

# Opportunity Youth Academy

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, 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 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).

#### 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.

## About This School

### School Contact Information (School Year 2019-20)

Entity	Contact Information
<b>School Name</b>	Opportunity Youth Academy
<b>Street</b>	1290 Ridder Park Drive
<b>City, State, Zip</b>	San Jose, CA, 95131
<b>Phone Number</b>	4085733261
<b>Principal</b>	Phil Morales
<b>Email Address</b>	phil_morales@sccoe.org
<b>Website</b>	<a href="http://opportunityyouthacademy.org/">http://opportunityyouthacademy.org/</a>
<b>County-District-School (CDS) Code</b>	43 10439 0135087

Entity	Contact Information
<b>District Name</b>	Opportunity Youth Academy
<b>Phone Number</b>	(408) 453-6500
<b>Superintendent</b>	Mary Ann Dewan Ph.D.
<b>Email Address</b>	maryann_dewan@sccoe.org
<b>Website</b>	<a href="http://www.sccoe.org">http://www.sccoe.org</a>

## School Description and Mission Statement (School Year 2019-20)

Opportunity Youth Academy (OYA) strives to break the cycle of poverty by providing students who have dropped out of school or are otherwise disengaged from school, the opportunity to complete their high school education and become collage and career ready by simultaneously building transparent and supported pathways into and through post-secondary education.

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 is preparing students to be lifelong learners who are well-prepared to be contributing members of society.

OYA is currently located at six sites, within the boundaries of Santa Clara County. Facilities are large enough to provide space for inviting and engaging learning labs, small group activities, group projects, and work space for individual student/teacher meetings. Facilities also include access to meeting space for teaching staff to collaborate and conduct instructional business or to hold individual tutoring or meeting sessions with students. Some facilities may also provide space for child care. Upon opening in the fall of 2016, the initial locations of the school are:

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

OYA South County 7680 Monterey Road Suite 101 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

OYA Snell 3550 Snell Ave San Jose, CA 95136

### Student Enrollment by Grade Level (School Year 2018-19)

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
Ungraded Elementary	0
Grade 9	2
Grade 10	4
Grade 11	46
Grade 12	239
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>291</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	1
Asian	1.4
Filipino	0
Hispanic or Latino	86.6
Native Hawaiian or Pacific Islander	0.7
White	4.5
Two or More Races	0.7
Socioeconomically Disadvantaged	85.9
English Learners	28.9
Students with Disabilities	19.9
Foster Youth	7.6
Homeless	2.7

## 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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	8	9	10	10
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

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 (Most Recent Year)

Opportunity Youth Academy operates six classroom 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.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

#### Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	11	13	53	55	50	50
Mathematics (grades 3-8 and 11)	0	0	52	53	38	39

Note: 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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	54	45.76	54.24	13.21
Male	57	29	50.88	49.12	7.14
Female	61	25	40.98	59.02	20.00
Black or African American	11	5	45.45	54.55	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	97	47	48.45	51.55	13.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	103	46	44.66	55.34	15.22
English Learners	41	26	63.41	36.59	3.85
Students with Disabilities	34	16	47.06	52.94	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	45	38.14	61.86	0.00
Male	57	23	40.35	59.65	0.00
Female	61	22	36.07	63.93	0.00
Black or African American	11	4	36.36	63.64	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	97	39	40.21	59.79	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	103	39	37.86	62.14	0.00
English Learners	41	21	51.22	48.78	0.00
Students with Disabilities	34	13	38.24	61.76	0.00
Students Receiving Migrant Education Services	0	0	0	0	0

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### Career Technical Education Programs (School Year 2018-19)

OYA offers A-G curriculum and CTE pathways 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.

### Career Technical Education Participation (School Year 2018-19)

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

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0



### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	0	0	0
7	0	0	0
9	0	0	0

Note: 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.

## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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 Night each year to receive important information about our school program. In addition, parents and families are recruited to serve on the School Site Council and English Language Learner Committee and to participate in the yearly formation of the school's LCAP (Local Control Action Plan.)

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	0	42.6	89.1	36.1	27.1	49.3	9.7	9.1	9.6
Graduation Rate	0	9.8	10.2	19.4	45.8	45.3	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.0	0.0	0.3	3.1	2.9	2.3	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Opportunity Youth Academy maintains an up-to-date Comprehensive School Safety Plan that was approved by the Opportunity Youth Academy Board on October 10, 2019. The plan will be 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 at <http://opportunityyouthacademy.org/> and at each classroom site.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
<b>Academic Counselors*</b>	291.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0.3
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0

\*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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$37,600.93	\$3,240.33	\$34,360.60	\$138,487.36
District	N/A	N/A	\$34,360.60	\$138,487.36
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	0
Percent Difference - School Site and State	N/A	N/A	128.3	0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

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.

Career Labs are offered during the school year to senior students. Some skills taught at career labs are: the different ways people communicate, stepping outside comfort zone in order to allow growth, time management, taking initiative, and mock interviews. Employers come in and present on the opportunities their companies may have. If a student applies to that company the career lab facilitator will reach out to the company to ensure the student receives an interview. They also can earn a stipend for up to \$600.00 and earn 5 elective credits. Year Up partners with OYA in developing career labs. Students really enjoy this hands on and interactive course. This course is not only attractive due to stipend, interactivity, interview opportunities but also due to the ability to earn credits while having fun and learning. Out of the 23 participants who started the career lab- cohort on April 22nd 2019, 19 participants completed the cohort on May 10th 2019. Of those who did not have a job prior to starting Career Labs, 8 earned jobs upon completion of the program. Students earned jobs at: MOD Pizza, BJs, Specialties, and UPS. The data we have is dependent upon what participants, or advocates, shared back with us. In an effort to increase the number of known conversions to jobs, we have added the Application Workshop as a culminating experience for the Career Labs cohort.

Students also have access to a mental health therapist and academic tutors.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58,474	\$45,471
Mid-Range Teacher Salary	\$91,667	\$81,840
Highest Teacher Salary	\$112,317	\$102,065

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$0.00	\$0.00
Average Principal Salary (Middle)	\$0.00	\$0.00
Average Principal Salary (High)	\$137,020	\$128,660
Superintendent Salary	\$327,433	\$224,581
Percent of Budget for Teacher Salaries	%13.8	%36
Percent of Budget for Administrative Salaries	%4.3	%5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	0

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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, development of MTSS framework, and growth mindset.

Additional focus area was on implementing a blended learning environment. OYA implemented blended learning models that included meaningful and outcome-focused integration of mobile learning devices (including consideration of Bring Your Own Device capabilities), consolidation of IT systems for improved and sustainable technical support, and data dashboards to support decision-making for instructional staff.

Starting in the 2019-2020 school year the para-educators began training in Universal Design for Learning (UDL) which is an approach aimed at meeting the needs of every student in a classroom. “The purpose of UDL implementation is to create expert learners — learners who can assess their own learning needs, monitor their own progress, and regulate and sustain their interest, effort, and persistence during a learning task.”