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

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

LEA Name	Contact Name and Title	Email and Phone
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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
Metric/Indicator Benchmark Exams in Reading and Math **Baseline** Students assessed at 6th grade levels in Math and Reading will demonstrate one or more years of growth in reading and math.	
Metric/Indicator CAASPP in Math and ELA **Baseline** Students will demonstrate 5% growth in all indicators on the CAASPP ELA and math exams. Students with disabilities will increase by 50% participation in CAASPP ELA and Math.	

Expected	Actual
Metric/Indicator High School Graduation Rate **Baseline** Opportunity Youth Academy's graduation rate will increase by 5% per year (for example, the graduation rate would be 30.7% at the completion of the 2019-20 school year, 35.7% in 2020-2021, and 40.7% in 2021-2022).	
Metric/Indicator School Attendance Rates (work production) OYA is a Independent Study Blended Learning Model **Baseline** Average Daily Attendance (ADA) will be 80% for entire school.	
Metric/Indicator Degree to which teachers are appropriately assigned and credentialed in subject areas **Baseline** 100% of our teachers are appropriately assigned and credentialed in subject areas.	
Metric/Indicator All students have sufficient access to standards-aligned instructional materials. **Baseline** All students have sufficient access to standards-aligned instructional materials.	
Metric/Indicator All facilities are maintained in good repair. **Baseline** All facilities are maintained in good repair.	
Metric/Indicator OYA students will continue to have access to, and will be enrolled in, all required areas of study.	

Expected	Actual
Baseline OYA students will continue to have access to, and will be enrolled in, all required areas of study.	
Metric/Indicator OYA students are eligible to enroll and take A-G courses	
Baseline OYA students are eligible to enroll and take A-G courses	
Metric/Indicator English Language Learners Progress	
Baseline 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.	
Metric/Indicator Increase reclassification rate by redeveloping reclassification tool, criteria, and the use of local measures as student needs are more acute then traditional EL students in traditional school settings.	
Baseline Increase reclassification rate by redeveloping reclassification tool, criteria, and the use of local measures as student needs are more acute then traditional EL students in traditional school settings.	
Metric/Indicator OYA students are eligible to enroll and take AP courses	
Baseline OYA students are eligible to enroll and take AP courses	
Metric/Indicator High School Dropout Rates	
Baseline	

Expected	Actual
High School Dropout Rates	
Metric/Indicator % of students successfully completing A-G courses **Baseline** % of students successfully completing A-G courses	
Metric/Indicator % of students passing Advanced Placement exams **Baseline** % of students passing Advanced Placement exams	
Metric/Indicator % of students demonstrating college preparedness on the Early Assessment Program (EAP) **Baseline** % of students demonstrating college preparedness on the Early Assessment Program (EAP)	
Metric/Indicator Middle School Drop Out Rates **Baseline** Middle School Drop Out Rates	

Actions / Services

SIATech Curriculum and professional development to support blended learning strategies.	Object Code 5830 LCFF $400,000 Title I A $32,343	
Continue online access to ELLoquence curriculum for ELL students. Include professional development opportunities for teachers focused on in-class and online support strategies.	Object Code 5830 Title I A $30,000	
Enhance the knowledge and skills of staff with professional development, coaching and technical assistance in Multi-Tiered System	5800: Professional/Consulting Services And Operating Expenditures Title I $40,000	

of Support, differentiated instruction, co-teaching and collaborative planning & problem solving.	Object Code 9389 MTSS Grant $25,000 5800: Professional/Consulting Services And Operating Expenditures CSI Funding $55,311	
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 A $10,000	

Goal Analysis

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

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

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
Metric/Indicator Student transition plans to post-secondary Pathways. **Baseline** 80% of Seniors will have completed a transition plan two weeks prior to graduating from Opportunity Youth Academy (December 19, June 2020)	
Metric/Indicator Students will take a Success Assessment to identify student needs and barriers that limits their growth and access to education. **Baseline** All student 9th and 10th grades will take the Success Assessment in 2019-2020	
Metric/Indicator OYA students enrolled in CTE courses, job training programs, and/or dual enrollment in a community college course. **Baseline**	

Expected	Actual
20% of Students successfully completing CTE programs, job training program, and/or dual enrollment in a community college course	

Actions / Services

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.	Object Code 5830 Title I A $7,325.00	
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. Coordinate with staff the implementation of the Back On Track Model.	Object Code 5898 Title I A $94,078	
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). 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.	5800: Professional/Consulting Services And Operating Expenditures CSI Funding $70,000	

Goal Analysis

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

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

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
Metric/Indicator Student Survey **Baseline** 100% of OYA students will take the Student Survey	
Metric/Indicator Student suspension rates **Baseline** 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	
Metric/Indicator Chronic Absenteeism Rate **Baseline** 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.	

Expected	Actual
Metric/Indicator Student expulsion rates **Baseline** 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.	
Metric/Indicator Efforts to seek parent input and parent participation **Baseline** OYA will actively involve 20% of parents	

Actions / Services

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. 25 tutors assigned to six OYA sites, twice a week, and scheduled weekends.	5800: Professional/Consulting Services And Operating Expenditures Title I A $50,000 5800: Professional/Consulting Services And Operating Expenditures CSI Funding $30,000	
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 A $140,000	
Improve community outreach and recruitment, including Family Nights and Community Engagement events at all sites.	5800: Professional/Consulting Services And Operating Expenditures Title I A $15,000	

Goal Analysis

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

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

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

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

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

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).

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		Yes
Safety Equipment and Personal Protective Equipment for staff and students (e.g. masks, gloves, face shields, portable plexiglass barriers)	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.

Analysis of In-Person Instructional Offerings

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

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		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.

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.

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		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.

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.

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.

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.

Analysis of School Nutrition

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

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		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.

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.

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

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.
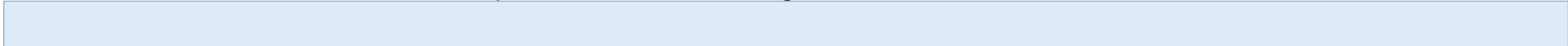
Instructions: Introduction

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.

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,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o 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		

* 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		

* 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		

* 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

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

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

The Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary section is in development and will be updated as soon as it becomes available.