Opportunity Youth Academy
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Opportunity Youth Academy
Street	3550 Snell Ave
City, State, Zip	San Jose, CA 95131
Phone Number	4085733261
Principal	Phil Morales
Email Address	pmorales@sccoe.org
School Website	https://www.sccoe.org/oya/Pages/default.aspx
County-District-School (CDS) Code	43104390135087

2022-23 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 Address	http://www.sccoe.org

2022-23 School Overview

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 recently renewed by the Santa Clara County Board of Education for an additional 5 years until 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. 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 Milpitas 512 Valley Way Milpitas 95135 - Milpitas Unified School District

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

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

2022-23 School Overview

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	N/A
Grade 1	N/A
Grade 2	N/A
Grade 3	N/A
Grade 4	N/A
Grade 5	N/A
Grade 6	N/A
Grade 7	N/A
Grade 8	N/A
Grade 9	20
Grade 10	48
Grade 11	165
Grade 12	75
Total Enrollment	308

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	58.1
Male	41.9
Non-Binary	0
American Indian or Alaska Native	.6
Asian	1.0
Black or African American	5.5
Filipino	.3
Hispanic or Latino	87.7
Native Hawaiian or Pacific Islander	.3
Two or More Races	2.3
White	2.6
English Learners	21.1
Foster Youth	10.1
Homeless	1.9
Migrant	.3
Socioeconomically Disadvantaged	89
Students with Disabilities	20.5

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	10.0	100.0	645.5	100.0	274759.1	100.0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	5.2	0.0
Total Out-of-Field Teachers	5.2	0.0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 8/17/22 , ConXion, Sobrato, the Hub, and Washington on 8/22/2022, and Snell on 9/3/2022. Each facilitiy received ratings of "good" in all categories with "exemplary" ratings for all sites.

Year and month of the most recent FIT report	9/03/2022

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	26.67	N/A	14.73	N/A	47.06
Mathematics (grades 3-8 and 11)	N/A	3.39	N/A	3.15	N/A	33.38

2021-22 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	185	61	33	67	26.67
Female	113	32	28	72	25.01
Male	71	29	41	59	28.57
American Indian or Alaska Native	*	0	0	100	N/A
Asian	*	0	0	100	N/A
Black or African American	10	*	*	*	*
Filipino	*	*	*	0	N/A
Hispanic or Latino	164	54	33	67	28.3
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	*	*	*	*	*
White	5	*	*	*	*
English Learners	46	17	37	63	12.50
Foster Youth	21	7	33	67	*
Homeless	*	*	*	*	*
Military	4	*	*	*	*
Socioeconomically Disadvantaged	143	50	35	65	26.53
Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	36	12	33	67	0.0

2021-22 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	187	59	31.5	69.5	3.39
Female	114	31	27	63	0.0
Male	72	28	38.8	61.2	7.14
American Indian or Alaska Native	*	0	0	100	N/A
Asian	*	0	0	100	N/A
Black or African American	10	*	*	*	*
Filipino	*	0	0	100	N/A
Hispanic or Latino	165	52	32.5	67.5	3.85
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	*	*	*	*	*
White	6	*	*	*	*
English Learners	46	16	35	65	0.0
Foster Youth	21	7	33	66	*
Homeless	*	*	*	*	*
Military	4	*	*	*	*
Socioeconomically Disadvantaged	144	47	32.6	67.4	0.0
Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	36	12	33	66	0.0

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	*	7.14	*	3.84	28.72	29.45

2021-22 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	59	14	23.7	76.3	7.14
Female	37	8	21.6	78.4	*
Male	22	6	27	73	*
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*
Black or African American	*	0	0	100	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	49	10	20.4	79.6	*
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	*	*	*	*	*
White	*	0	0	100	N/A
English Learners	13	4	30.7	69.3	*
Foster Youth	5	*	*	*	*
Homeless	*	0	0	100	N/A
Military	*	0	0	100	N/A
Socioeconomically Disadvantaged	34	10	29	61	*
Students Receiving Migrant Education Services	0	N/A	N/A	N/A	N/A
Students with Disabilities	9	*	*	*	*

2021-22 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.

2021-22 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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2020-21 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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	7	7	7	7	7

C. Engagement

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.

2022-23 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 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

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate	37.5	27.7	35.3	17.9	12.3	13.5	8.9	9.4	5.6
Graduation Rate	11.9	10.1	22.6	58.9	61.4	61.6	84.2	83.6	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	133	13	9.8%
Female	73	4	5.5%
Male	60	9	15.5%
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	*	*	*
Filipino	*	*	*
Hispanic or Latino	115	10	8.7%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	*	*	8
White	*	*	*
English Learners	38	4	10.5%
Foster Youth	21	1	4.8%
Homeless	23	3	13%
Socioeconomically Disadvantaged	129	13	10.1%
Students Receiving Migrant Education Services	*	*	*
Students with Disabilities	32	3	9.4%

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	517	517	471	91.1%
Female	291	291	267	91.8%
Male	221	221	199	90%
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Black or African American	24	24	23	95.8%
Filipino	*	*	*	*
Hispanic or Latino	453	453	409	90.3%
Native Hawaiian or Pacific Islander	*	*	*	*
Two or More Races	*	*	*	*
White	19	19	18	94.7%
English Learners	109	109	98	89.9%
Foster Youth	66	66	65	98.5%
Homeless	17	17	17	100%
Socioeconomically Disadvantaged	466	466	428	91.8%
Students Receiving Migrant Education Services	1	1	1	100%
Students with Disabilities	111	111	106	95.5%

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	1.28	2.45
Expulsions	0	.01	.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	.05	0	.05	0	.20	3.2
Expulsions	0	0	0	0	0	0

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	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

2022-23 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 15, 2022. The plan was reviewed with faculty and students. 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	8	0	0
Mathematics	33	8	0	0
Science	33	8	0	0
Social Science	33	8	0	0

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

2021-22 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	310

2021-22 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
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$12,303.79	$1,454.55	$10,849.24	$146,222.00
District	N/A	N/A	$7992.34	$125,166.66
Percent Difference - School Site and District	N/A	N/A	30.3	15.5
State	N/A	N/A	$16,881.00	$85,856.00
Percent Difference - School Site and State	N/A	N/A	-43.5	52.0

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	72,539.00	$52,478.00
Mid-Range Teacher Salary	96,390.00	$80,810.00
Highest Teacher Salary	139,316.00	$105,764.00
Average Principal Salary (Elementary)	N/A	$133,421.00
Average Principal Salary (Middle)	N/A	$138,594.00
Average Principal Salary (High)	$160,000.00	$153,392.00
Superintendent Salary	$357,870.00	$298,377.00
Percent of Budget for Teacher Salaries	15%	15%
Percent of Budget for Administrative Salaries	4%	4.97%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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 Studys, 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5