

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2025-26

Date of Board Approval

June 18, 2026

LEA Name

Opportunity Youth Academy

CDS Code:

43104390135087

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development**. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Opportunity Youth Academy coordinates with the Educational Services Division (ESD) for state and local funding from the: (a) Local Control Funding Formula (LCFF) Base, Supplemental and Concentration allocations, (b) Special Education block grant funding from the SELPA, (c) Medicare, and (d) state lottery funds with federal Title I- IV funds to support student programming. Title I funds also support students experiencing homelessness engaged in ESD schools, and schools utilize funding to support: (a) parent and community engagement, (b) academic, mental health and wellness, and social/emotional outcomes (c) support for student engagement and school climate. Title II funds are centralized and used for staff training and team building. Title III funds support supplemental funding for the 30.3% of students identified as English Learners served by Opportunity Youth Academy and funds are allocated to school sites in conjunction with identified English Learner student enrollment. OYA also receives an allocation from Title IV as defined by student enrollment with goals to include: (a) a well-rounded educational program, (b) technology, and (c) positive conditions for learning. Comprehensive School Improvement (CSI) grant funds also support the implementation of ESD goals as defined in the Local Control Accountability Plan (LCAP). Per CSI allocations aligned to the December 2024 CA School Dashboard: Opportunity Youth Academy will receive CSI funding for 2025-26. Annual budget and planning processes at the site and district level include analyses of (a) the CA School Dashboard updates, (b) local data, and (c) partner engagement. The coordination of services as supplemented with state and federal funding enables the OYA to address the following LCAP Goals:

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

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

Goal Three: 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.

The rationale for utilizing federal funds to supplement LCAP goals provides for alignment of programming. While LCFF funds serve both core and supplemental programming, the use of Title I, II, III, and IV funds enable additional support for goals and student success. In particular, federal funds are used to provide supplemental support for: (a) professional development, (b) supplemental materials and technology aligned to college and career readiness and literacy, (c) support for positive school climate, (d) specific support for students who receive English language acquisition services above core programming, (e) support for tutoring, family engagement and education, and (f) student transition to include specialized support for students experiencing homelessness and students who receive foster services. The goal of the coordinated programming aligned to LCAP goals is to guide students toward: (a) academic readiness, (b) college and career readiness, (c) positive school attendance, (d) improved engagement, and (e) improved graduation rates. In addition, the goal of the coordinated programming is to engage parents and community partners strategically and to support the specialized needs of students served by the Opportunity Youth Academy.

Decisions related to use of federal funds are site based. Titles I, III, and IV are allocated to each CDS code and spending decisions are made by the School Site Council. Title II funding is centralized and used for leadership development trainings for staff. Budgeting decisions are made collectively by the School Site Council in regard to state and federal funding to include LCFF Supplemental and Concentration. In addition to root cause analysis and needs assessment related to the CA School Dashboard and state assessment data, decisions related to use of federal funds in alignment with state funds have been made based on: (a) local assessment data, (b) analysis of student attendance, learning and participation and (c) partner engagement protocols aligned to state and federal grants. State grants include: (a) Local Control Funding Formula Supplemental and Concentration grants, (b) the Art, Music and Instructional Materials grant, (c) The Arts and Music in Schools (AMS) Funding (d) the Expanded Learning Opportunities grant, (e) the Educator Effectiveness Grant, and (f) the A-G Acceleration Grant. School Site Councils and the LCAP District Advisory Team continue to outreach to parents and staff for input in planning for a coordinated plan of support for students and the (a) Special Education Local Plan Agency and (b) District English Learner Advisory Committee provide input and advisement on final plans and spending. Local bargaining units also weigh in on input sessions conducted at all schools in conjunction with the LCAP planning and all: (a) parents, (b) students, and (c) staff have opportunity for input through the Annual LCAP survey.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Opportunity Youth Academy coordinates with the Educational Services Division (ESD) of the Santa Clara County Office of Education (SCCOE) aligns the use of federal funds with state and local funds to support: (a) teaching and learning, (b) student engagement, (c) parent engagement, and (d) support for college and career readiness as defined in Local Control Accountability Plan (LCAP) goals and partner engagement sessions. Through analysis of: (a) the annual LCAP survey administered in Fall of 2024, (b) partner input meetings in Spring of 2025 (c) results of the CA School Dashboard release in Fall of 2024, and (d) analysis of student needs as defined through local surveys to include the 2025 CA Healthy Kids Survey, OYA was able to identify and define the following priorities for the 2025-26 school year.

1. Continue with professional development for the incorporation and use of technology based supplemental programs focused on literacy, core instruction, and credit recovery for all staff as evidence-based practices.
2. Continue with professional development to support delivery of a broad course of study for all students to include college and career readiness and programming, support for students who receive English language acquisition services, positive behavior interventions and supports, leadership practices, and literacy intervention instruction in math and reading and in providing differentiated supports for Students with Disabilities in an inclusive environment.
3. Continue professional development for educators regarding: (a) civic engagement, (b) environmental literacy, (c) ethnic studies, and (d) inclusion.
4. Increase parent engagement activities through a variety of sources and formats conducive to parent participation and language acquisition.
5. Increase parent engagement and inclusionary practices for all students through educational excursions, parent engagement events, etc.
6. Continue with extracurricular activities, community based programming career exploration fairs and speakers, field trips, and elective courses for students and families to supplement social emotional and academic growth of students.
7. Continue building out Career Technical Education pathways and experiences in Alternative Education.
8. Increase student attendance and graduation rates across the division.
9. Expand tools to support student acquisition of career and college readiness and career exploration.
10. Ensure that all student groups receive mental health/wellness, social/emotional and academic support to include students who receive English language acquisition services and Students with Disabilities.
11. Provide learning and social/emotional support for all students and families including students experiencing homelessness and students who receive English language acquisition services.
12. Provide intervention and enrichment courses and materials to engage students in literacy, math readiness, and school in general.

Title I Part A funds will be aligned with LCFF funds to support a quality educational program for students and will be used to support:

1. Ancillary staffing for: (a) college and career readiness and career pathways

Title II funds will be aligned with Local Control Funding Formula (LCFF) funds to provide staff training and professional development.

Title III funds will be aligned with LCFF funds to supplement programming for English Learners to include: (a) supplemental curriculum, (b) supplemental materials, (d) supplemental support for Long Term English Learners

Title IV funds will be aligned with LCFF funds to supplement: (a) social emotional support for students

CSI funding will provide research based strategies to address pathways to graduation per CSI plans as approved by School Site Councils.

Opportunity Youth Academy

1. College and Career Readiness
2. Professional Development
3. Student mental health and wellness

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Use of state eligibility guidelines for free and reduced-price meals and parent education level (no High School diploma).

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Opportunity Youth Academy utilizes the California Longitudinal Pupil Achievement Data System (CALPADS), Data Quest and the CA School Dashboard to gather data regarding student groups to include: (a) enrollment, (b) economic status, and (d) students to include: (a) Latinx, (b) African American, (c) Filipino, (d) American Indian/Alaskan Native, (e) Asian, (f) White and (g) multiple. In addition, a report is generated from Human Resources which outlines: (a) the certificated staff, (b) their years of experience, (c) credential information, (d) placement, (e) teaching assignment, and (f) disparities in placement. After the data is uploaded to CDE, CDE uploads the information to California Statewide Assignment Accountability System (CalSAAS) which in conjunction with the California Teacher Credentialing confirms teacher assignments and credential information and provides a Teaching Assignment Monitoring Outcome (TAMO). Teachers are identified who meet the CDE criteria for: (a) inexperienced, (b) ineffective, and (c) out of credential placement. Once the report becomes available the data is shared with the LEA, the LEA then share any disproportional information with partner groups aligned to the LCAP/SPSA process to include the ESD District LCAP Advisory and School Site Councils as the data becomes available. A root cause analysis is conducted as needed and discussion is held to meet the needs of the district as a part of the LCAP planning and budgeting process which includes budget items for Title I, III and IV and is conducted in Spring. LCFF base and general fund/block grant budgets are utilized to address discrepancies.

The latest TAMO report available is for the 2022-23 school year. Using CDE's Educator Equity Data Tables we can determine 2024-25 potential findings and disparities.

Findings and Disparities for 2025-26 School Year

Part One

Low Income Students and Teacher Status

*There are no teachers that meet the criterion for ineffective or mis-assigned.

*Within Opportunity Youth Academy there are not any teachers mis-assigned, or out of field. Per Ed Code 44865

"A valid teaching credential issued by the State Board or the Commission on Teacher Credentialing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications.. For Alternative Schools... Opportunity Schools."

2025-26 Low Income Status

% Low Income (as per CALPADS 1.17 report 2025-26)

Educational Services-53%

Opportunity Youth Academy- 80%

2025-26 Teacher Status

No teachers in Opportunity Youth Academy are inexperienced (less than two years in the position).

Part Two

Minority Students and Teacher Status

*There are no teachers that meet the criterion for ineffective or mis-assigned.

*Within Opportunity Youth Academy there are not any teachers mis-assigned, or out of field. Per Ed Code 44865

"A valid teaching credential issued by the State Board or the Commission on Teacher Credentialing, based on a bachelor's degree, student teaching, and special fitness to perform, shall be deemed qualifying for assignment as a teacher in the following assignments, provided that the assignment of a teacher to a position for which qualifications.. For Alternative Schools... Opportunity Schools."

Enrollment by Ethnicity Per CALPADS 1.3 Fall 2024

African American-3.9%

Asian-0.60%

Hispanic-87.39%

White-5.41%

Multiple- 1.80%

American Indian- less than 1%

Filipino- less than 1%

Missing- less than 1%

Information regarding teacher placement and support for low income and minority students is shared with the:(a) the District LCAP Committee,(b) the District English Learner Advisory Committee (DELAC) , and (c) the School Site Council.

DELAC meets in the fall semester and spring semester, and School Site Councils meet quarterly.

All district parents are invited to the meetings and are held through teleconferencing (Zoom). Translation services are provided. Parents are invited to each individual meeting through: (a) email, (b) posting meeting dates/times/zoom link in classrooms, and (c) parent calls by staff.

The LCAP District Advisory Committee is comprised of: (a) school site staff, (b) district administration, and (c) community partners and is held multiple times throughout the school year. Individuals are invited via email. Student data is provided at all meetings to include: (a) CA School Dashboard Indicators,(b) local and state assessment, and (c) teacher placement as a catalyst for discussion for budget planning for the upcoming year.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Opportunity Youth Academy recognizes that parents/guardians of our minor students are the first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. As such, OYA shall work with parents/guardians to be involved in school activities to include quarterly advisory meetings with teachers, school policy decision-making through School Site Council and advocacy roles. The school will engage in two-way communication with the families' primary language using various formats, including phone calls, email, and public postings on the OYA website. In partnership with the Santa Clara County Office of Education, parents and school staff have access to parent engagement events, workshops, resources, networks and policy updates.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Opportunity Youth Academy establishes an immediate connection with the parent/guardian by requiring their participation in an initial orientation and at the Teacher Meet & Greet to review the Independent Study Agreement. During each of these meetings various OYA staff interact with the parent/guardian to share important school information and enlist their support for parent engagement with specific invitations to attend School Site Council meetings. They are connected with OYA support staff such as the Navigators who connect with the parent to ensure basic family needs are met. These include, but are not limited to, housing, basic needs such as food, health insurance, infant care, transportation, and other non-specific needs. The Navigators then connect parents (and adult students) to organizations by ensuring the organization has connected with the family with a favorable outcome. All OYA staff support parents to ensure student success is achieved.

All meetings are held virtually and at times agreed upon by the parents as accessible. Interpretation is provided at all parent and public school meetings. The OYA College and Career Liaison provides four parent evenings throughout the school year focused on topics such as, "Supporting Your College Student" and "Financial Aid Options". The presentations are given by the College and Career Liaison in Spanish and English. Other languages are offered through an additional interpreter.

Parents are involved in developing policy and procedures through surveys, feedback sessions, participating in the School Site Council, attending OYA Board and Governance Council meetings.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

not applicable

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

not applicable

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The OYA Foster and Homeless Youth Manager provides services to include monitoring of student progress and as a liaison between other agencies involved in the success of the student. The manager along with the OYA Navigators ensure needs are identified and the student is quickly connected to programs. Chrombooks are provided to students to ensure immediate access to the online curriculum. Initial and mid-year housing surveys in addition to weekly check-ins by teachers, staff, and the Navigators allow for quick identification of students when their housing situations change and qualify them for additional support.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

not applicable

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Opportunity Youth Academy has established College and Career Access Pathways (CCAP) agreement with one of the local college districts. The College and Career Liaison works with the local college district's Dean of Academic Success and Student Equity to identify courses within the pathways to be offered each semester. The College and Career Liaison then delivers the information to students through 1:1 meetings, classroom information sessions, flyers, and posting information on the OYA website. The liaison supports students by aiding in the registration process, offering a college campus tour, contacting students bi-weekly as they attend the college course, provides parent nights on "How to Support Your College Student" and "Financial Aid Options," supporting teachers as they support students, and collaborate with the OYA Work-Based Learning Coordinator on internships and apprentice programs that connect students to industry careers.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Opportunity Youth Academy classrooms are geographically separated by as much as 40 miles. It is for this reason each classroom is to be equipped with a physical library. Currently students have access to the public library and their digital books. Classroom staff support students in signing them up for a library card which allows students access to a number of services to include hotspots, tutoring, leadership programs, and their online and physical libraries. All OYA classroom iPads have the free citly library application loaded and available for student use.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OYA will provide instruction designed specifically for individual English learners to develop their listening, speaking, reading, and writing skills in English. Delivery of instruction is to be done face-to-face with students individually or in small groups in-person or via teleconferencing when appropriate. Teachers utilize a separate English Language Development (ELD) curriculum to target the four domains with focus placed on low scoring domains. The County Office of Education ELD Coordinator meets monthly with teachers to support and aid in tracking student progress throughout the year and ensure teachers and staff are trained in facilitating the English Language Proficiency Assessments for California (ELPAC). The ELD Coordinator also meets bi-monthly with the principal to review program implementation, assessments, and future planning.

Local reading assessments are done three times per year to identify students to be reclassified. Focus is placed on long-term English learners to increase opportunities to support remediation and learning lab opportunities and to language students where they are at in their English language development.

Provide support for standards-based instruction in the area of English Language Development. Both OYA and SCLIS team members will collaborate and maintain close communication regarding the outcomes and deliverables of the professional learning activities for English Learners and Long-Term English Learners. This work is supportive of building capacity in the learning environment for positive achievement of all students through providing instructional expertise, enabling collaboration, and fostering engagement of all stakeholders.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A Santa Clara County Office of Education Board Policy supports immigrant children and families both academically and social emotionally. Immigrant families who are identified upon enrollment through the Home Language Survey process and enrollment will be status indicated in the student management system. Students will be provided extra support as needed both academically and social emotionally. Title I money is set aside for unhoused families who may be immigrants and other funds are set aside for families in need of: (a) school supplies, (b) clothing, or (c) transportation.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

not applicable

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Monitoring and support is a part of the Master Plan for English Learners (EL). High level data is pulled to support the progress of students who receive English language acquisition services and is shared division wide with directors and principals. This includes CAASPP and CAA data which is differentiated by student group and length of time in EL programs. In addition, performance data is shared annually with all staff when ELPAC scores are released. Local assessment data is broken down by students who receive English language acquisition services status when shared with staff in updates. District wide monitoring of students who receive English language acquisition services occurs multiple times per year. Data is pulled for students identified as EL and RFEP to include state and local assessment data, grades, and attendance. The data is shared with principals who work with staff to support students. In addition, reclassification occurs three times per year and data is reviewed at this time. Due to the unique educational history of students in court and community and re-engagement programs, frequent analysis of local assessment scores is given to staff. This includes data regarding students who receive English language acquisition services as well as other students.

Principals and directors are held accountable to ensure progress of students who receive English language acquisition services in meeting goals. This includes responsibility for ensuring high quality instruction is occurring in the classroom for students who receive English language acquisition services as designated and integrated ELD strategies are employed and that data is shared appropriately with staff. The Directors are responsible for ensuring high quality professional development supports the instruction of students who receive English language acquisition services and the Manager of Implementation and Compliance is responsible to ensure that student data is: (a) pulled, (b) disseminated, and (c) shared with staff in a systemic manner. Progress data is also shared with parents and staff at: (a) DELAC meetings, (b) English Learner Advisory Committee meetings, (c) District LCAP meetings, and (d) LCAP Parent Advisory meetings. This includes: (a) state assessments, (b) local assessment data, (c) reclassification data, and (d) special data regarding long term students who receive English language acquisition services and their status. Special Education also shares performance data during IEP updates and the team is accountable to parents regarding student performance.

Assessment Technicians and teachers administer the ELPAC and local assessments. Training regarding assessments is given to ensure test conditions are positive and students understand the reason for the test and perform at their optimal ability.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Opportunity Youth Academy will utilize Title IV funds to provide support for safe and healthy students to support needs as aligned with LCAP goals. OYA will partner with successful outside entities to support mental and social-emotional health for identified students. These partners have a history of providing quality services for students.

Safe and Healthy Opportunities

Program Evaluation

OYA completes program evaluation in conjunction with the LCAP annual processes and utilizes the CA School Dashboard and state test scores as well as local measures to include monitoring of attendance and student discipline as well as local reading and math assessments. Parent engagement is monitored locally through attendance at meetings and outreach events. Student attendance is monitored weekly, and benchmark assessments are submitted locally each quarter or semester, depending on the program. Funding allocations are aligned with state allocations on October 1 of each year and based on enrollment numbers from CALPADS report 1.17.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022