



# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Benchmark Exams in Reading and Math  <b>19-20</b> Students will demonstrate one or more years of growth in Reading. Students will demonstrate one or more years in Math.  <b>Baseline</b> Students assessed at 6th grade levels in Math and Reading will demonstrate one or more years of growth in reading and math.	Average Grade Equivalent in Math is 6.5 for fall 2019 Average Grade Equivalent in Read is 6.4 for fall 2019  No Renaissance STAR Reading and Math assessments were given in Spring 2020 due to the COVID 19 pandemic.
<b>Metric/Indicator</b> CAASPP in Math and English Language Arts (ELA)  <b>19-20</b> Due to the pandemic, California Assessment of Student Performance and Progress (CAASPP) testing was canceled in	Due to the pandemic, California Assessment of Student Performance and Progress (CAASPP) testing was canceled in 2019-20, and as a result there are no official results for 2019-20.  However, based on ELA CAASPP scores from 2018-19, 13.21% of students met or exceeded proficiency in ELA standards. That is

Expected	Actual
<p>2019-20, and as a result there are no official results for 2019-20.</p> <p><b>Baseline</b> Students will demonstrate 5% growth in all indicators on the CAASPP ELA and math exams.</p> <p>Students with disabilities will increase by 50% participation in CAASPP ELA and Math.</p>	<p>an overall gain of 3% from the 2017-18 ELA proficiency rates on the California Assessment of Student Performance and Progress (CAASPP). Additionally, the CAASPP ELA data shows positive growth within our Hispanic or Latino student group from 10% in 2018 to 13% in 2019 in the percentage of students scoring at standard met or standard exceeded.</p> <p>In Math, non of the students tested scored at or above standard in 2017-18 and 4.44% scored proficient 2018-19.</p>
<p><b>Metric/Indicator</b> High School Graduation Rate</p> <p><b>19-20</b> 29.7%</p> <p><b>Baseline</b> Opportunity Youth Academy's graduation rate will increase by 20% per year ( for example, the graduation rate would be 30.7% at the completion of the 2019-20 school year, 50% in 2020-2021, and 70% in 2021-2022).</p>	<p>Opportunity Youth Academy's student population can be described as fluid. This fluid nature of our student population and how students are placed within their grade level has resulted in a very low California Dashboard indicator for graduation rate. In December of 2018, OYA changed how it placed students at grade level. Students are now placed in a grade level based upon credits earned and not age.</p> <p>As a result, the graduation rate in 2018 was 33.8% an increase of 8.1% as indicated on the California Dashboard indicator for graduation rate. However, due to circumstances related to the pandemic there was a decrease in the 2019-2020 graduation rate by 4.1% as indicated on the California Dashboard indicator.</p>
<p><b>Metric/Indicator</b> School Attendance Rates (work production) OYA is a Independent Study Blended Learning Model</p> <p><b>19-20</b> Student attendance was 70%</p> <p><b>Baseline</b> Average Daily Attendance (ADA) will be 80% for entire school.</p>	<p>School attendance rate maintained at 70% during the 2019-20 school year. This rate slightly decrease to 66% during the pandemic as students transitioned to distance learning. In May of 2020-21 the attendance rate is at 71%.</p>
<p><b>Metric/Indicator</b> Degree to which teachers are appropriately assigned and credentialed in subject areas</p>	<p>100%</p>

Expected	Actual
<p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100% of our teachers are appropriately assigned and credentialed in subject areas.</p>	<p>All Opportunity Youth Academy teachers have earned credentials in both Special Education and General Education. Teachers are appropriately assigned.</p>
<p><b>Metric/Indicator</b> All students have sufficient access to standards-aligned instructional materials.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> All students have sufficient access to standards-aligned instructional materials.</p>	<p>100%</p> <p>Every OYA student has access to standards-aligned instructional materials that are updated and refined on an ongoing basis.</p>
<p><b>Metric/Indicator</b> All facilities are maintained in good repair.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> All facilities are maintained in good repair.</p>	<p>100%</p> <p>Six geographically different locations make up OYA's classroom locations throughout Santa Clara County. These are regularly called school sites. These school sites are well maintained and are in good repair.</p>
<p><b>Metric/Indicator</b> OYA students will continue to have access to, and will be enrolled in, all required areas of study.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> OYA students will continue to have access to, and will be enrolled in, all required areas of study.</p>	<p>100%</p> <p>Opportunity Youth Academy provides students an online curriculum and materials provided by SIATech. The SIATech Curriculum is accessed through a learning management system called Schoology. Students are enrolled in Schoology and access the core content as well as electives on this platform.</p>
<p><b>Metric/Indicator</b> % of students met A-G</p> <p><b>19-20</b> 0%</p>	<p>0%</p> <p>All of Opportunity Youth Academy's core content courses contain core academic courses that are University of California (UC)/California State University (CSU) a-g certified, and</p>

Expected	Actual
<p><b>Baseline</b> OYA students are eligible to enroll and take A-G courses</p>	<p>Opportunity Youth Academy offers courses that meet all of the UC/CSU a-g requirements, demonstrating the rigor of courses and our belief in all of our students' ability to become college and career ready.</p>
<p><b>Metric/Indicator</b> English Learners Progress on ELPAC</p> <p><b>19-20</b> Due to the pandemic, English Language Proficiency Assessments for California (ELPAC) testing was canceled in 2019-2020, and as a result there are no official English Language Proficiency Assessments for California (ELPAC) results for 2019-2020.</p> <p><b>Baseline</b> EL progress toward English Proficiency will be evidenced by scores increasing on English Language Proficiency tests (CELDT). English Language Proficiency Assessments for California (ELPAC) will be replacing CELDT. Further clarification from CDE will be needed.</p>	<p>Due to the pandemic, English Language Proficiency Assessments for California (ELPAC) testing was canceled in 2019-2020, and as a result there are no official English Language Proficiency Assessments for California (ELPAC) results for 2019-2020.</p> <p>However, analysis of ELPAC scores from 2018 and 2019 reveal 47.07% of students are making progress and 45.04% made progress at least one level of proficiency. The scores also indicate a 12.97% growth in Well Developed, an increase from the 2017-18 assessment.</p>
<p><b>Metric/Indicator</b> Increase reclassification rate by redeveloping reclassification tool, criteria, and the use of local measures as student needs are more acute than traditional EL students in traditional school settings.</p> <p><b>19-20</b> Zero</p> <p><b>Baseline</b> Increase reclassification rate by redeveloping reclassification tool, criteria, and the use of local measures as student needs are more acute than traditional EL students in traditional school settings.</p>	<p>Zero</p> <p>Despite student increased progress on the ELPAC, we recognize that reclassification of EL students remains at zero. This is because students are not meeting all the criteria for reclassification, which includes ELPAC scores of Level 4 (well developed), scoring proficient or above on the English Language Arts CAASPP assessment, or scoring proficient or above on the Renaissance STAR Reading assessment.</p>
<p><b>Metric/Indicator</b> % of students taking Advancement Placement courses</p>	<p>0%</p>

Expected	Actual
<p><b>19-20</b> 0%</p> <p><b>Baseline</b> OYA students are eligible to enroll and take AP courses</p>	<p>Opportunity Youth Academy will support students who are eligible to take AP courses.</p>
<p><b>Metric/Indicator</b> High School Dropout Rates</p> <p><b>19-20</b> 78.9%</p> <p><b>Baseline</b> 78.9% of senior cohort that did not graduate or complete high school. A cohort is determined by students who have at least 175 credits.</p>	<p>Per Data Quest data for 2019-20, the drop out rate is 78.9% of senior cohort that did not graduate or complete high school. A cohort is determined by students who have at least 175 credits.</p>
<p><b>Metric/Indicator</b> % of students successfully completing A-G courses</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> % of students successfully completing A-G courses</p>	<p>0%</p> <p>Opportunity Youth Academy will support students wishing to complete A-G courses.</p>
<p><b>Metric/Indicator</b> % of students passing Advanced Placement exams</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> % of students passing Advanced Placement exams</p>	<p>0%</p> <p>Opportunity Youth Academy will support students wishing to take Advanced Placement exams.</p>
<p><b>Metric/Indicator</b> % of students demonstrating college preparedness on the Early Assessment Program (EAP)</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b></p>	<p>0%</p> <p>Opportunity Youth Academy does not anticipate many students completing the Early Assessment Program.</p>

Expected	Actual
% of students demonstrating college preparedness on the Early Assessment Program (EAP)	
<b>Metric/Indicator</b> Middle School Drop Out Rates <b>19-20</b> This metric/indicator does not apply to Opportunity Youth Academy. <b>Baseline</b> Middle School Drop Out Rates	This metric/indicator does not apply to Opportunity Youth Academy. Opportunity Youth Academy services students 16-24 years old who have been disengaged from high school.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SIATech Curriculum and professional development to support blended learning strategies.	5800: Professional/Consulting Services And Operating Expenditures LCFF \$400,000 5800: Professional/Consulting Services And Operating Expenditures Title I \$32,343	5800: Professional/Consulting Services And Operating Expenditures LCFF \$464,049 5800: Professional/Consulting Services And Operating Expenditures Title I \$0.00
Continue online access to ELLoquence curriculum for ELL students. Include professional development opportunities for teachers focused on in-class and online support strategies.	5800: Professional/Consulting Services And Operating Expenditures Title I \$30,000	5800: Professional/Consulting Services And Operating Expenditures Title I \$13,130
Enhance the knowledge and skills of staff with professional development, coaching and technical assistance in Multi-Tiered System of Support, differentiated instruction, co-teaching and collaborative planning & problem solving.	5800: Professional/Consulting Services And Operating Expenditures Title I \$40,000 5800: Professional/Consulting Services And Operating Expenditures MTSS Grant \$25,000 5800: Professional/Consulting Services And Operating Expenditures CSI Funding \$55,311	5800: Professional/Consulting Services And Operating Expenditures Title I \$40,000 5800: Professional/Consulting Services And Operating Expenditures MTSS Grant \$27,070 5800: Professional/Consulting Services And Operating Expenditures CSI Funding \$55,311



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Create an intercession and after school schedule for teachers and students with disabilities to review targeted Math and ELA concepts and procedures. Funds used for extra pay, materials and supplies, and student incentives.	5800: Professional/Consulting Services And Operating Expenditures Title I \$10,000	5800: Professional/Consulting Services And Operating Expenditures Title I \$0.00

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for actions and services related to Goal 1 were utilized for the purpose in which they were set aside. While the school shifted to online learning in the spring of 2020, action steps were able to be implemented in a virtual format, with exception of intercession and after school support. Teachers provided virtual support through distance learning during the school day.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The onset of COVID-19 and the suspension of in-person instruction, posed significant challenges to the continuation of actions as planned. All energy & efforts were quickly diverted to device distribution, identifying which families lacked reliable internet services, and providing teachers & staff with fundamental skills to support distance learning. Administering Renaissance STAR assessments, California Assessment of Student Performance and Progress (CAASPP), and English Language Proficiency Assessments for California (ELPAC) were not feasible nor a priority at the end of June. Therefore, we were not able to utilize assessment results to determine student growth as planned. However, analysis of ELPAC scores from 2018 and 2019 reveal 47.07% of students are making progress and 45.04% made progress at least one level of proficiency. The scores also indicate a 12.97% growth in Well Developed, an increase from the 2017-18 assessment. Additionally, ELA CAASPP scores from 2018-19 show 13.21% of students met or exceeded proficiency in ELA standards. That is an overall gain of 3% from the 2017-18 ELA proficiency rates on the California Assessment of Student Performance and Progress (CAASPP). The SBAC ELA data also shows a positive growth within our Hispanic or Latino student group from 10% in 2018 to 13% in 2019 in the percentage of students scoring at standard met or standard exceeded. The graduation rate in 2018 was 33.8% an increase of 8.1% as indicated on the California Dashboard indicator for graduation rate. However, due to circumstances related to the pandemic there was a decrease in the 2019-2020 graduation rate by 4.1% as indicated on the California Dashboard indicator.



## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Student transition plans to post-secondary Pathways. <b>19-20</b> 35 of 232 seniors. (15%) <b>Baseline</b> 80% of Seniors will have completed a transition plan two weeks prior to graduating from Opportunity Youth Academy (December 19, June 2020)	35 of 232 (15%) seniors completed a transition plan prior to graduating from Opportunity Youth Academy.  Opportunity Youth Academy uses planning tools in Naviance, a college and career readiness software, to help prepare students for post secondary transition.
<b>Metric/Indicator</b> Students will take a Success Assessment to identify student needs and barriers that limits their growth and access to education. <b>19-20</b> 75 students completed the Success Assessment <b>Baseline</b> All student 9th and 10th grades will take the Success Assessment in 2019-2020	75 students completed the Success Assessment

Expected	Actual
<p><b>Metric/Indicator</b> OYA students enrolled in CTE courses, job training programs, and/or dual enrollment in a community college course.</p> <p><b>19-20</b> 25 students enrolled in CTE courses, non completed a CTE program 112 students completed Career Labs 27 students completed an internship with San Jose Works Program 20 Dual enrollment in community college or trade school</p> <p><b>Baseline</b> 20% of Students successfully completing CTE programs, job training program, and/or dual enrollment in a community college course</p>	<p>25 students enrolled in CTE courses, non completed a CTE program 112 students completed Career Labs 27 students completed an internship with San Jose Works Program 20 Dual enrollment in community college or trade school</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students will participate in career and college exploration, create post-secondary transition plans, college visits, strength inventory assessments, resumes, career inventory surveys, and apply to community colleges or trade schools.	5800: Professional/Consulting Services And Operating Expenditures Title I \$7,325	5800: Professional/Consulting Services And Operating Expenditures Title I \$7,325
College Liaison will support students to create post-secondary transition plans, arrange college site visits, create access to apprenticeship and internship opportunities, and provide guidance to students in college and career exploration activities.	2000-2999: Classified Personnel Salaries Title I \$94,078	2000-2999: Classified Personnel Salaries Title I \$94,437
Coordinate with staff the implementation of the Back On Track Model.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Year Up – Career Labs is a 40-hour career prep course that is designed for youth and young adults to master key employability skills such as communication, team work, problem-solving, time management, and career readiness (resumes, interview skills, networking).</p> <p>After completion, students will participate in regular check-ins with Navigators and College Liaison to assess current or potential obstacles that interfere with post-secondary transitions and develop needed contingency plans.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures CSI Funding \$70,000</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Title I \$122,367</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for actions and services related to Goal 2 were utilized for the purpose in which they were set aside. While the school shifted to online learning in the spring of 2020, action steps were able to be implemented in a virtual format.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This indicator on the California Schools dashboard shows a need to increase OYA's student college and career readiness. As such, we shifted from a credit recovery high school completion program to a college and career going culture. Students now have access to a number of college and career readiness events, opportunities, and support services. A College Liaison provides direct services to students such as college and career consultations, assistance with college applications, financial aid/scholarship application forms, college campus tours, and bridging students to counselors at the respected college. The College Liaison tracks the number of students that have had consultations, applied to college, submitted financial aid forms, registered for classes, and the completion of first and second semesters once they are accepted and attending.

OYA utilizes Naviance for all students. Naviance is a college and career readiness software that has implemented within OYA's curriculum for all students schoolwide. Students are able to explore different career pathways, create resumes, research colleges, plan their academic courses, and learn more about their personal strengths. This is done by a number of assessments built in such as the Strengths Finder Assessment. The Strengths Finder Assessment provides students with information about their Social and Emotional

Learning styles and helps students identify their career and college major interests. They are given Career Clusters to explore on Naviance to learn more about the different careers that are accessible to them.

OYA's development of Linked Learning College and Career Pathways (ICT and Health). Linked Learning Pathways move a school's traditional alternative school program of study into a program of study aligned with best practices around getting graduates college and career ready. This will allow OYA to provide its students with viable options for future success by giving them opportunities to enter into aligned college programs and gain a continuum of work-based learning experiences all of which will leave them better positioned and prepped for success.

OYA has made it a central focus to support students with completing college applications, financial aid and scholarship applications, and connect students with counselors at their respective community colleges and trade schools. The results of this work helped 51 students successfully enroll in community college and trade schools in Santa Clara County.

Through partnerships with Year Up-Career Labs and San Jose Work-Study Program students were provided the opportunity to participate in industry trainings and certifications, college and career pathway options, internships, and job training. Both programs, have served 127 OYA students with job skills training; help students earn credits toward graduation, and connect students to employment opportunities.

## Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Student Survey <b>19-20</b> Survey not administered <b>Baseline</b> 100% of OYA students will take the Student Survey	Student survey was not administered in 2019-20 and 2020-21. The survey will be refined in conjunction with transition planning for students and will be a metric for the 2021-22 school year.
<b>Metric/Indicator</b> Student suspension rates <b>19-20</b> 0.3% Green indicator on California Dashboard <b>Baseline</b> The suspension rate 0.3% as indicated on the California Dashboard	Maintained status of green regarding suspension rates as indicated on the California Dashboard.
<b>Metric/Indicator</b> Chronic Absenteeism Rate	Chronic Absenteeism rate is not reported on the California Dashboard.

Expected	Actual
<b>19-20</b> Chronic Absenteeism rate is not reported on the California Dashboard.  <b>Baseline</b> Chronic Absenteeism rate is not reported on the California Dashboard.	
<b>Metric/Indicator</b> Student expulsion rates  <b>19-20</b> Expulsion rate remains at 0.0%  <b>Baseline</b> Students expulsion rate remain at zero.	Expulsion rate remains at 0.0%
<b>Metric/Indicator</b> Efforts to seek parent input and parent participation  <b>19-20</b> At meetings held for parents, at least 1 parent will be in attendance.  <b>Baseline</b> Current level of participation is 1 to 2 parents attending SSC and ELAC meetings	Level of participation during school events and parents meeting did not increase.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professionally trained tutors from Bay Area Tutoring Association will develop and implement parent empowerment workshops, test prep, one to one and group tutoring services. Within the one to one and group tutoring services students will receive pre and post assessment exams and other evaluative measures that gauge student learning styles, reaching all student populations.	5800: Professional/Consulting Services And Operating Expenditures Title I \$50,000  5800: Professional/Consulting Services And Operating Expenditures CSI Funding \$30,000	5800: Professional/Consulting Services And Operating Expenditures Title I \$50,000  5800: Professional/Consulting Services And Operating Expenditures CSI Funding \$30,000

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
25 tutors assigned to six OYA sites, twice a week, and scheduled weekends.		
A mental health therapist will be available to provide individual and/or small group therapy. The mental health therapist will also provide staff professional development trauma informed care.	5800: Professional/Consulting Services And Operating Expenditures Title I \$140,000	5800: Professional/Consulting Services And Operating Expenditures Title I \$117,152
Improve community outreach and recruitment, including Family Nights and Community Engagement events at all sites.	5800: Professional/Consulting Services And Operating Expenditures Title I \$15,000	5800: Professional/Consulting Services And Operating Expenditures Title I \$0.00

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted for actions and services related to Goal 3 were utilized for the purpose in which they were set aside. While the school shifted to distance learning in the spring of 2020, there were some actions that shifted to a virtual model and others did not and were not utilized. Title I funds were utilized to support mental health services for students, families, and staff. Therapist hours were increased for additional outreach and support to students and families. Comprehensive School Improvement and Title I funds were utilized for parent workshops, test prep, and one to one or group tutoring services.

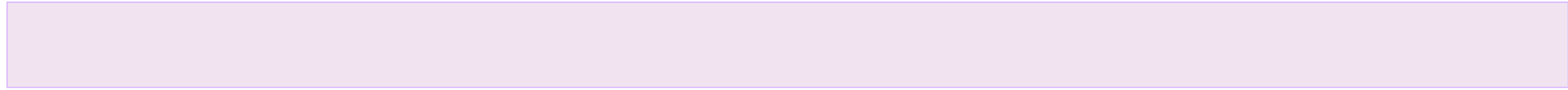
The funds for community outreach and recruitment set aside for action 3.3 were not utilized as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Students and families experienced significant and various forms of trauma this school year. The mental health therapist was able to intervene at critical moments to ensure students and families remained safe both mentally and physically. Staff was provided professional development in areas of mental health and social emotional topics which supported staff to ensure positive learning environments while in a distance learning model.

Parent engagement and student and parent outreach and activities were limited with the onset of COVID19. However, contact with families and students via Zoom was successful but the depth of engagement did not have the impact it would have with face to face offerings.





# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
College and Career Liaison supports students with post-secondary transition plans, arrange college site visits, create access to apprenticeship and internship opportunities, and provide guidance to students in college and career exploration activities.	95,716	95,716	Yes
Safety Equipment and Personal Protective Equipment for staff and students (e.g. masks, gloves, face shields, portable plexiglass barriers)	5,000	5,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for in-person instruction.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Students and staff experienced success in transitioning to in-person instruction. Staff participated in professional development in order to implement best practices in utilizing technology as a learning tool. Students became well versed in using their Chromebooks. The Chromebooks have been an asset for Opportunity Youth Academy, as students had a personal devices to complete online assignments and check in with their teachers. The challenges in implementing distance learning for the 2020-2021 school year were largely situational, due to the COVID-19 pandemic.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Chromebooks and hot spots. Technology equipment for students to access digital resources and online curriculum.	30,063	31,732	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for distance learning instruction.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### Continuity of Instruction:

students were able to continue with their instruction as teachers offered the educational program in a distance learning model. A major success was the professional development for teachers on how to use Zoom and Google Classrooms as virtual classrooms and the professional development offered to para-educators which included Universal Design for Learning certifications. Professional Development also included best practices while teaching in a virtual environment.

### Access to Devices and Connectivity:

Accessibility of devices and connectivity resulted in continuity of instruction. Deployment of Chromebooks and hotspots, allowed OYA students immediate and sustained access to curriculum and school staff.

### Pupil Participation and Progress:

The availability of access to the online learning management system and live instruction via Zoom and/or Google Classrooms were instrumental in student achieving a high level of sustainable engagement. A major success was the increased engagement by students who had previously been challenged by drop in model. Challenges have included engagement of students who learn best in a physical classroom with a teacher or support personnel. Returning to the classroom eased some of the challenges. Attendance during the live teleconferencing sessions tended to be higher than average.

#### Distance Learning Professional Development:

Throughout the year staff engaged in professional development focused on content delivery and best practices for sustaining a distance learning model. The professional development consisted of training in best practices for teaching in a virtual environment, Universal Design for Learning, and social emotional strategies for students impacted by trauma.

#### Staff Roles and Responsibilities:

Staff adapted to their roles and responsibilities this year, as there was a need to be flexible based on student needs. Staff maintained delivering content virtually. OYA curriculum is all online.

#### Support for Pupils with Unique Needs:

Students were supported by their Specialized Academic Instruction teacher. All efforts made and strategies used this year by OYA directly supported students with Individualized Learning Plans and English Language Learners.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Chromebooks and hot spots. Technology equipment for students to access digital resources and online curriculum.	30,063	31,732	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for pupil learning loss.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Students and families received Chromebooks and hotspots to access courses online. School Navigators were able to assist students with housing, employment, and food. Efforts to address pupil learning loss for students was a focused effort by OYA staff to monitor student credits and progress in distance learning. Administration and school navigators monitored student engagement and attendance. School counselor monitored credit completion and progress toward graduation. The major challenges in addressing learning loss were finding resources for students for food, housing, and employment. These barriers contributed to students not able to complete credits and graduate on time. A positive is staff meet each week to discuss student progress, plan, and problem solve how to support students.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Mental Health Therapist offered professional development this year to staff, in order to address the mental health and social and emotional well-being of students and their families in the 2020-2021 school year. Some of the professional development topics offered are: Trauma Informed Environment, Mindfulness, Reducing Stress and Anxiety, Yoga. Mental Health Therapist always provided direct service to students, parents, and staff. Weekly virtual forums were offered with topics related to coordinating and accessing mental health and mental and physical wellness..

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Student and family contact was achieved through phone calls, email, and teleconferencing. Teachers and para-educators had weekly contact with students to answer questions, offer technical support with student equipment, and gather information on potential family or student needs. Challenges did arise for some students who needed food, housing, and employment. In these situations, Navigators connected students and families to food banks, Bill Wilson services, and sought out employment opportunities for students. Food distribution was made available twice a month at OYA Snell for all OYA students and their families. Although most students had a computer and internet services within their home, we found that students shared the computer with other family members and internet services were not very reliable. As a result, school laptops and hotspots were given to students.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Meal service was not initially provided for students. Students and their families were notified via phone and email of their local district or community organization meal service locations and hours. Eventually, food distribution was set up twice a month at OYA Snell for all OYA families.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Two Mental Health Therapists, who are licensed clinicians, will provide multi-tiered level of mental health services and resources to staff, families, and students.	160,654	160,654	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and budgeted expenditures for additional actions and plan requirements.

Mental Health Therapist offered professional development this year to staff, in order to address the mental health and social and emotional well-being of students and their families in the 2020-2021 school year. Some of the professional development topics offered are: Trauma Informed Environment, Mindfulness, Reducing Stress and Anxiety, Yoga. Mental Health Therapist always provided direct service to students, parents, and staff. Weekly virtual forums were offered with topics related to coordinating and accessing mental health and mental and physical wellness..

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Students and families experienced significant levels of trauma this past year which required support from our teachers, para-educators, counselor, navigators, and mental health therapists in the form of virtual one-to-one student support sessions, small group student sessions, and continual staff professional development. Professional development will continue in the areas of trauma informed care, mental health, and social emotional learning. Laptops, internet hotspots, and a robust online learning management system allowed students and families to be connected to the learning environment and allowed students an opportunity to continue their learning. Student access to laptops, WIFI hotspots, and the online learning management system for in-home use will remain a priority.



An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Learning loss occurred during the pandemic as it took time not only for students to receive technology devices and transition to virtual learning but for teachers to become accustomed to teaching virtually. Students with unique needs continue to have challenges with online learning. Professional development in the area of differentiation and modification specific to the content and delivery model will continue to be a priority. Student skill levels will be assessed using Renaissance Star math and reading assessments given and reviewed quarterly. Staff will be trained in use of Universal Design for Learning strategies to support English Learners and students with special needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The actions and services identified to increase and improve services were implemented as planned.

# **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Opportunity Youth Academy completed a thorough analysis on student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan. The data has been presented to stakeholder groups and feedback has been received in order to inform the development of the 21-22 through 23-24 LCAP. Staff, students, and parents completed a LCAP survey in which their priorities for the upcoming year and these have been included in the development of actions in the upcoming year.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.





## Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	999,057.00	1,020,841.00
CSI Funding	155,311.00	85,311.00
LCFF	400,000.00	464,049.00
MTSS Grant	25,000.00	27,070.00
Title I	418,746.00	444,411.00
	15,000.00	15,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	999,057.00	1,020,841.00
2000-2999: Classified Personnel Salaries	94,078.00	94,437.00
5800: Professional/Consulting Services And Operating Expenditures	904,979.00	926,404.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	999,057.00	1,020,841.00
2000-2999: Classified Personnel Salaries	Title I	94,078.00	94,437.00
5800: Professional/Consulting Services And Operating Expenditures	CSI Funding	155,311.00	85,311.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	400,000.00	464,049.00
5800: Professional/Consulting Services And Operating Expenditures	MTSS Grant	25,000.00	27,070.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	324,668.00	349,974.00
		15,000.00	0.00
		215,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	592,654.00	599,560.00
Goal 2	171,403.00	224,129.00
Goal 3	235,000.00	197,152.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$100,716.00	\$100,716.00
Distance Learning Program	\$30,063.00	\$31,732.00
Pupil Learning Loss	\$30,063.00	\$31,732.00
Additional Actions and Plan Requirements	\$160,654.00	\$160,654.00
All Expenditures in Learning Continuity and Attendance Plan	\$321,496.00	\$324,834.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$100,716.00	\$100,716.00
Distance Learning Program	\$30,063.00	\$31,732.00
Pupil Learning Loss	\$30,063.00	\$31,732.00
Additional Actions and Plan Requirements	\$160,654.00	\$160,654.00
All Expenditures in Learning Continuity and Attendance Plan	\$321,496.00	\$324,834.00