

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

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

Rationale

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

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Local Reading Assessments	Renaissance STAR Reading Assessment Grade Equivalency 6.0	July-December 2021- Renaissance STAR Reading Assessment Grade Equivalency 6.7	Projected Grade Equivalency Reading is 9.0 on Renaissance STAR Reading Assessment.
	Local Math Assessments	Renaissance STAR Math Assessment Grade Equivalency 6.0	July-December 2021- Renaissance STAR Math Assessment Grade Equivalency 6.8	Projected Grade Equivalency Math is 9.0 on Renaissance STAR Reading Assessment.
	School Accountability Report Card (SARC) Williams Act Report Facilities Inventory Report	100% of OYA teachers are fully credentialed 100% of materials are compliant. All facilities maintain a FIT rating of good.	100% of OYA teachers are fully credentialed	100% of OYA teachers are fully credentialed 100% of materials are compliant. All facilities maintain a FIT rating of good.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			100% of materials are compliant. All facilities maintain a FIT rating of good - 6/24/2021	
	California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA)	Standard Met or Exceeded 13.21%	2020-21 ELA CAASPP Standard Met or Exceeded- 23.53%	Increase by 5% annually to meet Standard Met or Exceeded
	California Assessment of Student Performance and Progress (CAASPP) in Math	Standard Met or Exceeded 0.00%	2020-21 Math CAASPP Standard Met or Exceeded- 6.25%	Increase by 5% annually to meet Standard Met or Exceeded
	Student Credits Earned Annually	Percent of Long term students (one full academic year) who earn 30+ credits per year	In progress	Projected that 100% of long term students (one full academic year) earn at minimum 30 credits per year.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<p>SIATech Academic Core Curriculum</p> <p>This action provides the online core academic program that includes:</p> <ul style="list-style-type: none"> *Core academic curriculum to support a broad course of study including Career Technical Education courses *Requires highly qualified staff to guide and deliver instruction. HQ staff include: teachers, support staff, counselor, and administrators. *Requires computers and internet devices for students to access the online curriculum. 	Ongoing	No		LCFF \$385,000	\$385,000.00	\$82,285.75

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	*Requires clean and safe learning environments for teaching and learning.						
1.2	<p>Renaissance STAR Math and Reading Assessment Tool</p> <p>This action utilizes Math and Reading assessments and data from Renaissance STAR to help guide next steps for all students. Teachers use the data to help modify instruction with students in Math and English Language Art courses. On an annual and quarterly basis, teachers review data from Renaissance STAR. Teachers then meet to discuss the results in Professional Learning Communities, at quarterly teacher-parent-student meetings, and staff meetings.</p>	Ongoing	No		LCFF \$4,960 Other State	\$4,960.00	\$4,320
1.3	<p>Professional Learning Communities (PLC)</p> <p>This strategy supports professional learning communities for teachers to share content expertise and work collaboratively to develop Math and English lesson plans that provide congruence in teaching similar concepts across all OYA sites. PLCs also drive the blended learning model</p>	Ongoing	Yes		LCFF 0.00	\$0.00	\$0.00

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	<p>where students are engaged with both individual and collaborative learning opportunities. Teachers meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. PLCs tend to serve two broad purposes:</p> <ol style="list-style-type: none"> 1. Design Math and English lesson plans that engage students 1:1 and in small group instruction. 2. Discuss how to best support students with disabilities, English Learners, Foster Youth, and low income students. 						
1.4	<p>Individual Learning Plan Advisory (ILP) This action establishes a system for staff to track student progress toward graduation, review assessment results, grades, attendance, and overall academic performance. Students will also meet with the academic counselor and college/career liaison to discuss their status with credits and transition goals after graduation. A concentrated effort will be made to meet more regularly with students of disabilities, Foster Youth, low income students and</p>	Ongoing	Yes		LCFF 0.00	\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	English Learners because of their various challenges and experiences.						
1.5	Santa Clara County Office of Education: Differentiated Assistance and District Support Services Inter-Office Service Agreement Differentiated Assistance and District Support Team Provide training and support for OYA in Multi-Tiered System of Supports (MTSS), data display and use, and identify problems of practice and root cause analysis best on California School Dashboard results and state/local assessments.		No		Federal \$25,000	\$25,000.00	\$25,000

Goal 2

Increase the performance of English Learners

Rationale

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

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	English Language Learners Progress	Students showed 12.79% proficiency as indicated on the ELPAC.	2020-21 ELPAC 22.22% showed proficiency	20% of students will show growth at least one level of proficiency on the ELPAC
	Re-Classification of English Learners	Reclassification Rate 0%	Reclassification Rate 2020-21 Data Quest- 0% July-December 2021- 1 student reclassified	Reclassification rate of 1% annually
	Local Reading Assessments for English Learners	Renaissance STAR Reading Assessment Grade Equivalency 6.0	July-December 2021 Renaissance STAR Reading Assessment Grade Equivalency 6.7	Projected Grade Equivalency Reading is 9.0 on Renaissance STAR Reading Assessment.
	Local Math Assessments for English Learners	Renaissance STAR Math Assessment Grade Equivalency 6.0	July-December 2021 Renaissance STAR Math Assessment Grade Equivalency 6.8	Projected Grade Equivalency Math is 9.0 on Renaissance STAR Reading Assessment.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	ELLoquence Supplemental Curriculum This action provides online EL students access to a supplemental EL curriculum to improve student language development skills. A student placement test determines their appropriate reading level (Foundational Skills, Basic, Beginning, Intermediate or Advanced). English courses are assigned based on reading level and student needs.	Year 1	No		Federal \$9,000	\$9,000.00	\$0.00 **Funds reallocated to EDGE curriculum and training

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.2	Staff Professional Development in ESL/ELL This action provides teachers with professional development opportunities to enhance their knowledge in best practices and strategies for ESL/ELL classroom models.	Ongoing	No		Federal \$1,000	\$1,000.00	\$3,000
2.3	Additional Staff Support for English Learners This action increases additional time for staff to work with EL's within their core English classes and other subjects; develop what to differentiate instruction for students at various levels of English proficiency.	Ongoing	No	Federal \$1,735		\$1,735.00	\$4,158
2.4	Santa Clara County Office of Education: Inclusion Collaborative This action supports staff through professional development in the areas of blended learning strategies, Universal Design for Learning, differentiated instruction, and collaborative planning and problem solving. Professional development and training include: *Universal Design for Learning training and coaching for staff.	Ongoing	Yes		Federal \$6,000	\$6,000.00	\$6,000

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	*Differentiation strategies for teachers to use with ESL/ELL students. *Equity Playbook						

Goal 3

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

Rationale

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

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	# of students have a post-secondary plan	100 students	88 students have completed post-secondary transition plans Juniors: 27 Seniors:61	300 students will complete a post-secondary plan prior to graduation.
	# of students enrolled and completing dual enrollment or articulation	10 students completed a course at community college or trade school	4 students are dual enrolled	10 students annually will complete a course at a community college or trade school.
	% of students meet A-G eligibility	0% of students meet A-G eligibility	0% of students meet A-G eligibility	Offer A-G courses to eligible students
	% passing an Advanced Placement exam.	0% of students passing an Advanced Placement exam	0% test takers	Offer AP courses to eligible students
	% of early academic progress via CAASPP Grade 11	0% of students demonstrate college preparedness (EPA)	No Data Available	Grade 11 students will complete the Early Assessment Program at the end of CAASPP Math and English Language Arts.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	% participation in exit survey	0% of students	0% of students have completed an exit survey.	80% of students will complete an exit survey prior to graduation or end of the school year

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	College/Career Liaison Position This action leverages the College/Career Liaison to provide direct services to students in college and career consultation, assistance with college applications, financial aid/scholarship applications, college campus tours, and bridge students to counselors and/or advocates at post secondary institutions.	Ongoing	No	Federal \$101,632		\$101,632.00	\$52,875.76
3.2	Naviance This action fully implements Naviance's college and career online programs for all students; provide staff with tools to automate common tasks such as recommendation letters; provide staff information about college and careers that can be integrated into their curriculum; provide academic counselor and college/career liaison the foundational tools that support student academic and transition planning.	Ongoing	No		Federal \$7,325.02	\$7,325.02	\$7,325.02

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.3	<p>Year Up/Grads for Life Contract This action provides four cohorts of up to 20 students (up to 80 young adults total) in Career Labs Online, Year Up's professional skills training program equips students to build the competencies and mindsets needed to succeed in their careers. Through highly collaborative, cohort-based learning, Career Lab students not only learn key job skills, but they also gain the confidence and motivation that will help propel them to complete their educational program and succeed in the next stage in their careers. Upon completion of Career Labs, students will receive workplace credit from OYA, and a stipend for up to 40 hours of raining.</p>	Ongoing	No		Federal \$105,960	\$105,960.00	62,430
3.4	<p>ConnectED National Center for College and Career This action guides OYA staff in creating a Linked Learning College and Career program. Provide students with viable options for future success by giving them opportunities to enter into aligned college programs and gain a continuum of work-based</p>	Ongoing	No		Federal \$116,000	\$116,000.00	\$116,000

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	learning experiences all of which will leave them better positioned and prepared for success.						
3.5	San Jose Works Program This action is a work study program. Students will be working on courses in individual academic subjects, which include English Language Arts, Algebra I and II, Science, and History. Students can earn up to 5 academic credits within a 5-week period by completing 20 assignments per week (equaling 20 work-week hours). All courses being monitored and assessed for this period are core content courses, in addition to assigned San Jose Works job coaches assisting youth with financial literacy, work readiness, and job search assistance.	Ongoing	No		LCFF 0.00	\$0.00	\$0.00

Goal 4

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

Rationale

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

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	School attendance rates	Student attendance 70%	Student Attendance Rate Data Zone January 2022 YTD 48.01%	Increase student attendance by 10%
	High school dropout rates	Per Data Quest, 78.9% of senior cohort did not graduate or complete high school on time.	Per Data Quest (2020-21) 27.75 of senior cohort did not graduate or complete high school on time.	Decrease drop out rate by 25% annually to total 5% drop out rate for 2023-24
	High school graduation rates	Graduation rate as indicated in California Dashboard Alternative School Status is 29.7%	Graduation rate as indicated in California Dashboard Alternative School Status (DASS) 2020-21 is 46.7%	Increase graduation rate 20% annually to total 90% graduation rate for 2023-24
	Student suspension rates	The suspension rate 0.3% as indicated on the California Dashboard for Alternative School Status	Per Data Quest, 2020-21 suspension rate is 0	Maintain status of green regarding suspension rates as indicated on the California Dashboard for Alternative School Status
	California Health Kids Survey	Survey participation for spring 2020 is 10%	Survey participation for 2021 is 12%	Increase participation to 85% of eligible student completion of CHKS annually.
	Student, Staff, and Parent (LCAP) Survey	2020-21 LCAP Survey: 60 participated 55 students 3 staff 2 parents	2021-22 LCAP Survey- 45 participated 29 students 12 staff 4 parents	Increase participation to 100% annually.
	Increase parent participation in school events such as School Site Council Meetings.	Current level of participation is 1 to 2 parent attending School Site Council meetings.	Currently 1 parent attends School Site Council meetings.	Increase participation in parent meetings by 3 to 4 parents attending meetings.
	Increase parent participation in English Learner Advisory Council Meetings	Current level of participation is 1%.	Currently 1 parent participates in English Learner Advisory Council meetings.	Increase parent participation in English Learner Advisory Council meetings by 5%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<p>Therapy Travels Service Contract</p> <p>This action supports a full time Mental Health Therapist who will provide a multi-tiered level of mental health services and resources to staff, families, and students. A concentrated effort will be made to support students with special needs, Foster Youth, low income students and English Learners because of their various challenges and experiences.</p>	Ongoing	Yes		<p>LCFF \$183,156</p> <p>Federal \$14,894</p>	\$198,050.00	\$83,779
4.2	<p>Community and Parent Engagement</p> <p>This action will Improve community outreach and recruitment, including family and community engagement events at all OYA sites.</p>	Ongoing	No		Federal \$7,000	\$7,000.00	\$0.00
4.3	<p>Foster Youth Services Manager</p> <p>This action provides a Foster Youth Intake Manager who will collaborate with the Department of Child and Family Services (DCFS) for educational liaison support; researches, coordinates, and assesses educational progress in accordance with State mandates and district reform, and school</p>	Ongoing	Yes	LCFF \$89,232		\$89,232.00	\$24,779.88

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	development planning; provides technical and planning services for implementation of data-driven programs and projects; serves as a resource to program representatives for special assignments; conducts special studies and in-service training programs.						
4.4	Resource Link This action is a measurement tool, tracking system, and process to identify the barriers faced by students, especially students of special needs, Foster Youth, low income students and English Learners because of their various challenges and experiences. Conduct a student needs assessment at enrollment/orientation and connect students to appropriate resources, services, community organizations.	Ongoing	Yes	Other State	Federal \$23,919	\$23,919.00	\$0.00