

Local Control Accountability Plan and Annual Update



2017-18

Submitted for Hearing on June 12, 2017
Approved by the Opportunity Youth Academy Board
on June 20, 2017

The Opportunity Youth Academy's Local Control
Accountability Plan (LCAP) & Annual Update provide
details regarding actions and expenditures to support
pupil outcomes & overall performance pursuant to
Education Code Sections 52060, 52066, 47605,
47605.5, and 47606.5

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

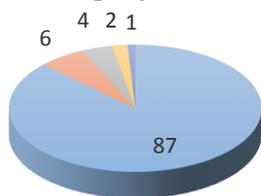
LEA Name	Opportunity Youth Academy Charter School		
Contact Name and Title	Steve Olmos, Ed.D. Chief Schools Officer	Email and Phone	Steve_Olmos@sccoe.org 408-453-6560

2017-20 Plan Summary

THE STORY

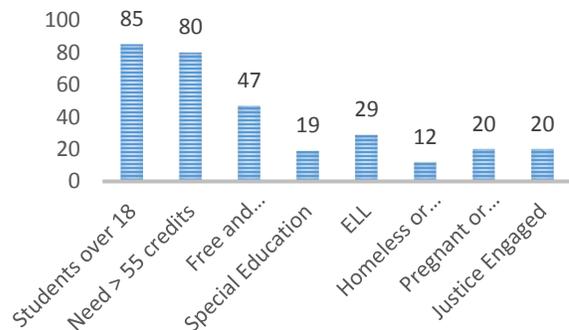
Opportunity Youth Academy, chartered by the Santa Clara County Board of Education as a countywide benefit charter in August 2016, is designed to serve opportunity youth and disengaged youth ages 16-24 in Santa Clara County. OYA currently operates five classroom sites across Santa Clara County, serving approximately 200 youth. OYA's population is highly mobile, and in all, OYA staff see approximately 400 students per year. Disengaged youth are adolescents and young adults who are out of school or have missed graduating with their high school cohort. Opportunity youth become disengaged from school for multiple reasons, including instability in family life, income, housing, or employment. For opportunity youth, these issues are often compounded by pregnancy or parenting, homelessness, justice engagement or placement into the foster care system.

Student Demographics 2016-2017



- Latino 87%
- White 6%
- Black 4%
- Laotian and Vietnamese 2%
- American Indian 1%

STUDENT CHARACTERISTICS
% OF OYA STUDENTS



OYA offers its students an online curriculum in a blended learning environment, and students have access to A-G, grade-level curriculum in all content areas and a variety of electives. OYA's curriculum is aligned with state standards, rich with reading, writing and critical thinking activities, and integrates science labs and small group instruction.

LCAP HIGHLIGHTS

Opportunity Youth Academy worked with staff, parents and students to prepare the guiding goals for the 2017-18 LCAP:

- **Goal 1** - All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement. *3 Actions/Services*
- **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. *3 Actions/Services*
- **Goal 3** - In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe. *3 Actions/Services*

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Opportunity Youth Academy is in its first year of operation and has limited baseline data. However, OYA has made progress during 2016-2017 at four of OYA's five sites, increasing enrollment and increasing the number of students served by the program. In 2016-17, OYA enrolled almost 400 students and has maintained a stable population of approximately 200 students. OYA also granted more than 65 high school diplomas in 2016-17.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

80% of OYA's students are over 18 and need more than 55 credits to graduate. The average student enters OYA with a sixth grade level equivalency in math and reading, based on the results from the first administration of OYA's benchmark exam in math and reading (Renaissance STAR). The average student needs one or more full years of schooling to earn his/her high school diploma and has a full life including work and family. OYA needs to be supportive and flexible in meeting students' needs. This includes keeping the school sites open during evenings and having readily available curriculum and interventions differentiated for a variety of learning needs and academic levels.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

OYA will receive its first round of state performance results from the SBAC in summer 2017.

However, based on the results from the first administration of OYA's benchmark exam in math and reading (Renaissance STAR), OYA will implement a full intervention curriculum in 2017-18 in math and reading to address learning gaps.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

OYA’s curriculum is primarily available online. Many OYA students do not have access to computers and internet at their residences. For this reason, OYA is committed to providing technology to students. In 2017-18, OYA will purchase a large number of laptops and internet devices and create a distribution process so that OYA students will have continual access to technology at home and at school.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$3,483,918
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$581,000

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The Opportunity Youth Academy Charter (OYA) resides in Fund 01, CSSF, for the Santa Clara County Office of Education, (SCCOE). The OYA LCAP is a stand-alone LCAP. All other general fund budgeted expenditures are noted in the LCAP for the SCCOE. The difference of the total general fund budget expenditures for the OYA LCAP year and the total funds budgeted for planned actions/services to meet the goals in the LCAP for LCAP year 2017-18 is \$2,902,918. The amount not included in the LCAP is: 1) OYA other operating expenditures of \$2,778,758; and 2) OYA other Title I expenditures of \$124,160.

\$1,749,990

Total Projected LCFF Revenues for LCAP Year

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Opportunity Youth Academy Team Meeting: The entire staff of Opportunity Youth Academy meets bi-monthly to discuss school business and refine the school programs. The OYA staff completed a needs assessment of OYA at the Team Meeting on January 13, 2016. The results of the needs assessment were used to create the 2017-18 LCAP for OYA. The LCAP actions and services, as well as all budget expenditures were reviewed and approved at the OYA Team Meeting on May 26, 2016.

Opportunity Youth Academy School Site Council: The OYA School Site Council is comprised of OYA staff, parents and students, and meets monthly during the school year. The OYA School Site Council completed a needs assessment focusing on improving the school program for English Language Learners and for all students who will benefit from the Title I funds that OYA will receive in 2017-18. The LCAP actions and services, as well as all budget expenditures were reviewed and approved at the OYA School Site Council meeting on May 26, 2016.

Parent and Community LCAP Leadership Committee: SCCOE formed an LCAP Leadership Committee. This group met four times during the 2016-17 school year to review the LCAP (December 5, 2016; February 13, 2017; March 20, 2017; and May 1, 2017). The committee was composed of parents, certificated staff, community members, principals, central office administrators, and other staff members.

LCAP Advisory Team: SCCOE formed an LCAP Advisory Team and this group met 18 times throughout the 2016-17 school year to assist with providing input and framing discussions on the LCAP for the Parent and Community LCAP Leadership Committee (September 19, 2016; September 26, 2016; November 10, 2016; December 1 & 7, 2016; January 17 & 26, 2017; February 8 & 15, 2017; March 1, 9, 15 & 23, 2017; April 17 & 24, 2017; May 17 & 31, 2017; and June 15, 2017).

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The needs assessment for the LCAP involved a variety of stakeholders including certificated and classified staff members, administrators, and parents within meetings held at SCCOE and throughout Santa Clara County from December of 2016 through May of 2017. Principals and central office administrators reviewed the LCAP during monthly LCAP leadership meetings from December 2016 through May 2017. During the meetings, the administrators incorporated the quantitative and qualitative data to assist in prioritizing the action items based on the data and budget expenditures. Through the engagement of the cycle of inquiry, the leadership team was able to refine and select goals for the 2017-18 LCAP cycle.

Discussions held during LCAP Leadership Team and LCAP Advisory Team meetings emphasized goals for the Student Services Department and OYA to implement in the upcoming school year. Three main pillars were discussed and incorporated within the 2017-18 LCAP. The themes captured during the discussions pertained to ongoing staff development on evidence-based practices, increasing student achievement, and increasing parent engagement.

The Opportunity Youth Academy School Site Council and the Opportunity Youth Academy Team Meetings designed the actions/services and budget for the OYA LCAP. Parents and students were engaged through OYA School Site Council Meetings, English Learner Advisory Committee (ELAC) meetings, and site open houses.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

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 X 1 X 2 3 X 4 X 5 6 X 7 X 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

The OYA community, including staff, students and parents, have identified targeted staff professional development, curriculum to address the needs of English language learners, and an intervention program for students one or more years behind grade level in reading and math as three main areas to be addressed that will increase student achievement levels and create a more rigorous, relevant and engaging instruction aligned to 21st century skills.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) many of the state metrics will not apply.				
Renaissance STAR Benchmark Exam in Math and Reading	Students at 6 th grade levels in Math and Reading (Renaissance STAR)	Students will demonstrate one or more years of growth in reading and math during 2017-		

		18 (as measured by Renaissance STAR test given every three months).		
CAASPP ELA and Math	TBD (results arrive in summer 2017)	Students will demonstrate 5% growth in all indicators on the CAASPP ELA and math exams.		
Academic Performance Index	Determine the Academic Performance Index (API) when the California Department of Education (CDE) sets targets in 2017-18 and or further clarification is provided.	Determine the Academic Performance Index (API) when the California Department of Education (CDE) sets targets in 2017-18 and or further clarification is provided.		
High School Graduation Rates	A 1-year graduation rate will be used as our metric. Students who have 40 or less credits left to complete will be identified as Seniors. This group will determine our graduation rate. We will analyze our 2016-17 students to determine our graduation rate.	The graduation rate will improve by 5% from 2016-17 to 2017-18.		
High School Dropout Rates	TBD Due to the fluid and transient nature of our student population (disengaged 16-24 year olds) who have not been enrolled in school for extended periods of time, it will be difficult for OYA to have year over year data to show student high school dropout rates.	TBD Due to the fluid and transient nature of our student population (disengaged 16-24 year olds) who have not been enrolled in school for extended periods of time, it will be difficult for OYA to have year over year data to show student high school dropout rates.		
Credit Accrual	An average of credits earned by all students during the 2016-17 school year will form our baseline.	Credit accrual rates will improve by 5% from 2016-17 to 2017-18.		
School Attendance Rates (work production) OYA is an Independent Study	ADA attendance based on work production was 50% across all OYA sites in 2016-17.	ADA attendance based on work production will improve to 66% across all OYA sites in 2017-18.		

Blended Learning Model				
School Attendance	Students will be tracked by number of hours attended per week at OYA sites.	Attendance at OYA sites will increase by 10%.		
Degree to which teachers are appropriately assigned and credentialed in subject areas.	100% of our teachers are appropriately assigned and credentialed in subject areas.	100% of our teachers are appropriately assigned and credentialed in subject areas.		
Degree to which students have sufficient access to standards-aligned instructional materials.	All students have sufficient access to standards-aligned instructional materials.	All students have sufficient access to standards-aligned instructional materials.		
Degree to which school facilities are maintained in good repair.	All facilities are maintained in good repair.	All facilities are maintained in good repair.		
Implementation of content and performance standards for all students, including EL.	OYA has implemented content and performance standards for all students, including EL.	OYA will continue to implement content and performance standards for all students, including EL.		
Programs and services enable ELs to access core and ELD standards.	OYA has programs and services that enable ELs to access core and ELD standards.	OYA will continue to provide programs and services that enable ELs to access core and ELD standards.		
Student access and enrollment in all required areas of study.	OYA students have access to, and are enrolled in, all required areas of study.	OYA students will continue to have access to, and will be enrolled in, all required areas of study.		
% of students successfully completing A-G courses	OYA students are eligible to enroll and take A-G courses via SIATech curriculum. Due to the nature of our program, enrolling disengaged youth 16-24 years old who	OYA students are eligible to enroll and take A-G courses via SIATech curriculum. Due to the nature of our program, enrolling disengaged youth 16-24 years old who		

	want a high school diploma, we did not have any students on an A-G track.	want a high school diploma, we do not anticipate to have any students on an A-G track.		
English Language Learners Progress Due to the nature of our student population (disengaged 16-24 year olds) in OYA being transient in nature it will be difficult for OYA to have year over year data to show individual student progress.	EL progress toward English Proficiency will be evidenced by scores increasing on English Language Proficiency tests (CELDT).	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.		
English Language Learner Reclassification	In 2016-17, 0 students were reclassified.	In 2017-18, 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.		
% of students passing Advanced Placement exams	OYA students are eligible to enroll and take AP courses via SIATech curriculum. Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) we did not have any students enrolled in AP courses.	OYA students are eligible to enroll and take AP courses via SIATech curriculum. Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) we do not anticipate having any students enrolling in AP courses.		
% of students demonstrating college preparedness on the Early Assessment Program (EAP)	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) we did not have any students complete the EAP.	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) we do not anticipate many students completing the EAP.		

Middle School Drop Out Rates	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.		
------------------------------	--	--	--	--

Action **1.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income		
	<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide <input type="checkbox"/> Unduplicated Student Group(s)	OR <input type="checkbox"/> Limited to
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Develop ongoing professional development for SIATech curriculum in all subject areas.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

LCFF Revenue: \$290,000
(for SIATech curriculum licenses including 5 days of PD)
Title I funds: \$32,301

Source

LCFF Supplemental and Concentration
Lottery funds
Title I funds

Budget Reference

Object code 4300
Object code 4200
Object code 5000

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **1.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Develop an ELL curriculum for use with SIATech curriculum and/or purchase in intervention software and include professional development for teachers.

2017-18

2018-19

2019-20

Amount

\$30,000

Amount

Amount

Source

Title I funds

Source

Source

Budget Reference

Object code 4300
Object code 4200
Object code 5000

Budget Reference

Budget Reference

Action **1.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Develop or purchase an accessible supplemental curriculum for students who are multiple grade levels behind in math and reading, and include professional development for teachers on how to differentiate SIATech curriculum.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount: \$30,000

Source: Title I funds

Budget Reference: Object code 4300
Object code 4200
Object code 5000

2018-19

Amount: []

Source: []

Budget Reference: []

2019-20

Amount: []

Source: []

Budget Reference: []

New Modified Unchanged

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 X 1 X 2 3 X 4 5 6 X 7 X 8
COE 9 10
LOCAL _____

Identified Need

The OYA community, including staff, students and parents, have identified targeted student computers and internet connectivity, tutoring and student transportation as three main areas to be addressed that will help students succeed at OYA and leave prepared for a successful transition to college and/or career.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) many of the	[]	[]	[]	[]

state metrics will not apply.				
Renaissance STAR Benchmark Exam in Math and Reading	Students at 6 th grade levels in Math and Reading (Renaissance STAR)	Students will demonstrate one or more years of growth in reading and math during 2017-18 (as measured by Renaissance STAR test given every three months).		
CAASPP ELA and Math	TBD (results arrive in summer 2017)	Students will demonstrate 5% growth in all indicators on the CAASPP ELA and math exams.		
High School Graduation Rates	A 1 year graduation rate will be used as our metric. Students who have 40 or less credits left to complete will be identified as Seniors. This group will determine our graduation rate. We will analyze our 2016-17 students to determine our graduation rate.	The graduation rate will improve by 5% from 2016-17 to 2017-18.		
School Attendance Rates (work production) OYA is an Independent Study Blended Learning Model	ADA attendance based on work production was 50% across all OYA sites in 2016-17.	ADA attendance based on work production will improve to 66% across all OYA sites in 2017-18.		
School Attendance	Students will be tracked by number of hours attended per week at OYA sites.	Attendance at OYA sites will increase by 10%.		
Community College Entrance Exam	OYA will develop a program for students to take Entrance Exam.	100% of graduating students will take Entrance Exam.		
Post-Secondary Education Plan	OYA will develop a Post-Secondary Education Plan for all students within 60 credits of graduating.	100% of students within 60 credits of graduating will have a Post-Secondary Education Plan.		
% of students successfully completing A-G	OYA students are eligible to enroll and take A-G courses via SIATech curriculum.	OYA students are eligible to enroll and take A-G courses via SIATech curriculum.		

courses	<p>Due to the nature of our program, enrolling disengaged youth 16-24 years old who want a high school diploma, we did not have any students on an A-G track.</p>	<p>Due to the nature of our program, enrolling disengaged youth 16-24 years old who want a high school diploma, we do not anticipate to have any students on an A-G track.</p>		
<p>% of students successfully completing CTE programs of study</p>	<p>OYA students can enroll in CTE courses via SIATech curriculum. Students can also take courses at the Tech Shop. SIATech also provides services through a Career Pathways grant. Students are exposed to career awareness activities in the format of career assessments, readiness/research and exploration. The approach includes: Access to an onsite SIATech career advisor, Career interest surveys and exploration for all students immediately upon enrollment, Frequently scheduled field trips and campus visits, Exposure to local colleges, Development of professional skills, Assistance with college enrollment, Exposure to activities related to Advanced Manufacturing and Information Communications Technology/Digital Media to better understand the high skill, high wage careers within Silicon Valley. 20 OYA students participated this year.</p>	<p>OYA students can enroll in CTE courses via SIATech curriculum. Students can also take courses at the Tech Shop. SIATech also provides services through a Career Pathways grant. Students are exposed to career awareness activities in the format of career assessments, readiness/research and exploration. The approach includes: Access to an onsite SIATech career advisor, Career interest surveys and exploration for all students immediately upon enrollment, Frequently scheduled field trips and campus visits, Exposure to local colleges, Development of professional skills, Assistance with college enrollment, Exposure to activities related to Advanced Manufacturing and Information Communications Technology/Digital Media to better understand the high skill, high wage careers within Silicon Valley. Student participation will increase by 50%.</p>		

PLANNED ACTIONS / SERVICES

Action **2.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Student Group(s) Schoolwide **OR** Limited to Unduplicated

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Acquire laptop computers and internet devices for students so that they can access curriculum off site.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

LCFF Revenue \$83,761
Title I funds \$16,239

Amount

Amount

Source

Title I funds

Source

Source

Budget Reference

Object code 4368

Budget Reference

Budget Reference

Action **2.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Institute a tutoring program for students in conjunction with Foster Youth and Homeless services at SCCOE.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Title I funds

Amount

Amount

Source

\$10,000

Source

Source

Budget Reference

Object code 5000

Budget Reference

Budget Reference

Action 2.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Student Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Improve student access to transportation assistance, including bus tokens and bus passes.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$10,000

Amount

Amount

Source Title I funds

Source

Source

Budget Reference

Object code 4300

Budget Reference

Budget Reference

New

Modified

Unchanged

Goal 3

In partnership with community 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 X 1 X 2 X 3 4 X 5 X 6 X 7 8

COE 9 10

LOCAL _____

Identified Need

The OYA community, including staff, students and parents, have identified community outreach, support for student work production, and support for child care as three main areas to be addressed that will increase student achievement levels and create a more culturally responsive school program.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) many of the state metrics will not apply.				
Renaissance STAR Benchmark Exam in Math and Reading	Students at 6 th grade levels in Math and Reading (Renaissance STAR)	Students will demonstrate one or more years of growth in reading and math during 2017-18 (as measured by Renaissance STAR test given every three months).		
CAASPP ELA and Math	TBD (results arrive in summer 2017)	Students will demonstrate 5% growth in all indicators on the CAASPP ELA and math exams.		

High School Graduation Rates	A 1 year graduation rate will be used as our metric. Students who have 40 or less credits left to complete will be identified as Seniors. This group will determine our graduation rate. We will analyze our 2016-17 students to determine our graduation rate.	The graduation rate will improve by 5% from 2016-17 to 2017-18.		
School Attendance Rates (work production) OYA is an Independent Study Blended Learning Model	ADA attendance based on work production was 50% across all OYA sites in 2016-17.	ADA attendance based on work production will improve to 66% across all OYA sites in 2017-18.		
School Attendance	Students will be tracked by number of hours attended per week at OYA sites.	Attendance at OYA sites will increase by 10%.		
Chronic Absenteeism Rate	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.		
Student Survey	OYA will develop a Student Survey for all students.	100% of OYA students will take the Student Survey.		
Student suspension rates	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.		
Student expulsion rates	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.		
Efforts to seek parent input and parent participation	Due to the nature of our student population (disengaged 16-24 year olds and who may be parents themselves) in OYA it will	Due to the nature of our student population (disengaged 16-24 year olds and who may be parents themselves) in OYA it will be		

be difficult for OYA to engage students' parents.

difficult for OYA to engage students' parents.
OYA will actively involve 20% of parents from our 16-17 year old demographic.

PLANNED ACTIONS / SERVICES

Action **3.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Improve community outreach and recruitment, including Family Nights at all sites.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$15,000

Amount

Amount

Source	Title I funds	Source		Source	
Budget Reference	Object code 4300	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **3.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--	--	--

Develop a program to support student work production and retention, including intersession and student recognition.		
---	--	--

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$30,000	Amount		Amount	
Source	Title I funds	Source		Source	
Budget Reference	Object code 1110 Object code 2110 Object code 4300	Budget Reference		Budget Reference	

PLANNED ACTIONS / SERVICES

Action **3.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--	--	--

Develop a program for child care assistance at all sites.		
---	--	--

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$20,000	Amount		Amount	
Source	Title I funds	Source		Source	
Budget Reference	Object code 5000 Object code 4300	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$294,799

Percentage to Increase or Improve Services:

20.07%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Services for unduplicated pupils are increased or improved by at least 20% by implementation of the action/services described in the LCAP above that are funded and provided on a schoolwide basis. Services will grow in quality and quantity, and since all LCAP actions/services above will apply to all unduplicated students as well as all student subgroups (ELL, low income, foster), services for all unduplicated students will increase in quality and quantity. The actions/services described in the LCAP above are principally directed to and effective in meeting the school's goals and SCCOE priorities as described in the LCAP above.

1. Calculate and enter to LCFF Target Supplemental and Concentration Grant Funding.
2. Estimate prior year expenditures for Unduplicated Pupils above what was spent on services for all pupils.
3. Calculate the differences.
4. Multiply the difference by the Dept. of Finance Gap funding rate of 43.97% to calculate the increase in Estimated Supplemental and Concentration Funding.
5. The Estimated Supplemental and Concentration Grant Funding is the prior year expenditures (#2) plus the Gap funding calculated at \$61,966. To equal a total estimate of \$294,799.
6. Enter 2017-18 Base Funding.
7. Minimum Proportionality Percentage is 20.07% (divide #5 by #6).