

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Opportunity Youth Academy	Phil Morales, Principal	phil_morales@sccoe.org

2017-20 Plan Summary

The Story

Opportunity Youth Academy (OYA), chartered by the Santa Clara County Board of Education as a countywide dependent charter in August 2016, is designed to serve opportunity youth and disengaged youth ages 16-24 in Santa Clara County. OYA currently operates five classroom sites across Santa Clara County, serving approximately 290 youth. OYA's population is highly mobile, and in all, OYA staff see approximately 500 students per year. Disengaged youth are adolescents and young adults who are out of school or have missed graduating with their high school cohort. Opportunity youth become disengaged from school for multiple reasons, including instability in family life, income, housing, or employment. For opportunity youth, these issues are often compounded by pregnancy or parenting, homelessness, justice engagement or placement into foster care.

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

LCAP Highlights

Opportunity Youth Academy worked with staff, parents and students to prepare the guiding goals for the 2017-2018 to 2019-2020 LCAP:

- Goal 1 - All students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement. 3 Actions/Services

- Goal 2 - All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum. 3 Actions/Services
- Goal 3 - In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe. 3 Actions/Services

Review of Performance

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

Greatest Progress

Opportunity Youth Academy is in its third year of operation. OYA has made progress during 2017-18 at all of OYA's five sites, increased enrollment and increased the number of students served by the school. In 2017-18, OYA enrolled almost 500 students and has maintained a stable student population of approximately 280 students, with an average attendance rate of 76%. OYA also granted more than 60 high school diplomas in 2017-18.

Opportunity Youth Academy will expand to six sites and fully implement blended learning modules across all sites.

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

Greatest Needs

36% of OYA's students are minors and 64% are over 18 and need more than 55 credits to graduate. The average student enters OYA with a sixth grade level equivalency in math and reading, based on the results from their first administration of OYA's benchmark exam in math and reading (Renaissance STAR). The average student needs one or more full years of schooling to earn his/her high school diploma and has a full life including work and family. OYA needs to be supportive and flexible in meeting its students' needs. This includes keeping the school sites open during evenings

and having readily available curriculum and interventions differentiated for a variety of learning needs and academic levels.

OYA survey results overwhelmingly demonstrate that college/career planning is key to improving outcomes for all OYA students, so the OYA LCAP will invest heavily in developing post-secondary pathways.

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

Performance Gaps

OYA received its first round of state performance results from SBAC in the 2017 school year. In English Language Arts, 22 out of 39 students were tested. In ELA, 47.62% did not meet the standard; 33.33% nearly met the standard; 14.29% met the standard; and 4.76% exceeded the standard.

In Math, 19 out of 39 students were tested of which 89.47% did not meet the standard and 10.53% nearly met the standard.

To address these gaps, OYA LCAP plans to include actions and services:

- Professional development focused on building blended learning instructional strategies to assist below grade level students in math and reading.
- Use Blended Learning block scheduling to build math and reading intervention strategies, and Study Skills periods for RSP students.
- Implement ELLoquence as a supplemental digital curriculum for OYA students that blends high-tech instruction with hands-on, interactive activities that accelerates our ELL students in becoming English proficient in one to two years.

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

Increased or Improved services

Based on staff and stakeholder feedback we have implemented or will implement more services to improve services for all our disengaged youth:

- Opportunity Youth Academy partnered with Map Your Future (MYF), a post-secondary program provided by SJECCD Workforce Institute, to provide OYA students access to post-secondary opportunities. MYF assisted OYA students in developing post-secondary transition plans and provided resume and college skill workshops.

- Opportunity Youth Academy partnered with First 5 Santa Clara County to provide a variety of health and educational supports to OYA students with children, prenatal through age 5, and their families.
- OYA purchased the ELLoquence program as a supplemental digital curriculum for OYA students. It blends high-tech instruction with hands-on, interactive activities that accelerates our ELL students in becoming English proficient in one to two years.
- OYA’s curriculum is primarily online. Many OYA students do not have access to computers and internet at their residences. For this reason, OYA is committed to providing technology to students. In 2017-18, OYA purchased 100 student laptops and created a distribution process so that OYA students would have continual access to technology at home and at school.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$3,666,953
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$295,000

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

The Opportunity Youth Academy Charter (OYA) resides in Fund 01, CSSF, for the Santa Clara County Office of Education (SCCOE). The OYA LCAP is a stand-alone LCAP. All other general fund budgeted expenditures are noted in the LCAP for the SCCOE. The difference of the total general fund budget expenditures for the OYA LCAP year and the total funds budgeted for planned actions/services to meet the goals in the LCAP for LCAP Year 2018-19 is \$3,371,953. The amount not included in the LCAP is: 1) OYA other operating expenditures \$3,341,744; and 2) OYA other Title I expenditures of \$30,209.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$2,578,817

Annual Update

LCAP Year Reviewed: 2017-18

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: 1, 2, 4, 5, 6, 7, 8

Annual Measureable Outcomes

Expected	Actual
Students will demonstrate one or more years of growth in reading and math during 2017-18 (as measured by Renaissance STAR test given every three months).	OYA students continue to test at 6 th grade level in math and reading. (NON-COHORT GROUPS) <ul style="list-style-type: none">• Benchmark 10/31/2017, 61 students tested Math 5.9 grade level, Reading 6.3 grade level• Benchmark 1/31/2018, 68 students tested Math 5.8 grade level, Reading 6.2 grade level• Benchmark 4/30/2018, 154 students tested Math 5.9 grade level, Reading 6.2 grade level
Students will demonstrate 5% growth in all indicators on the CAASPP ELA and math exams.	OYA will receive its second round of CAASPP ELA and Math in summer of 2018. Based on the results of 2017 SBAC: <ul style="list-style-type: none">• 22 out of 39 students tested in English Language Arts. 47.62% did not meet the standard 33.33% nearly met the standard

Expected

Actual

	<p>14.29% met the standard 4.76% exceeded the standard</p> <ul style="list-style-type: none"> 19 out of 39 students tested in Math. <p>89.47% did not meet the standard 10.53% nearly met the standard.</p>														
<p>Determine the Academic Performance Index (API) when the California Department of Education (CDE) sets targets in 2017-18 and or further clarification is provided.</p>	<p>Currently no API score available.</p>														
<p>The graduation rate will improve by 5% from 2016-17 to 2017-18.</p>	<table border="1"> <thead> <tr> <th><u>2016-2017</u></th> <th><u>2017-2018</u></th> </tr> </thead> <tbody> <tr> <td>54 Graduates</td> <td>79 Graduates</td> </tr> </tbody> </table>	<u>2016-2017</u>	<u>2017-2018</u>	54 Graduates	79 Graduates										
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<p>Credit accrual rates will improve by 5% from 2016-17 to 2017-18.</p>	<p>2016-2017:</p> <ul style="list-style-type: none"> Total credits earned by active and inactive students: 8,584 Total number of students enrolled (active and inactive): 443 Average credits earned: 19.37 credits earned per year <p>2017-2018:</p> <ul style="list-style-type: none"> Total credits earned by active and inactive students: 8165.25 Total number of students enrolled (active and inactive): 636 Average credits earned: 12.838 credits earned per year 														
<p>ADA attendance based on work production will improve to 66% across all OYA sites in 2017-18.</p>	<table border="1"> <thead> <tr> <th><u>2016-2017 (65 students)</u></th> <th><u>2017-2018 (262 students)</u></th> </tr> </thead> <tbody> <tr> <td>Month 1: 34.29%</td> <td>59.21%</td> </tr> <tr> <td>Month 2: 43.69%</td> <td>64.38%</td> </tr> <tr> <td>Month 3: 49.33%</td> <td>70.15%</td> </tr> <tr> <td>Month 4: 48.50%</td> <td>71.93%</td> </tr> <tr> <td>Month 5: 49.80%</td> <td>75.44%</td> </tr> <tr> <td>Month 6: 47.71%</td> <td>69.46%</td> </tr> </tbody> </table>	<u>2016-2017 (65 students)</u>	<u>2017-2018 (262 students)</u>	Month 1: 34.29%	59.21%	Month 2: 43.69%	64.38%	Month 3: 49.33%	70.15%	Month 4: 48.50%	71.93%	Month 5: 49.80%	75.44%	Month 6: 47.71%	69.46%
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Expected

Actual

OYA students will continue to have access to, and will be enrolled in, all required areas of study.	OYA students will continue to have access to, and will be enrolled in, all required areas of study.														
OYA students are eligible to enroll and take A-G courses via SIATech curriculum.	OYA students are eligible to enroll and take A-G courses via SIATech curriculum.														
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.	<table border="0"> <tr> <td style="text-align: center;">CELDT Overall 2016-17</td> <td style="text-align: center;">ELPAC 2017-18</td> </tr> <tr> <td>30 students tested</td> <td>75 students tested</td> </tr> <tr> <td>Lvl 1 = 2</td> <td>(RESULTS SUMMER 2018)</td> </tr> <tr> <td>Lvl 2 = 2</td> <td></td> </tr> <tr> <td>Lvl 3 = 18</td> <td></td> </tr> <tr> <td>Lvl 4 = 8</td> <td></td> </tr> <tr> <td>Lvl 5 = 0</td> <td></td> </tr> </table>	CELDT Overall 2016-17	ELPAC 2017-18	30 students tested	75 students tested	Lvl 1 = 2	(RESULTS SUMMER 2018)	Lvl 2 = 2		Lvl 3 = 18		Lvl 4 = 8		Lvl 5 = 0	
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In 2017-18, Increase reclassification rate by redeveloping reclassification tool, criteria, and the use of local measures as student needs are more acute than traditional EL students in traditional school settings.	OYA has not yet redeveloped reclassification tools, criteria, and/or use local measures. 0 students reclassified.														
OYA students are eligible to enroll and take AP courses via SIATech curriculum.	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model), we do not anticipate having any students enrolling in AP courses.														
High School Dropout Rates	Due to the fluid and transient nature of our student population (disengaged 16-24 year olds) who have not been enrolled in school for extended periods of time, it will be difficult for OYA to have year over year data to show student high school dropout rates.														
% of students successfully completing A-G courses	OYA students are eligible to enroll and take A-G courses via SIATech curriculum.														

Expected	Actual
	Due to the nature of our program, enrolling disengaged youth 16-24 years old who want a high school diploma, we do not anticipate to have any students on an A-G track.
% of students passing Advanced Placement exams	OYA students are eligible to enroll and take AP courses via SIATech curriculum. Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) we do not anticipate having any students enrolling in AP courses.
% of students demonstrating college preparedness on the Early Assessment Program (EAP)	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) we do not anticipate many students completing the EAP.
Middle School Drop Out Rates	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.

Actions / Services for Goal 1

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop ongoing professional development for SIATech curriculum in all subject areas.	Developed ongoing professional development for SIATech curriculum in all subject areas with an emphasis on blended learning models.	LCFF Revenue: \$290,000 Title I Funds: \$32,301	LCFF Revenue: \$290,000 Title I Funds: \$32,301

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were generally implemented and planned:

- SIATech provided five professional development opportunities for all OYA teachers as a group or individually.
- This year, professional development was focused on implementing blending learning strategies at all OYA sites.
- Teachers had opportunities to individually attend SIATech-sponsored workshops on ELA, Math, and Social Science.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As a result of implementation of SIATech professional development, teachers now have a deeper knowledge of how to utilize SIATech curriculum in a more blended learning capacity. In addition, 90% of OYA students are enrolled in SIATech courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material changes in budgeted and estimated actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material changes were made to this goal.

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop an ELL curriculum for use with SIATech curriculum and/or purchase in intervention software and include professional development for teachers.	OYA explored several online EL programs and decided to purchase ELLoquence for the 2018-19 school year. ELLoquence is a supplemental digital curriculum for OYA students that blends high-tech instruction with hands-on, interactive activities that accelerate our ELL students in becoming English proficient in one to two years.	Title I Funds: \$30,000	Title I Funds: \$0.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were implemented and planned:

- OYA explored several online EL programs and decided to purchase ELLoquence for the 2018-19 school year. ELLoquence is a supplemental digital curriculum for OYA students that blends high-tech instruction with hands-on, interactive activities that accelerate our ELL students in becoming English proficient in one to two years.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

ELLoquence will be purchased for 2018-19 school year. Teachers will be trained in June 2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference in estimated actual and budgeted expenditures is due to the cost of ELLoquence licenses including professional development. Cost may increase depending on the need to purchase more licenses.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No material changes were made to this goal.

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop or purchase an accessible supplemental curriculum for students who are multiple grade levels behind in math and reading, and include professional development for teachers on how to differentiate SIATech curriculum.	Used SIATech curriculum.	Title I Funds: \$30,000	Title I Funds: \$0.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were generally implemented and planned:

- SIATech offers supplemental curriculum for students who are multiple grade levels behind in math and reading.
- Used Renaissance STAR Math and Reading results to help place students in appropriate grade-level SIATech courses.
- SIATech provides teachers with professional development opportunities on differentiated instructional strategies.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As a result of implementation of SIATech, teachers can use multiple curriculum options for students struggling in ELA and Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no need to purchase supplemental materials since SIATech provides supplemental materials within their courses. OYA has access to all SIATech courses.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes made to this 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: 1, 2, 4, 7, 8

Annual Measureable Outcomes

Expected	Actual
Students will demonstrate one or more years of growth in reading and math during 2017-18 (as measured by Renaissance STAR test given every three months).	OYA students continue to test at a 6 th grade level in math and reading. (NON-COHORT GROUPS) <ul style="list-style-type: none">• Benchmark 10/31/2017, 61 students tested Math 5.9 grade level, Reading 6.3 grade level• Benchmark 1/31/2018, 68 students tested Math 5.8 grade level, Reading 6.2 grade level• Benchmark 4/30/2018, 154 students tested Math 5.9 grade level, Reading 6.2 grade level
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Expected

Actual

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<p>Attendance at OYA sites will increase by 10%.</p>	<p>Per student sign in sheets, sites increased attendance by 10% to 15%</p>																								
<p>100% of graduating students will take Entrance Exam.</p>	<p>Have not met this goal.</p>																								
<p>100% of students within 60 credits of graduating will have a Post-Secondary Education Plan.</p>	<p>During Fall 2017, Map Your Future (MYF) has met with over 200 students throughout the 2017-18 academic year, 33 students were assisted in fall 2017 and so far 117 students have been served this spring 2018. Each student participates in an initial meeting and from there they work with an MYF specialist that develops an individualized plan unique to that student's needs. The goal is for each student to have a plan in place for when they graduate with their high school</p>																								

Expected

Actual

diploma. Each goal varies depending on the student. MYF is available to support students in exploring and identify their goal, followed by developing a plan to achieve that goal.

OYA students can enroll in CTE courses via SIATech curriculum. Students can also take courses at the Tech Shop. SIATech also provides services through a Career Pathways grant. Students are exposed to career awareness activities in the format of career assessments, readiness/research and exploration. The approach includes:
Access to an onsite SIATech career advisor, Career interest surveys and exploration for all students immediately upon enrollment, Frequently scheduled field trips and campus visits, Exposure to local colleges, Development of professional skills, Assistance with college enrollment, Exposure to activities related to Advanced Manufacturing and Information Communications Technology/Digital Media to better understand the high skill, high wage careers within Silicon Valley. Student participation will increase by 50%.

During Fall 2017, Map Your Future (MYF) has met with over 200 students throughout the 2017-18 academic year, 33 students were assisted in fall 2017 and so far 117 students have been served this spring 2018. Each student participates in an initial meeting and from there they work with an MYF specialist that develops an individualized plan unique to that student's needs. The goal is for each student to have a plan in place for when the graduate with their high school diploma. Each goal varies depending on the student. MYF is available to support students in exploring and identify their goal, followed by developing a plan to achieve that goal.

To date, two students are enrolled in MetroEd courses paid for by OYA. OYA renewed its MOU with MetroEd for 2018-19 school year.

% of students successfully completing A-G courses

OYA students are eligible to enroll and take A-G courses via SIATech curriculum.

Due to the nature of our program, enrolling disengaged youth 16-24 years old who want a high school diploma, we did not have any students on an A-G track.

Actions / Services for Goal 2

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Acquire laptop computers and internet devices for students so that they can access curriculum off site.	Purchased 100 student laptops.	LCFF Revenue: \$83,761 Title I Funds: \$16,239	LCFF Revenue: \$0.00 Title I Funds: \$118,000

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were generally implemented as planned:

- Purchased 100 student laptops and two laptop carts.
- All OYA sites received 20 laptops.
- Student feedback will be captured in an end-of-year Student Survey.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Student feedback will be captured in an end-of-year Student Survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

LCFF funds were not used to purchase student laptops. Instead, Title I funds were used to purchase all the laptops and two carts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Institute a tutoring program for students in conjunction with Foster Youth and Homeless services at SCCOE.	No actions or services were provided.	Title I Funds: \$10,000	Title I Funds: \$0.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

No actions or services were provided.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

No actions or services were provided.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No actions or services were provided.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No actions or services provided

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve student access to transportation assistance, including bus tokens and bus passes.	Bus tokens are given to students, as needed.	Title I Funds: \$10,000	Title I Funds: \$14,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Bus tokens are given to students, as needed

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

There was an increase in site attendance as a result of providing students with bus tokens and access to public transportation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted expenditures and estimated actual expenditures are due to an increase in student enrollment.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes to this goal.

Goal 3

All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum. In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 6, 7, 8

Annual Measureable Outcomes

Expected

Students will demonstrate one or more years of growth in reading and math during 2017-18 (as measured by Renaissance STAR test given every three months).

Actual

OYA students continue to test at 6th grade level in math and reading.

(NON-COHORT GROUP)

- **Benchmark 10/31/2017**, 61 students tested
Math 5.9 grade level, Reading 6.3 grade level
- **Benchmark 1/31/2018**, 68 students tested
Math 5.8 grade level, Reading 6.2 grade level
- **Benchmark 4/30/2018**, 154 students tested
Math 5.9 grade level, Reading 6.2 grade level

Expected

Actual

Students will demonstrate 5% growth in all indicators on the CAASPP ELA and math exams.

OYA will receive its second round of CAASPP ELA and Math in summer of 2018.

Based on the results of 2017 SBAC:

- 22 out of 39 students tested in English Language Arts.
47.62% did not meet the standard
33.33% nearly met the standard
14.29% met the standard
4.76% exceeded the standard
- 19 out of 39 students tested in Math.
89.47% did not meet the standard
10.53% nearly met the standard

The graduation rate will improve by 5% from 2016-17 to 2017-18.

2016-2017

2017-2018

54 Graduates

79 Graduates

ADA attendance based on work production will improve to 66% across all OYA sites in 2017-18.

2016-17 (65 students)

2017-18 (262 students)

Month 1: 34.29%	59.21%
Month 2: 43.69%	64.38%
Month 3: 49.33%	70.15%
Month 4: 48.50%	71.93%
Month 5: 49.80%	75.44%
Month 6: 47.71%	69.46%
Month 7: 44.32%	70.81%
Month 8: 47.43%	73.96%
Month 9: 55.65%	73.61%
Month 10: 58.44%	73.66%
Month 11: 54.76%	70.55%

Attendance at OYA sites will increase by 10%.

Per student sign in sheets, sites increased attendance by 10% to 15%.

Expected	Actual
100% of OYA students will take the Student Survey.	All students scheduled to take a Student Survey before June 7, 2018.
Chronic Absenteeism Rate	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.
Student suspension rates	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.
Student expulsion rates	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.
Efforts to seek parent input and parent participation	<p>Due to the nature of our student population (disengaged 16-24 year olds and who may be parents themselves) in OYA, it will be difficult for OYA to engage students' parents.</p> <p>OYA will actively involve 20% of parents from our 16-17 year old demographic.</p>

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve community outreach and recruitment, including Family Nights at all sites.	Implemented Parent Engagement events at all sites.	Title I Funds: \$15,000	Title I Funds: \$2,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All OYA sites had Parent Engagement events to highlight student achievement and provide community resources to families.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parents and students learned:

- Students' progress toward graduation.
- Met with Map Year Future Specialists to discuss students' transition plans to post-secondary pathways.
- Community resources were provided, i.e. Clean Slate, Map Your Future, Bill Wilson Services, First 5 Santa Clara County.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Purchased food for events. No other funding needed to implement event.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes needed for this action.

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop a program to support student work production and retention,	Provided a two-day intercession during Spring Break.	Title I Funds: \$30,000	Title I Funds: \$1,000

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

including intercession and student recognition.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Two sites offered a two-day intercession for all students. Both sites had a total of 25 students attend and feedback was positive. Most students reported appreciation for the extra support and time to complete assignments. Also, a few students shared appreciation for having "a place" to come to during Spring Break.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Intercession opportunities provide students:

- More time to complete assignments.
- A way to increase or maintain their attendance.
- A way to keep on a graduation track.
- More one-on-one time with their SAI.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditure was for a week of intercession. The estimated actual expenditure was based on a two-day intercession.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop a program for child care assistance at all sites.	No actions or services were provided.	Title I Funds: \$20,000	Title I Funds: \$0.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

No actions or services were provided.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

No actions or services were provided.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No actions or services were provided.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

OYA is not licensed to provide child care assistance at all sites. However, OYA partnered with First 5 Santa Clara County. First 5 Family Resource Centers provide many free programs, including child care assistance. In addition, FRCs offer free resources, educational activities, and parenting workshops for families with children 5 years and younger – providing support and developing the skills children and families need for success.

Stakeholder Engagement

LCAP Year: 2017-2018

Involvement Process for LCAP and Annual Update

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

Opportunity Youth Academy Team Meetings: The entire staff of Opportunity Youth Academy meets bi-monthly to discuss school business and refine the school programs. The OYA staff completed a needs assessment of OYA at the Team Meeting on December 14, 2017. The results of the needs assessment were used to create the 2018-19 LCAP for OYA. The LCAP actions and services, as well as all budget expenditures were reviewed and approved at the OYA Team Meeting on June 1, 2018.

Opportunity Youth Academy School Site Council: The OYA School Site Council is formed of OYA staff, parents and students, and meets monthly during the school year. The OYA School Site Council completed a needs assessment focusing on improving the school program for English Language Learners and for all students who will benefit from the Title I funds that OYA will receive in 2018-19. The LCAP actions and services, as well as all budget expenditures were reviewed and approved at the OYA School Site Council meeting on June 1, 2018.

Parent and Community LCAP Leadership Committee: SCCOE formed an LCAP Leadership Committee. This group met three times during the 2017-18 school year to review the LCAP (November 13, 2017; January 22, 2018; and March 13, 2018). The final draft of the LCAP was presented to the LCAP Leadership Committee and allowed for any written comments to stakeholder questions (if and as applicable) prior to the June 18, 2018 Public Hearing on the LCAP, LCFF and Budget Review. The committee was composed of parents, certificated staff, community members, principals, central office administrators, and other staff members.

LCAP Advisory Team: SCCOE formed an LCAP Advisory Team and this group met 15 times throughout the 2017-18 school year to assist with providing input and framing discussions on the LCAP for the Parent and Community LCAP Leadership Committee (August 17, 2017; August 29, 2017; September 12, 2017; October 17, 2017; November 1, 2017; December 14, 2017; February 1, 2018; February 7, 2018; February 26, 2018; March 7, 2018; March 21, 2018; April 23, 2018; May 2, 2018, May 21, 2018, June 4, 2018).

Impact on LCAP and Annual Update

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

The needs assessment for the LCAP involved a variety of stakeholders including certificated and classified staff members, administrators, and parents within meetings held at SCCOE and throughout Santa Clara County from November of 2017 through March of 2018. Principals and central office administrators reviewed the LCAP during monthly LCAP leadership meetings from August 2017 through June 2018. During the meetings, the administrators incorporated the quantitative and qualitative data to assist in prioritizing the action items based on the data and budget expenditures. Through the engagement of the cycle of inquiry, the leadership team was able to refine and select goals for the 2018-19 LCAP cycle.

Discussions held during LCAP Leadership Team and LCAP Advisory Team meetings emphasized goals for the Student Services Department to implement in the upcoming school year. Three main pillars were discussed and incorporated within the 2018-19 LCAP. The themes captured during the discussions pertained to ongoing staff development on evidence-based practices, increasing student achievement, and increasing parent engagement.

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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: 1, 2, 4, 5, 6, 7, 8

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Renaissance STAR Benchmark Exam in Math and Reading	Students at 6 th grade levels in Math and Reading	OYA students continue to test at 6 th grade level in math and reading.		

	<p>Students will demonstrate one or more years of growth in reading and math (as measured by Renaissance STAR test given every three months).</p>	<p>(NON-COHORT GROUPS)</p> <ul style="list-style-type: none"> • Benchmark 10/31/2017, 61 students tested Math 5.9 grade level, Reading 6.3 grade level • Benchmark 1/31/2018, 68 students tested Math 5.8 grade level, Reading 6.2 grade level • Benchmark 4/30/2018, 154 students tested Math 5.9 grade level, Reading 6.2 grade 		
<p>CAASPP ELA and Math</p>	<p>Students will demonstrate 5% growth in all indicators on the CAASPP ELA and math exams.</p>	<p>OYA will receive its second round of CAASPP ELA and Math in summer of 2018.</p> <p>Based on the results of 2017 SBAC:</p> <ul style="list-style-type: none"> • 22 out of 39 students tested in English Language Arts. • 47.62% did not meet the standard • 33.33% nearly met the standard 14.29% met the standard 4.76% exceeded the standard • 19 out of 39 students tested in Math. • 89.47% did not meet the standard. • 10.53% nearly met the standard. 		
<p>Academic Performance Index</p>	<p>Determine the Academic Performance Index (API) when</p>	<p>Determine the Academic Performance Index (API) when</p>		

	the California Department of Education (CDE) sets targets in 2017-18 and or further clarification is provided.	the California Department of Education (CDE) sets targets in 2017-18 and or further clarification is provided.		
High School Graduation Rate	A 1 year graduation rate will be used as our metric. Students who have 45 or less credits will be identified as Seniors. This group will determine our graduation rate.	The graduation rate will improve by 5% from 2016-17 to 2017-18. <u>2016-2017</u> 54 Graduates <u>2017-2018</u> 79 Graduates		
High School Dropout Rates	Due to the fluid and transient nature of our student population (disengaged 16-24 year olds) who have not been enrolled in school for extended periods of time, it will be difficult for OYA to have year over year data to show student high school dropout rates.	Due to the fluid and transient nature of our student population (disengaged 16-24 year olds) who have not been enrolled in school for extended periods of time, it will be difficult for OYA to have year over year data to show student high school dropout rates.		
Credit Accrual	An average of credits earned by all students during the 2016-2017 school year will form our baseline	Credit accrual rates will improve by 5% from 2017-18 to 2018-19 2017-18: <ul style="list-style-type: none"> Total credits earned by active and inactive students: 8165.25 Total number of students enrolled (active and inactive): 636 Average credits earned: 12.838 credits earned per year 		

<p>School Attendance Rates (work production) OYA is an Independent Study Blended Learning Model</p>	<p>ADA attendance based on work production was 50% across all OYA sites.</p>	<p><u>2016-2017 (65 students)</u> Month 1: 34.29% Month 2: 43.69% Month 3: 49.33% Month 4: 48.50% Month 5: 49.80% Month 6: 47.71% Month 7: 44.32% Month 8: 47.43% Month 9: 55.65% Month 10: 58.44% Month 11: 54.76%</p> <p><u>2017-2018 (262 students)</u> Month 1: 59.21% Month 2: 64.38% Month 3: 70.15% Month 4: 71.93% Month 5: 75.44% Month 6: 69.46% Month 7: 70.81% Month 8: 73.96% Month 9: 73.61% Month 10: 73.66% Month 11: 70.55%</p>		
<p>School Attendance</p>	<p>Students will be tracked by number of hours attended per week at OYA sites.</p>	<p>Attendance at OYA sites will increase by 10%</p> <p>Per student sign in sheets, sites increased attendance by 10% to 15%.</p>		
<p>Degree to which teachers are appropriately assigned and</p>	<p>100% of our teachers are appropriately assigned and credentialed in subject area</p>	<p>100% of OYA teachers have a single subject or multiple subject credential, and a SPED credential</p>		

credentialed in subject areas.		in mild/moderate or moderate/severe, or are enrolled in a SPED credential program.		
Degree to which students have sufficient access to standards-aligned instructional materials	All students have sufficient access to standards-aligned instructional materials.	OYA uses online curriculum and materials provide by SIATech.		
Degree to which school facilities are maintained in good repair	All facilities are maintained in good repair.	All facilities are maintained in good repair.		
Implementation of content and performance standards for all students, including EL.	OYA will continue to implement content and performance standards for all students, including EL.	OYA will continue to implement content and performance standards for all students, including EL. OYA purchased ELLoquence as a supplemental digital curriculum for OYA students that blends high-tech instruction with hands-on, interactive activities that accelerate our ELL students in becoming English proficient in one to two years.		
Programs and services enable ELs to access core and ELD standards	OYA will continue to provide programs and services that enable ELs to access core and ELD standards.	OYA will continue to provide programs and services to enable ELs to access core and ELD standards. OYA purchased ELLoquence as a supplemental digital curriculum for OYA students that blends high-tech instruction with hands-on, interactive activities that accelerate our ELL students in becoming English proficient in one to two years.		
Student access and enrollment in all required areas of study	OYA students will continue to have access to, and will be enrolled in, all required areas of study.	OYA students will continue to have access to, and will be enrolled in, all required areas of study.		

<p>% of students passing Advanced Placement exams</p>	<p>OYA students are eligible to enroll and take A-G courses via SIATech curriculum.</p> <p>Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) we do not anticipate having any students enrolling in AP courses.</p>	<p>OYA students are eligible to enroll in and take A-G courses via SIATech curriculum.</p> <p>Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) we do not anticipate having any students enrolling in AP courses.</p>		
<p>English Language Learners Progress</p>	<p>EL progress toward English Proficiency will be evidenced by scores increasing on English Language Proficiency tests (CELDT). English Language Proficiency Assessments for California (ELPAC) will be replacing CELDT. Further clarification from CDE will be needed.</p>	<p><u>CELDT Overall 2016-17</u> 30 students tested Lvl 1 = 2 Lvl 2 = 2 Lvl 3 = 18 Lvl 4 = 8 Lvl 5 = 0</p> <p><u>ELPAC 2017-2018</u> 75 students tested</p>		
<p>English Language Learner Reclassification</p>	<p>In 2017-18, Increase reclassification rate by redeveloping reclassification tool, criteria, and the use of local measures as student needs are more acute than traditional EL students in traditional school settings.</p>	<p>0 students were reclassified. OYA has not yet redeveloped reclassification tools, criteria, and/or use local measures.</p>		
<p>% of students successfully completing A-G courses</p>	<p>% of students successfully completing A-G courses</p>	<p>OYA students are eligible to enroll in and take A-G courses via SIATech curriculum.</p> <p>Due to the nature of our program, enrolling disengaged youth 16-24 years old who want a high school diploma, we do not anticipate to have any students on an A-G track.</p>		

% of students demonstrating college preparedness on the Early Assessment Program (EAP)	% of students demonstrating college preparedness on the Early Assessment Program (EAP)	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) we do not anticipate many students completing the EAP.		
Middle School Drop Out Rates	Middle School Drop Out Rates	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services.

Action 1.1

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$290,000	\$30,000	
Source	LCFF Supplemental and Concentration Lottery Funds	Title I Funds	
Budget Reference	Object Code 5800 Object Code 4200	Object Code 5830	

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services.

Action 1.2

Use ELLoquence digital curriculum with SIATech curriculum and include professional development for teachers.

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

ELLoquence digital curriculum and professional development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$15,000	
Source	Title I Funds	Title I Funds	
Budget Reference	Object Code 4300 Object Code 4200 Object Code 5000	Object Code 5830	

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged 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: 1, 2, 4, 7, 8

Identified Need:

The OYA community, including staff, students and parents, have identified access to Career Tech Education courses and a clear transition plan to post-secondary opportunities as two main areas to be addressed that will help students succeed at OYA and leave prepared for a successful transition to college and/or career.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Community College Entrance Exam	100% of graduating students will take Entrance Exam.	Have not met this goal.		
Post-Secondary Education Plan	100% of students within 60 credits of graduating will have a Post-Secondary Education Plan.	During Fall 2017 Map Your Future (MYF) has met with over 200 students throughout the 2017-2018		

		<p>academic year, 33 students were assisted in fall 2017 and so far 117 students have been served this spring 2018. Each student participates in an initial meeting and from there they work with an MYF specialist that develops an individualized plan unique to that student's needs. The goal is for each student to have a plan in place for when they graduate with their high school diploma. Each goal varies depending on the student. MYF is available to support students in exploring and identifying their goal, followed by developing a plan to achieve that goal.</p>		
<p>% of Students successfully completing CTE programs of study</p>	<p>OYA students can enroll in CTE courses via SIATech curriculum. Students can also take courses at the Tech Shop. SIATech also provides services through a Career Pathways grant. Students are exposed to career awareness activities in the format of career assessments, readiness/research and exploration. The approach includes:</p> <p>Access to an onsite SIATech career advisor, Career interest surveys and exploration for all students immediately upon enrollment, Frequently scheduled field trips and campus visits, Exposure to local colleges, Development of professional skills, Assistance with college enrollment, Exposure to activities related to Advanced Manufacturing</p>	<p>During Fall 2017 Map Your Future (MYF) has met with over 200 students throughout the 2017-2018 academic year, 33 students were assisted in fall 2017 and so far 117 students have been served this spring 2018. Each student participates in an initial meeting and from there they work with an MYF specialist that develops an individualized plan unique to that student's needs. The goal is for each student to have a plan in place for when they graduate with their high school diploma. Each goal varies depending on the student. MYF is available to support students in exploring and identify their goal, followed by developing a plan to achieve that goal.</p>		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services.

Action 2.1

Develop student transition plan and support to post-secondary College and Career opportunities.

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

MAPin program:
 Access to an onsite MAPin specialist, Career interest surveys and exploration for all students immediately upon enrollment, Frequently scheduled field trips and campus visits, Exposure to local colleges, Development of professional skills, Assistance with college enrollment, Exposure to activities related to CTE pathways.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$175,000	
Source		Title I Funds	
Budget Reference		Object Code 5800	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services.

Action 2.2

Students will access CTE courses through MetroEd, SIATech CTE pathways, and CTE courses offered at community college sites.

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	OYA students will have access to MetroEd morning and afternoon courses.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$10,000	
Source		Title I Funds	
Budget Reference		Object Code 5830	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum. In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 5, 6, 7, 8

Identified Need:

The OYA community, including staff, students and parents, have identified 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.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Survey	OYA will develop a Student Survey for all students 100% of OYA students will take the Student Survey	80% of OYA students were surveyed.		
Student suspension rates	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply		
Chronic Absenteeism Rate	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended Learning Model) this metric will not apply.		
Student expulsion rates	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent	Due to the nature of our program (serving 16-24 year olds who have been disengaged from school in an Independent Study Blended		

	Study Blended Learning Model) this metric will not apply.	Learning Model) this metric will not apply.		
Efforts to seek parent input and parent participation	Due to the nature of our student population (disengaged 16-24 year olds and who may be parents themselves) in OYA it will be difficult for OYA to engage students' parents. OYA will actively involve 20% of parents from our 16-17 year old demographic.	Due to the nature of our student population (disengaged 16-24 year olds and who may be parents themselves) in OYA it will be difficult for OYA to engage students' parents. OYA will actively involve 20% of parents from our 16-17 year old demographic.		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services.

Action 3.1

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	
Source	Title I Funds	Title I Funds	
Budget Reference	Object Code 5800	Object Code 5800	

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services.

Action 3.2

Develop a program to support student work production and retention, including tutorial student support services.

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Provided a two day intercession during spring break.

2018-19 Actions/Services

Implement a tutor and mentor program for OYA students. Include intercession opportunities.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$50,000	
Source	Title I Funds	Title I Funds	
Budget Reference	Object Code 5800	Object Code 5800	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$525,216

25.58%

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

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

Services for unduplicated pupils are increased or improved by at least 25% by the implementation of the action/services described in the LCAP above that are funded and provided on a schoolwide basis. Services will grow in quality and quantity, and since all LCAP actions/services above will apply to all unduplicated students as well as all student subgroups (ELL, low income, foster, homeless), services for all unduplicated students will increase in quality and quantity. The actions/services described in the LCAP above are principally directed to and effective in meeting the school's goals and SCCOE priorities as described in the LCAP above.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are 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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any

schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?