



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 recently renewed by the Santa Clara County Board of Education for an additional 5 years until June 30, 2026.

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 September 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. Students don't have to wait for June to graduate and can complete the program when they have met all the requirements for graduation.

Opportunity Youth Academy enrolls students who come from a variety of backgrounds. Many of our youth are in foster care, justice engaged, pregnant or parenting, homeless, unemployed, and/or economically disadvantaged. The following are details of three significant student groups in OYA:

The Foster or Homeless student population within Opportunity Youth Academy is dynamic with changes occurring monthly. Over the past four years there has been a consistent 8% of youth who are in foster care. Our homeless student population has decreased by 3% over the past four years. OYA works closely with a number of organizations to meet the needs of all students, particularly our foster and homeless youth. Organizations currently supporting our foster and homeless youth include The Bill Wilson Center, Santa Clara County Foster and Homeless Youth Services Department, social workers, probation office, and outreach through Seneca and Pivotal. Opportunity Youth

Academy teachers work closely with foster and homeless youth and community agencies. Teachers ensure students are linked to the Foster and Homeless Youth liaison and our OYA Navigator. The liaison provides clothing, bus passes, guidance to housing and other resources free of cost. If a student comes to school hungry or in need of clothing, each site is able to meet these immediate needs and connect students to support personnel.

Opportunity Youth Academy currently serves a total of 81 students with an Individualized Education Program (IEP). This population of students make up approximately 25% of our student population. All students with special needs are on a regular diploma track. OYA teachers have been trained in blended learning strategies and all para-educators were trained in Universal Design for Learning (UDL) through the SCCOE Inclusion Collaborative in the fall of 2019. Para-educators worked with the Inclusion Collaborative on a monthly basis and five of the six para-educators completed training and became certified in UDL practices. OYA teachers will receive training during the 2020-2021 school year and partner with the para-educators to fully implement UDL practices for all students.

In the last years, the percentage of families qualifying for free and reduced lunch has fluctuated between 82% and 89%. OYA has made a concentrated effort to support students identified as socio-economically disadvantaged by utilizing Title funds to purchase student laptops, internet hotspot devices online math and English supports, and consumable math support workbooks.

Of the total student population at OYA, 31.1% are identified as English Learners. OYA has a systemic process to address student academic and emotional needs, while making sure each student's educational and language development progress is measured at least annually to help determine individual growth and schoolwide performance. English Language development is delivered through integrated and designated instructional environments in a full immersion program which includes English Language acquisition and computer assisted programs, such as ELLoquence, designed to support English development.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

1. Opportunity Youth Academy obtained Californian Department of Education (CDE) designation as a Dashboard Alternative School Status (DASS) school in October 2020 and is on the CDE's list of DASS schools.

Due to the COVID-19 pandemic, all statewide testing for the 2019-20 school year was cancelled and the 2020 California Dashboard Alternative School Status (DASS) based on that data was also cancelled. Thus, the available Dashboard data is from the 2018 and 2019 California DASS. There were fewer than 11 students in 2017-18 who took the CAASPP and only 20 students who took the CAASPP in 2018-19. Thus, there is no status, change, or performance level (color) available for OYA in ELA. Fewer than 11 students took the CAASPP Math assessment in 2017-18, and only 17 students took it in 2018-19. Based on this, OYA did not receive status, change, or a performance level (or color) in 2018-19. The Opportunity Youth Academy performance level (or color) for other indicators on the DASS include Suspension Rate – Green, Graduation Rate – Red, and College and Career Readiness – Red.

2. California Assessment of Student Performance and Progress (CAASPP):

Due to the pandemic, California Assessment of Student Performance and Progress (CAASPP) testing was canceled in 2019-20, and as a result there are no official CAASPP results for 2019-20.

Based on English Language Arts (ELA) California Assessment of Student Performance and Progress (CAASPP) scores from 2018-19, 13.21% of English Learner students met or exceeded proficiency in ELA standards. That is an overall gain of 3% from the 2017-18 ELA proficiency rates on the CAASPP. Additionally, the CAASPP ELA data shows positive growth within our Hispanic or Latino student group from 10% in 2018 to 13% in 2019 in the percentage of students scoring at standard met or standard exceeded. This student group represents the majority of our English Learners. Our Reclassified fluent English proficient (RFEP) student group also had a 26.19% gain in scoring at standard met or standard exceeded proficiency in ELA standards.

Based on Mathematics CAASPP scores from 2018-19, 4.44% of students nearly met proficiency in Math standards and 95.59% of students did not meet proficiency in Math standards. Our Reclassified fluent English proficient (RFEP) student group had a 16.67% standard nearly met and 83.33% standard not met in Math standards.

3. English Language Proficiency Assessments for California (ELPAC):

Due to the pandemic, English Language Proficiency Assessments for California (ELPAC) testing was canceled in 2019-20, and as a result there are no official CAASPP results for 2019-20.

English language proficiency data is retrieved from ELPAC 2018 and 2019 spring testing as well as the CELDT from 2017 spring testing. The CELDT data indicates that 42.25 % of students scored at Level 1 and 33.80% scored at Level 3. The ELPAC data from 2018-19 indicates that 27.91% of students scored at Level 1, 33.72% scored at Level 2, 25.58% scored at Level 3, and 12.79% scored at Level 4. Analysis of ELPAC scores from 2018 and 2019 reveal 47.07% of students making progress and 45.04% of students progressed at least one level of proficiency.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Opportunity Youth Academy takes great pride in its accomplishments. However, we are constantly striving to improve, and know there are critical needs that must be addressed. The following are key areas OYA is working to address:

1. English Learner Reclassification:

OYA has been focused on how to best serve our EL population (currently 103) and ensure timely reclassification of students. In 2018-19, OYA implemented ELLoquence for learning and engagement. ELLoquence is an effective instructional online model for teaching English language development (ELD) and literacy. ELLoquence is a standards-based ELD instructional model that promotes high levels of academic language and achievement for students at all levels of English proficiency. ELLoquence structures for learning and engagement have proven to be a powerful tool for teachers to promote interaction, communication, and cooperation in the classroom, thus increasing both language

acquisition and academic language usage for all students. As a result of students taking ELLoquence courses, we have seen students make progress at least one level of proficiency on the ELPAC.

However, despite implementing ELLoquence and student increased progress on the ELPAC, OYA recognizes that reclassification of EL students remains at zero. This is because students are not meeting the local and state assessment criteria for re-classification. OYA will focus on providing EL students with small group in-class and virtual targeted intervention supports. In addition, teachers will participate in Universal Design for Learning professional development opportunities to refine practices for English Learners.

2. College and Career Readiness:

This indicator on the California DASS shows a need to increase OYA's student college and career readiness. As such, we shifted from a credit recovery high school completion program to a college and career going culture.

3. Graduation Rates:

OYA has had a slight increase in graduation rates overall and among student groups. A variety of interventions have been implemented to increase our graduation rates. We are currently utilizing the academic and transition planning tools in Naviance to better track student progress. In addition, staff will be meeting students quarterly to review grades, attendance, Renaissance STAR assessment results, and graduation progress. Additionally, the Graduation Rate for students with disabilities declined 26.4% as indicated on the 2018-2019 California Dashboard Alternative School Status. A Special Education Plan (SEP) was developed to identify the strategies/activities that address the root cause and provide the required details regarding implementation.

4. Math and Language Development:

Indicators in CAASPP results in Math and English Language Arts and Renaissance STAR Assessments indicate a need to address the needs of students who are below grade level in Math and ELA. As such, we have developed an action plan to help students improve their Math and English Language skills. OYA teachers will collaborate in Professional Learning Communities (PLCs). In their PLCs, teachers will meet regularly, share expertise, and work collaboratively to improve teaching skills and discuss the academic performance of students. Teachers will also identify and assign students to specific Math or English cohorts based on student needs. Cohorts are held at each site and led by teachers with the aid of OYA para-educators. Cohorts are designed to run twice a week for one hour over the course of 10-12 weeks. In addition, students will meet quarterly with their teachers to discuss academic performance and progress in Math and English Language development.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-22 LCAP goals support the Santa Clara County Office of Education Student Services and Support Division students which includes Opportunity Youth Academy. LCFF funds are utilized to support increased and improved services for students enrolled in Opportunity Youth

Academy to include: foster youth, economically disadvantaged youth, and English Learners. Opportunity Youth Academy receives funding from Title I, Title III, and Title IV. Highlights of the 2021-22 LCAP include:

The LCAP is tied to WASC ACTION Plan and recommendations included in the Charter Petition Renewal which are the following goals:

Goal 1. All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement.

Goal 2. Increase the performance of English Learners.

Goal 3. All students will leave prepared for a successful transition to college and/or career as a result of premier programs, services and curriculum.

Goal 4. 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.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Opportunity Youth Academy facilitate the Comprehensive Support and Improvement (CSI) Plan to support student needs as determined by analysis of: (a) the California Dashboard Alternative School Status (DASS) data, (b) local surveys and needs assessments to include alignment with needs generated from the COVID-19 pandemic, and (c) information obtained during stakeholder engagement processes.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Comprehensive Support and Improvement (CSI) planning is aligned with OYA's annual update to the Local Control Accountability Plan (LCAP) and School Plans for Student Achievement (SPSA). As a dependent charter school of the SCCOE, OYA also benefits from support from the SCCOE Division of Continuous Improvement and Accountability. Areas of support include: (a) a focus on student engagement and climate, (b) processes to support a well-rounded academic program with an emphasis on Career Technical Education and college and career readiness, and (c) processes to support student graduation and transition. Although funding supports all students, programming to support: (a) Students with Disabilities, (b) English Learners, and (c) foster and homeless youth remains a priority.

Stakeholder engagement is a priority for decision making regarding plans and budget allocations. OYA utilizes data and inquiry to support planning through a continuous improvement process. OYA involves parents, students, staff and community partners in the planning process.

Special attention is given to need and any inequities in resource allocation. Funds are distributed for CSI plans according to state requirements. The OYA stakeholders analyzes need and also analyzes the combined use of other state and federal funds to ensure equity for student needs and best use of funding for student groups.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Opportunity Youth Academy will monitor the implementation and effectiveness of the Comprehensive Support and Improvement (CSI) plan through identified six-eight week monitoring cycles and provide an annual analysis for implementation progress and impact on student learning.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Opportunity Youth Academy provides opportunities for stakeholder engagement in conjunction with the LCAP planning. Stakeholder meetings are held throughout the year (November, January, March, and April) as a means to share data with parents, students, staff and community partners and obtain input into goals and needs for students. The primary source of stakeholder engagement is supported through the annual LCAP Survey. This survey is distributed via email to: (a) parents and guardians, (b) classified and certificated staff, (c) students, and (d) community partners. The December 2020 survey garnered 60 responses. That included 54 students, 3 staff, and 2 parents.

A consultation meeting with Special Education Plan Area (SELPA) was held on 6/1/2021 to discuss areas of support and services for students with disabilities.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder groups responded as follows. The major LCAP priorities as indicated by stakeholders included: (a) college readiness (b) career readiness, (c) access to devices for distance learning, and (d) social, emotional, or mental health well being services. 88% of respondents believe that the school's staff is helpful.

The feedback provided by Special Education Plan Area (SELPA) was based on the decreased graduation rate of students with disabilities. A Special Education Plan (SEP) was developed to identify the strategies/activities that address the root cause and provide the required details regarding implementation. Three strategies were discussed: counselor works collaboratively with teachers and administration to ensure students and parents are aware of pathways to receiving a high school diploma and continuing to college or career; OYA will work to incorporate quarterly meetings with students and parents to review student progress toward graduation; and students are placed in a grade level based on credits earned and not on age.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Aspects of the LCAP influenced by stakeholder input include a focus on supports in career and graduation pathways, improve Math and Reading proficiency, reclassification of English Learners, and social and emotional support for students which contribute to a positive and quality learning environment and career transition. The 2021-22 LCAP also includes support for English Learners, foster youth, and low socio economic students in the areas of acquisition of materials, services, and quality instruction.

Actions to increase graduation rates for students with disabilities are reflected in Goal 1 Action 1.3, Action 1.4; Goal 3 Action 3.1, Action 3.2, Action 3.4 and Action 3.3; Goal 4 Action 4.4.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Goal One is developed in order to ensure that students are provided a well-rounded academic program which leads to high school graduation and prepared for college and career. Goal One addresses the basic academic needs of all students and also specifies services to support and assess the needs of students who receive English Learner services, students with special needs, low income students, and Foster Youth. Goal One addresses support for staff collaboration on best teaching practices and implementation of academic programming as well as additional coaching and training for teaching and learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Reading Assessments	Renaissance STAR Reading Assessment Grade Equivalency 6.0				Projected Grade Equivalency Reading is 9.0 on Renaissance STAR Reading Assessment.
Local Math Assessments	Renaissance STAR Math Assessment Grade Equivalency 6.0				Projected Grade Equivalency Math is 9.0 on Renaissance STAR Reading Assessment.
School Accountability Report Card (SARC) Williams Act Report Facilities Inventory Report	100% of OYA teachers are fully credentialed 100% of materials are compliant. All facilities				100% of OYA teachers are fully credentialed 100% of materials are compliant. All facilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	maintain a FIT rating of good.				maintain a FIT rating of good.
California Assessment of Student Performance and Progress (CAASPP) in English Language Arts (ELA)	Standard Met or Exceeded 13.21%				Increase by 5% annually to meet Standard Met or Exceeded
California Assessment of Student Performance and Progress (CAASPP) in Math	Standard Met or Exceeded 0.00%				Increase by 5% annually to meet Standard Met or Exceeded
Student Credits Earned Annually	Percent of Long term students (one full academic year) who earn 30+ credits per year				Projected that 100% of long term students (one full academic year) earn at minimum 30 credits per year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	SIATech Academic Core Curriculum	<p>This action provides the online core academic program that includes:</p> <ul style="list-style-type: none"> *Core academic curriculum to support a broad course of study including Career Technical Education courses *Requires highly qualified staff to guide and deliver instruction. HQ staff include: teachers, support staff, counselor, and administrators. *Requires computers and internet devices for students to access the online curriculum. *Requires clean and safe learning environments for teaching and learning. 	\$385,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Renaissance STAR Math and Reading Assessment Tool	This action utilizes Math and Reading assessments and data from Renaissance STAR to help guide next steps for all students. Teachers use the data to help modify instruction with students in Math and English Language Art courses. On an annual and quarterly basis, teachers review data from Renaissance STAR. Teachers then meet to discuss the results in Professional Learning Communities, at quarterly teacher-parent-student meetings, and staff meetings.	\$4,960.00	No
3	Professional Learning Communities (PLC)	This strategy supports professional learning communities for teachers to share content expertise and work collaboratively to develop Math and English lesson plans that provide congruence in teaching similar concepts across all OYA sites. PLCs also drive the blended learning model where students are engaged with both individual and collaborative learning opportunities. Teachers meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. PLCs tend to serve two broad purposes: 1. Design Math and English lesson plans that engage students 1:1 and in small group instruction. 2. Discuss how to best support students with disabilities, English Learners, Foster Youth, and low income students.	\$0.00	Yes
4	Individual Learning Plan Advisory (ILP)	This action establishes a system for staff to track student progress toward graduation, review assessment results, grades, attendance, and overall academic performance. Students will also meet with the academic counselor and college/career liaison to discuss their status with credits and transition goals after graduation. A concentrated effort will be made to meet more regularly with students of disabilities, Foster Youth, low income students and English Learners because of their various challenges and experiences.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Santa Clara County Office of Education: Differentiated Assistance and District Support Services	Inter-Office Service Agreement Differentiated Assistance and District Support Team Provide training and support for OYA in Multi-Tiered System of Supports (MTSS), data display and use, and identify problems of practice and root cause analysis best on California School Dashboard results and state/local assessments.	\$25,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Increase the performance of English Learners

An explanation of why the LEA has developed this goal.

Goal two is developed in order to ensure that English Learners are provided a well-rounded academic program which leads to high levels of academic language and achievements at all levels of English proficiency. Goal Two addresses the basic academic needs and literacy for students who receive English Learner services. Goal Two provides support for staff collaboration on best teaching practices and implementation of academic programming as well as additional coaching and support for teaching and learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Learners Progress	Students showed 12.79% proficiency as indicated on the ELPAC.				20% of students will show growth at least one level of proficiency on the ELPAC
Re-Classification of English Learners	Reclassification Rate 0%				Reclassification rate of 1% annually
Local Reading Assessments for English Learners	Renaissance STAR Reading Assessment Grade Equivalency 6.0				Projected Grade Equivalency Reading is 9.0 on Renaissance STAR Reading Assessment.
Local Math Assessments for English Learners	Renaissance STAR Math Assessment Grade Equivalency 6.0				Projected Grade Equivalency Math is 9.0 on Renaissance STAR Reading Assessment.

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELLoquence Supplemental Curriculum	This action provides online EL students access to a supplemental EL curriculum to improve student language development skills. A student placement test determines their appropriate reading level (Foundational Skills, Basic, Beginning, Intermediate or Advanced). English courses are assigned based on reading level and student needs.	\$9,000.00	No
2	Staff Professional Development in ESL/ELL	This action provides teachers with professional development opportunities to enhance their knowledge in best practices and strategies for ESL/ELL classroom models.	\$1,000.00	No
3	Additional Staff Support for English Learners	This action increases additional time for staff to work with EL's within their core English classes and other subjects; develop what to differentiate instruction for students at various levels of English proficiency.	\$1,735.00	No
4	Santa Clara County Office of Education: Inclusion Collaborative	This action supports staff through professional development in the areas of blended learning strategies, Universal Design for Learning, differentiated instruction, and collaborative planning and problem solving. Professional development and training include: *Universal Design for Learning training and coaching for staff. *Differentiation strategies for teachers to use with ESL/ELL students. *Equity Playbook	\$6,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Goal three is developed in order to ensure students complete a high school diploma and are prepared to transition to college, trade school, or career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of students have a post-secondary plan	100 students				300 students will complete a post-secondary plan prior to graduation.
# of students enrolled and completing dual enrollment or articulation	10 students completed a course at community college or trade school				10 students annually will complete a course at a community college or trade school.
% of students meet A-G eligibility	0% of students meet A-G eligibility				Offer A-G courses to eligible students
% passing an Advanced Placement exam.	0% of students passing an Advanced Placement exam				Offer AP courses to eligible students
% of early academic progress via CAASPP Grade 11	0% of students demonstrate college preparedness (EPA)				Grade 11 students will complete the Early Assessment Program at the end of CAASPP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Math and English Language Arts.
% participation in exit survey	0% of students				80% of students will complete an exit survey prior to graduation or end of the school year

Actions

Action #	Title	Description	Total Funds	Contributing
1	College/Career Liaison Position	This action leverages the College/Career Liaison to provide direct services to students in college and career consultation, assistance with college applications, financial aid/scholarship applications, college campus tours, and bridge students to counselors and/or advocates at post secondary institutions.	\$101,632.00	No
2	Naviance	This action fully implements Naviance's college and career online programs for all students; provide staff with tools to automate common tasks such as recommendation letters; provide staff information about college and careers that can be integrated into their curriculum; provide academic counselor and college/career liaison the foundational tools that support student academic and transition planning.	\$7,325.02	No
3	Year Up/Grads for Life Contract	This action provides four cohorts of up to 20 students (up to 80 young adults total) in Career Labs Online, Year Up's professional skills training program equips students to build the competencies and mindsets needed to succeed in their careers. Through highly collaborative, cohort-based learning, Career Lab students not only learn key job skills, but they also gain the confidence and motivation that will help propel them to complete their educational program and succeed in the next stage in their careers. Upon completion of Career	\$105,960.00	No

Action #	Title	Description	Total Funds	Contributing
		Labs, students will receive workplace credit from OYA, and a stipend for up to 40 hours of raining.		
4	ConnectED National Center for College and Career	This action guides OYA staff in creating a Linked Learning College and Career program. Provide students with viable options for future success by giving them opportunities to enter into aligned college programs and gain a continuum of work-based learning experiences all of which will leave them better positioned and prepared for success.	\$116,000.00	No
5	San Jose Works Program	This action is a work study program. Students will be working on courses in individual academic subjects, which include English Language Arts, Algebra I and II, Science, and History. Students can earn up to 5 academic credits within a 5-week period by completing 20 assignments per week (equaling 20 work-week hours). All courses being monitored and assessed for this period are core content courses, in addition to assigned San Jose Works job coaches assisting youth with financial literacy, work readiness, and job search assistance.	\$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	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.

An explanation of why the LEA has developed this goal.

Goal four is developed to ensure the the OYA community, including staff, students and parents, establish community outreach and support for student work production as two main areas to be addressed that will increase student achievement levels and create a more culturally responsive school program.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School attendance rates	Student attendance 70%				Increase student attendance by 10%
High school dropout rates	Per Data Quest, 78.9% of senior cohort did not graduate or complete high school on time.				Decrease drop out rate by 25% annually to total 5% drop out rate for 2023-24
High school graduation rates	Graduation rate as indicated in California Dashboard Alternative School Status is 29.7%				Increase graduation rate 20% annually to total 90% graduation rate for 2023-24
Student suspension rates	The suspension rate 0.3% as indicated on the California Dashboard for Alternative School Status				Maintain status of green regarding suspension rates as indicated on the California Dashboard for Alternative School Status

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Health Kids Survey	Survey participation for spring 2020 is 10%				Increase participation to 85% of eligible student completion of CHKS annually.
Student, Staff, and Parent (LCAP) Survey	2020-21 LCAP Survey: 60 participated 55 students 3 staff 2 parents				Increase participation to 100% annually.
Increase parent participation in school events such as School Site Council Meetings.	Current level of participation is 1 to 2 parent attending School Site Council meetings.				Increase participation in parent meetings by 3 to 4 parents attending meetings.
Increase parent participation in English Learner Advisory Council Meetings	Current level of participation is 1%.				Increase parent participation in English Learner Advisory Council meetings by 5%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Therapy Travels Service Contract	This action supports a full time Mental Health Therapist who will provide a multi-tiered level of mental health services and resources to staff, families, and students. A concentrated effort will be made to support students with special needs, Foster Youth, low income students and English Learners because of their various challenges and experiences.	\$198,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Community and Parent Engagement	This action will Improve community outreach and recruitment, including family and community engagement events at all OYA sites.	\$7,000.00	No
3	Foster Youth Services Manager	This action provides a Foster Youth Intake Manager who will collaborate with the Department of Child and Family Services (DCFS) for educational liaison support; researches, coordinates, and assesses educational progress in accordance with State mandates and district reform, and school development planning; provides technical and planning services for implementation of data-driven programs and projects; serves as a resource to program representatives for special assignments; conducts special studies and in-service training programs.	\$89,232.00	Yes
4	Resource Link	This action is a measurement tool, tracking system, and process to identify the barriers faced by students, especially students of special needs, Foster Youth, low income students and English Learners because of their various challenges and experiences. Conduct a student needs assessment at enrollment/orientation and connect students to appropriate resources, services, community organizations.	\$23,919.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.02%	\$272,388

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Through a coordinated process of examining data, needs assessments and engagement sessions, Opportunity Youth Academy prioritized the needs of English Learners, foster youth, and low income students when allocating funding in the LCAP. Most actions met the needs of students school wide and some actions were directed specifically for English Learners, foster youth, or low income students.

Goal One relates to a well-rounded academic program, support student academic growth, and professional development for staff.

Action 1.4 supports professional learning communities for teachers to share content expertise and work collaboratively to develop Math and English plans and strategies to support students. The action is school wide but also is targeted to support English Learners, Foster Youth, and Low Income students.

Action 1.5 implements a progress monitoring plan to track student progress toward graduation, review performance data, attendance and overall academic performance. The action is school wide but also is targeted to support English Learners, Foster Youth, and Low Income students by

Goal Two relates to a well-rounded academic program which leads to high levels of academic language and achievement at all levels of English proficiency. It addresses the basic academic needs and literacy for students who receive English Learner services

Action 2.4 supports professional development in the areas of blended learning strategies, Universal Design for Learning, differentiated instruction, and collaborative planning and problem solving. Special attention will be given to differentiation strategies for teachers to use with English Learners.

Goal Four relates to engagement and community outreach and support for student work production, student achievement levels, and create a more culturally responsive school program.

Action 4.5 implements a student needs assessment and resource referral system to address and support the barriers faced by students, especially Foster Youth, Low Income, and English Learner students because of their various challenges and experiences.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Opportunity Youth Academy is required to increase and improve service for English Learners, Foster Youth, and Low Income students by 23.02% which is equal to \$272,388 as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

Actions in the Local Control Accountability Plan

In the plan you will see the following actions marked as contributing which are include as part of the increased percentage:

Goal 4 Action 1 Addressing School Climate - Mental health services and supports for English Learners, Foster Youth, and Low Income

Goal 4 Action 4 Addressing School Climate - Foster Youth liaison provides resources and supports to Foster Youth.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$662,348.00			\$419,465.02	\$1,081,813.02

Totals:	Total Personnel	Total Non-personnel
Totals:	\$192,599.00	\$889,214.02

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	SIATech Academic Core Curriculum	\$385,000.00				\$385,000.00
1	2	All	Renaissance STAR Math and Reading Assessment Tool	\$4,960.00				\$4,960.00
1	3	English Learners Foster Youth Low Income	Professional Learning Communities (PLC)					\$0.00
1	4	English Learners Foster Youth Low Income	Individual Learning Plan Advisory (ILP)					\$0.00
1	5	All	Santa Clara County Office of Education: Differentiated Assistance and District Support Services				\$25,000.00	\$25,000.00
2	1	All	ELLoquence Supplemental Curriculum				\$9,000.00	\$9,000.00
2	2	All	Staff Professional Development in ESL/ELL				\$1,000.00	\$1,000.00
2	3	All	Additional Staff Support for English Learners				\$1,735.00	\$1,735.00
2	4	English Learners	Santa Clara County Office of Education: Inclusion Collaborative				\$6,000.00	\$6,000.00
3	1	All	College/Career Liaison Position				\$101,632.00	\$101,632.00
3	2	All	Naviance				\$7,325.02	\$7,325.02
3	3	All	Year Up/Grads for Life Contract				\$105,960.00	\$105,960.00
3	4	All	ConnectED National Center for College and Career				\$116,000.00	\$116,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	All	San Jose Works Program					\$0.00
4	1	English Learners Foster Youth Low Income	Therapy Travels Service Contract	\$183,156.00			\$14,894.00	\$198,050.00
4	2	All	Community and Parent Engagement				\$7,000.00	\$7,000.00
4	3	English Learners Foster Youth Low Income	Foster Youth Services Manager	\$89,232.00				\$89,232.00
4	4	English Learners Foster Youth Low Income	Resource Link				\$23,919.00	\$23,919.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$272,388.00	\$317,201.00
LEA-wide Total:	\$272,388.00	\$317,201.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Professional Learning Communities (PLC)	LEA-wide	English Learners Foster Youth Low Income			\$0.00
1	4	Individual Learning Plan Advisory (ILP)	LEA-wide	English Learners Foster Youth Low Income			\$0.00
2	4	Santa Clara County Office of Education: Inclusion Collaborative	LEA-wide	English Learners			\$6,000.00
4	1	Therapy Travels Service Contract	LEA-wide	English Learners Foster Youth Low Income		\$183,156.00	\$198,050.00
4	3	Foster Youth Services Manager	LEA-wide	English Learners Foster Youth Low Income		\$89,232.00	\$89,232.00
4	4	Resource Link	LEA-wide	English Learners Foster Youth Low Income			\$23,919.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.