Year and month of the most recent FIT report	9/28/2023.

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X		X	Washington-Poor; Maintenance and Operation are following up with the building's facilities manager.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			ConXion- Poor; Washington-Poor; Snell-Poor; SCCOE Maintenance and Operations are following up and will repair.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X	X		Snell- Fair -SCCOE Maintenance and Operations are following up and will repair.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	26.67%	10.12%	14.73%	0.00%	47.06%	46.06%
Mathematics (grades 3-8 and 11)	3.39%	1.35%	3.15%	3.97%	33.38%	34.62%

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	155	79	51%	49%	10.12%
Female	68	30	88%	22%	13.33%
Male	87	49	56%	47%	8.16%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	4	4	--	--	--
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	133	66	50%	50%	10.61%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	10	5	50%	50%	--
English Learners	44	21	48%	52%	0.00%
Foster Youth	14	8	57%	43%	--
Homeless	8	5	63%	37%	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	120	62	52%	48%	8.06%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	23	62%	38%	0.00%

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	154	74	48%	52%	1.35%
Female	69	29	42%	58%	0.00%
Male	85	45	53%	47%	2.22%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	4	--	--	--	--
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	132	60	45%	55%	8.33%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	44	19	43%	57%	0.00%
Foster Youth	14	8	57%	43%	--
Homeless	8	5	63%	37%	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	119	59	50%	50%	0.00%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	37	21	57%	43%	0.00%

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	7.14%	11.32%	2.56%	10.76%	28.5%	30.18%

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	53	66%	33%	11.32%
Female	30	18	60%	40%	5.56%
Male	49	35	71%	29%	14.29%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	68	44	65%	35%	11.36%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	--	--	--	--	--
White	4	4	100%	0	--
English Learners	13	10	77%	23%	--
Foster Youth	7	5	71%	29%	--
Homeless	4	4	100%	0	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	69	47	68%	32%	10.64%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	8	91%	9%	--

2022-23 Career Technical Education Programs

OYA offers A-G curriculum to better prepare students for post- secondary college and career choices.   OYA offers CTE courses in Advanced Manufacturing, Physical Education and Healthcare, Advanced Transportation, Agriculture, and Information Communications Technology. These one-semester courses are intended as a practical, hands-on guide to help familiarize students with the professional skills required in the workplace. These courses focus on success in the workplace. Each unit contains multiple lessons and activities written to CTE and Common Core State Standards. The courses cover essential topics such as Work Ethic, Teamwork, Problem Solving, Employability Skills, and Communication Skills.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	184
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	0	0	0	0
Grade 7	0	0	0	0	0
Grade 9	0	0	0	0	0

C. Engagement	State Priority: Parental Involvement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents and families are invited to learn about Opportunity Youth Academy and the services we provide. Parents and families receive ongoing communication from their student's teachers and are invited to family engagement events each year to receive important information about our school program. In addition, parents and families are recruited to serve on the School Site Council, English Learner Advisory Committee, and Governance Council Committee, Parent Advisory Committee and to participate in the formation of the Local Control Accountability Plan (LCAP) and School Plan Student Achievement (SPSA).

C. Engagement	State Priority: Pupil Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	27.7	35.3	26.6	12.3	13.5	12.3	9.4	5.6	6.4
Graduation Rate	10.1	22.6	22.8	61.4	61.6	62.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	184	42	22.8
Female	75	20	26.7
Male	109	22	20.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	160	35	21.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	47	9	19.1
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	172	39	22.7
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	51	8	15.7

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	578	578	498	86.2%
Female	287	287	250	87.1%
Male	289	289	246	85.1%
Non-Binary	2	2	2	100.0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	21	21	20	95.2%
Filipino	--	--	--	--
Hispanic or Latino	504	504	433	85.9%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	--	--	--	--
White	22	22	19	86.4%
English Learners	135	135	110	81.5%
Foster Youth	40	40	40	100%
Homeless	61	61	55	90.2%
Socioeconomically Disadvantaged	503	503	433	86.1%
Students Receiving Migrant Education Services	1	1	1	100%
Students with Disabilities	147	147	126	85.7%

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	.05	0	0	.05	0	2.7	.20	3.2	3.8
Expulsions	0	0	0	0	0	0	0	0	0

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Opportunity Youth Academy maintains an up-to-date Comprehensive School Safety Plan that was approved by the Opportunity Youth Academy Board on December 14, 2023. The plan was reviewed with faculty on December 8, 2023 and shared with students and parents through email and via link in the student single sign-on portal. Key elements of the plan include classroom safety, child abuse reporting procedures, disaster preparedness, emergency evacuations, discrimination, harassment, intimidation, bullying, hate crimes, toxic substances, and other topics. Opportunity Youth Academy's Comprehensive School Safety Plan is available on the Opportunity Youth Academy website and at each classroom site.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	9	0	0
Mathematics	33	9	0	0
Science	33	9	0	0
Social Science	33	9	0	0

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	9	0	0
Mathematics	33	9	0	0
Science	33	9	0	0
Social Science	33	9	0	0

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	9	0	0
Mathematics	33	9	0	0
Science	33	9	0	0
Social Science	33	9	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	369

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15,744.75	$1,836.69	$13,908.05	$146,754.12
District	N/A	N/A	$ 8,185.31	$118,723.94
Percent Difference - School Site and District	N/A	N/A	51.8	15.9
State	N/A	N/A	$ 6,593.62	$ 88,508.00
Percent Difference - School Site and State	N/A	N/A	-19.3	52.4

Fiscal Year 2022-23 Types of Services Funded

Opportunity Youth Academy (OYA) offers students a blended learning program of teacher-directed instruction and online credit accrual and recovery options. The individualized support of teachers, counselors, education navigators, college liaison and access to the services of SCCOE partners from community-based organizations is the hallmark of this unique program. The focus of OYA is to ensure that students leave the program with a high school diploma, and a path to postgraduate college or career.   The OYA college liaison and academic counselor regularly provide career and college information to all students through online notices, in-person meetings, or classes. Students have the full support of their case managers/assigned teachers, academic counselor, college liaison, and the administration in helping them make decisions for their futures.

OYA staff and community educational partners 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. Types of services funded focused on developing a continuum of work-learning experiences (i.e. informational interviews, job shadowing experiences, and internships), College Liaison position, paid tuition for students to attend courses offered by Silicon Valley Career Technical Education, Career Labs, and dual credit community college courses all focused on industry sector themes.

A full time Mental Health Therapist provides multi-level of mental health services and resources to staff, families, and students. A concentrated effort is made to support students with special needs, Foster Youth, low-income students, and English Leaners because of their various challenges.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$65,175.00	$54,215.00
Mid-Range Teacher Salary	$94,107.00	$86,843.00
Highest Teacher Salary	$125,185.00	$111,440.00
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	$147,065.00	$138,444.00
Superintendent Salary	$369,321.84	$252,466.00
Percent of Budget for Teacher Salaries	15%	33.16%
Percent of Budget for Administrative Salaries	6%	5.15%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

OYA teachers are provided professional development opportunities geared toward individual experiences as well as site experiences which provide growth to the staff member(s). Through a service contract with SIATech, OYA staff participate in teacher/leadership development programs where educators are supported at every stage in their careers. SIATech and OYA administration developed a high-quality professional development plan through regular content-specific Round Tables (professional development, collaborative trainings) for teachers and staff, onsite trainings, virtual meetings, capacity-building courses, webinars, and technology training in learning conferences. Some professional development focus areas included understanding the college and career opportunities, students' traumatic and chronic stress complications, and growth mindset.

Inter-Office Service Agreements with Inclusion Collaborative provide staff professional development in Universal Design Learning, differentiated instruction, and collaborative planning and problem solving; with School Climate, Leadership & Instructional Services to support building teacher capacity in the area of English Language Development; with Integrated STEAM Career Technical Education Services to support collaborative structures and coach collaborative practices to reinforce linked and wrap-around approaches among site team members and relevant industry partners, and community based organizations; and with Professional Learning & Instructional support to provide professional development, training, and support with implementations of Ethnic and Environmental Studyies, and Seal of Civic Engagement.

OYA will continue its work with ConnectEd to create and implement Linked Learning College and Career Pathways. This three year project started in 2019-2020, seeks to move the school's traditional alternative school program of study into a program of study aligned with best practices around getting graduates college and career ready. This will allow OYA to provide its 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 students better positioned and prepped for success.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5