

Opportunity Youth Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Opportunity Youth Academy
Street	1290 Ridder Park Drive
City, State, Zip	San Jose, CA 95131
Phone Number	4085733264
Principal	Dr. Katherine Everett
Email Address	Keverett@sccoe.org
School Website	https://www.sccoe.org/oya/Pages/default.aspx
Grade Span	
County-District-School (CDS) Code	43104390135087

2025-26 District Contact Information

District Name	Opportunity Youth Academy
Phone Number	(408) 573-3261
Superintendent	Dr. David M. Toston, Sr.
Email Address	DToston@sccoe.org
District Website	http://www.sccoe.org

2025-26 School Description and Mission Statement

Opportunity Youth Academy (OYA) is a dependent charter school of the Santa Clara County Office of Education. OYA provides educational services for students of ages 16 to 24, who have not yet obtained a high school diploma due to a lack of success in other educational settings. The lack of success can be for a variety of reasons to include, but not limited to, social, economic, emotional, and justice involved. The charter petition was renewed by the Santa Clara County Board of Education for five years to June 30, 2026 with an additional year awarded due to COVID for a renewal date of June 30, 2027.

Opportunity Youth Academy sites are designed as small, individualized, and relevant to today's workforce needs. OYA uses a competency-based approach. Students can enroll in OYA when the student is ready, not just in the fall when traditional schools are ready. Support staff creates an Individualized Learning Plan, based on student's needs, interests, and academic history that charts an accelerated path to graduation and beyond. No time is wasted, and every student can advance as rapidly as possible. Students stay engaged using an individualized, online curriculum and with the support of Navigators, a College Liaison, and Coordinator of Work-Based-Learning]. Students don't have to wait for June to graduate and can complete the program when they have met all the requirements for graduation.

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

OYA South County 8750 Hirasaki Court, Gilroy, CA 95020 - Gilroy Unified School District

OYA Washington 921 S. First Street, Suite B San Jose, CA 95110 - San Jose Unified School District

OYA Parkmoor 1540 Parkmoor Avenue, San Jose, CA 95128 - Milpitas Unified School District

OYA ConXion Temporarily housed at 3550 Snell Avenue San Jose, CA 95136 - East Side Union High School District

2025-26 School Description and Mission Statement

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	33
Grade 10	40
Grade 11	93
Grade 12	117
Total Enrollment	283

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	49.8
Non-Binary	0.7
American Indian or Alaska Native	0.4
Asian	1.4
Black or African American	3.9
Filipino	0.7
Hispanic or Latino	85.9
Two or More Races	1.1
White	6.7
English Learners	23
Foster Youth	3.5
Homeless	11.3
Socioeconomically Disadvantaged	76.7
Students with Disabilities	23

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	5.1	51.05	367	57.38	234405.2	84
Intern Credential Holders Properly Assigned	0	0	61.9	9.68	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	133.4	20.86	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.7	27.63	32.7	5.11	11953.1	4.28
Unknown/Incomplete/NA	2.1	21.22	44.5	6.97	15831.9	5.67
Total Teaching Positions	9.9	100	639.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.8	38.5	327.3	57	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	46.3	8.07	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	98.6	17.18	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.1	61.4	37.8	6.59	11746.9	4.23
Unknown/Incomplete/NA	0	0	64.1	11.16	14303.8	5.15
Total Teaching Positions	10	100	574.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.2	100	335.7	59.93	230039.4	100
Intern Credential Holders Properly Assigned	0	0	37.2	6.65	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	123.1	21.97	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	27.9	4.99	12112.8	4.34
Unknown/Incomplete/NA	0	0	36.1	6.46	13705.8	4.91
Total Teaching Positions	11.2	100	560.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.70	6.1	0
Total Out-of-Field Teachers	2.70	6.1	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

July 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Imagine Learning Edgenuity curriculum in reading/language arts	0.0 %
Mathematics	Imagine Learning Edgenuity curriculum in mathematics	0.0 %
Science	Imagine Learning Edgenuity curriculum in science	0.0 %
History-Social Science	Imagine Learning Edgenuity curriculum in history/social science	0.0 %
Foreign Language	Imagine Learning Edgenuity curriculum in Spanish	0.0 %
Health	Imagine Learning Edgenuity curriculum in health	0.0 %
Visual and Performing Arts	Imagine Learning Edgenuity curriculum in visual arts	0.0 %

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

School Facility Conditions and Planned Improvements

Opportunity Youth Academy operates five sites that are leased within larger facilities or office buildings. The interiors of the classrooms are maintained by the Santa Clara County Office of Education according to the Santa Clara County Office of Education guidelines for safety, cleanliness and adequacy. The exteriors of the classrooms and the buildings are maintained by the Building Manager or Owner according to the Santa Clara County guidelines and codes for safety, cleanliness and adequacy. FIT reports were taken for each of the school sites as follows: (So County Annex 8/5/2025 , ConXion 7/7/25, the Hub 7/7/2025, Washington on 7/7/25, and Snell on 7/22/25.) South County Annex received a good rating in electricity but an overall rating of good. All other sites received good ratings across all categories and overall ratings of exemplary.

Year and month of the most recent FIT report

August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Toilet running	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	15	15	47	47	47	48
Mathematics (grades 3-8 and 11)	1	5	43	46	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	122	102	83.61	16.39	14.71
Female	63	53	84.13	15.87	18.87
Male	59	49	83.05	16.95	10.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	107	87	81.31	18.69	16.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	34	29	85.29	14.71	6.90
Foster Youth	--	--	--	--	--
Homeless	25	22	88.00	12.00	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	99	83	83.84	16.16	13.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	22	75.86	24.14	4.55

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	122	100	81.97	18.03	5.00
Female	64	52	81.25	18.75	3.85
Male	58	48	82.76	17.24	6.25
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	107	85	79.44	20.56	5.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	29	87.88	12.12	10.34
Foster Youth	--	--	--	--	--
Homeless	25	22	88.00	12.00	0.00
Military	--	--	--	--	--

Socioeconomically Disadvantaged	98	81	82.65	17.35	4.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	20	66.67	33.33	15.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	10.2	2.44	0	8.64	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	46	41	89.13	10.87	2.44
Female	21	20	95.24	4.76	5.00
Male	25	21	84.00	16.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	39	35	89.74	10.26	2.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	32	88.89	11.11	3.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

OYA offers A-G curriculum to better prepare students for post- secondary college and career choices. OYA offers CTE courses in a number of fields. These one-semester courses are intended as a practical guide to help familiarize students with the professional skills required in the workplace. These courses offer an overview of the field. Students explore career paths and the required training for high education courses. Students also have access to career explorations courses. Each unit within the course contains multiple lessons and activities written to CTE and Common Core State Standards. The courses cover essential topics such as Work Ethic, Teamwork, Problem Solving, Employability Skills, and Communication Skills.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	60%	66.6%	66.6%	66.6%	66.6%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents and families are invited to learn about Opportunity Youth Academy and the services we provide. Parents and families receive ongoing communication from their student's teachers and are invited to family engagement events each year to receive important information about our school program. In addition, parents and families are recruited to serve on the School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee and Governance Council

2025-26 Opportunities for Parental Involvement

Committee, and to participate in the formation of the Local Control Accountability Plan (LCAP) and School Plan Student Achievement (SPSA).

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	26.6	27.8	22	12.3	14.9	12.6	8.2	8.9	8
Graduation Rate	22.8	21.1	32.6	62.3	58.5	64.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acqrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	132	43	32.6
Female	51	18	35.3
Male	81	25	30.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	115	40	34.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	45	13	28.9
Foster Youth	--	--	--
Homeless	30	6	20.0
Socioeconomically Disadvantaged	122	38	31.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	47	11	23.4

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acqrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	575	486	372	76.5
Female	290	247	197	79.8
Male	283	237	173	73.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	21	19	14	73.7
Filipino	--	--	--	--
Hispanic or Latino	501	419	324	77.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	31	30	25	83.3
English Learners	149	124	88	71.0
Foster Youth	19	15	14	93.3
Homeless	99	72	65	90.3
Socioeconomically Disadvantaged	470	397	311	78.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	131	111	88	79.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	1.31	1.44	1.34	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.01	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Opportunity Youth Academy maintains an up-to-date Comprehensive School Safety Plan that was approved by the Opportunity Youth Academy Board on January 23, 2025. The plan was approved by the Opportunity Youth Academy School Site Council on January 15, 2025, and reviewed by school staff. The plan was shared with students and parents through email and via link in the student single sign-on portal. Key elements of the plan include classroom safety, child abuse reporting procedures, disaster preparedness, emergency evacuations, discrimination, harassment, intimidation, bullying, hate crimes, toxic substances, and other topics. Opportunity Youth Academy's Comprehensive School Safety Plan is available on the Opportunity Youth Academy website and at each classroom site. The revised plan will be going to the board in January 2026 and will include the new requirements procedures for cardiac arrest, Procedures for Notification of Immigration Enforcement Officers presence.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	25	0	0
Mathematics	2	16	0	0
Science	3	14	0	0
Social Science	3	32	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	376

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,397	\$1,436	\$15,961	244279
District	N/A	N/A	\$99,039	202818.14
Percent Difference - School Site and District	N/A	N/A	-144.5	18.5
State	N/A	N/A	\$11,146.18	
Percent Difference - School Site and State	N/A	N/A	35.5	52.4

Fiscal Year 2024-25 Types of Services Funded

Opportunity Youth Academy (OYA) offers students a blended learning program of in-person and online credit accrual and recovery options. The individualized support of teachers, counselors, education navigators, college liaison and access to the services of SCCOE partners from community-based organizations is the hallmark of this unique program. The focus of OYA is to ensure that students leave the program with a high school diploma, and a path to postgraduate college or career. The OYA college liaison and academic counselor regularly provide career and college information to all students through online notices, in-person meetings, or group sessions. Students have the full support of their case managers/assigned teachers, academic counselor, college liaison, coordinator work-based learning and the administration in helping them make decisions for their futures.

OYA staff and community educational partners have collaborated to deepen their understanding of the guiding principles and core components of high-quality college and career readiness pathways, while assembling a dedicated team to collaboratively design plans that establish a system of pathways tailored to their unique context. Types of services funded focus on developing a continuum of work-learning experiences (i.e. informational interviews, job shadowing experiences, and internships), College Liaison position, Career Launch, and dual credit community college courses all focused on industry sector themes.

A full time Mental Health Therapist provides multi-level mental health services and resources to staff, families, and students. A concentrated effort is made to support students with special needs, Foster Youth, low-income student and English Leaners because of their various challenges.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$96,401	\$46,017
Mid-Range Teacher Salary	\$128,486.60	\$103,713
Highest Teacher Salary	\$185,169	\$161,420
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$158,440.92	
Superintendent Salary		
Percent of Budget for Teacher Salaries	67%	
Percent of Budget for Administrative Salaries	12%	

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0
Where there are student course enrollments of at least one student.	

Professional Development

OYA teachers are provided professional development opportunities geared toward individual experiences as well as site experiences which provide growth to the staff member(s). Through a service contract with Imagine Learning, OYA staff participate in educator development programs where staff are supported at every stage in their careers. Imagine Learning and the OYA administration developed a high-quality professional development plan through regular content-specific professional development and collaborative trainings for teachers and staff to include onsite trainings, virtual meetings, capacity-building courses, webinars, and technology training in individual or group settings. Some professional development focus areas include

Professional Development

understanding the college and career opportunities, Professional Learning Communities, goal setting,

Inter-Office Service Agreements with the Santa Clara County Office of Education's Inclusion Collaborative provide staff with professional development in differentiated instruction, collaborative planning, and problem-solving. Additional agreements with the Santa Clara County Office of Education's School Climate, Leadership & Instructional Services focuses on building teacher capacity to develop and instruct in English Language Development, English Language Arts, Ethnic Studies, State Seal of Civic Engagement, and Environmental Studies. These efforts support collaborative structures, coach collaborative practices, and reinforce integrated, wrap-around approaches among site team members and relevant industry partners.

OYA will continue its collaboration with San Jose City College to develop and implement robust college and career pathways. This partnership aims to transition OYA's traditional alternative school program into a modern, best-practice-aligned program of study that prepares graduates for college and career success. By offering students opportunities to enroll in aligned college programs and participate in a continuum of work-based learning experiences, OYA ensures its students are better equipped and positioned for long-term success in their educational and professional endeavors.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5