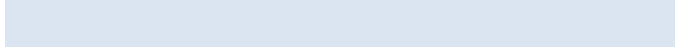




Local Control Accountability Plan

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

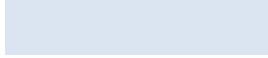


acquisition and academic language usage for all students. As a result of students taking ELLoquence courses, we have seen students make progress at least one level of proficiency on

Academy to include: foster youth, economically disadvantaged youth,

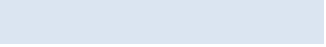
Goals and Actions

Goal



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

Action #



Action #	Title	Description	Total Funds	Contributing
5	Santa Clara			

Goals and Actions

Goal

Goal #	Description
--------	-------------

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELLoquence Supplemental Curriculum	This action provides online EL students access to a supplemental EL curriculum to improve student language development skills. A student placement test determines their appropriate reading level (Foundational Skills, Basic, Beginning, Intermediate or Advanced). English courses are assigned based on reading level and student needs.	\$9,000.00	

Goal Analysis [2021-22]

An analysis of how this goal was

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Mea324423ng TJET EMC /P /MCID 135 >BDC BT 1 0 0 -1 0507 cm.80008m /G

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

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

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

Goals and Actions

Goal

Goal #	Description
4	In partnership with community organizations and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

Analysis

Increased or Improved

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

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

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

A description of how services for

Total Expenditures Table

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

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

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	SIATech Academic Core Curriculum	\$385,000.00				\$385,000.00
1	2	All	Renaissance STAR Math					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
------	----------	------------------	-------	------------	-------------------	-------------	---------------	-------------

Operating Expenditures Tables

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

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
	3	Professional Learning Communities (PLC)	LEA-wide	English Learners			\$0.00
1	4	Individual Learning Plan Advisory (ILP)	Individual Learning	Foster Care Low Income			

COPIED FROM THE ORIGINAL DOCUMENT

LEA-wide

Annual Update Table Year 1 [2021-22]

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

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

Plan Summary

Purpose

A

Stakeholder Engagement

Purpose

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

c) Notified members of the public of the opportunity to submit comments regarding specific

Determination of changes made to a goal for the

Explanation of why the LEA has developed this

Metric: Indicate how progress is being measured using a metric.

Baseline: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

Year 1 Outcome: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

Year 2 Outcome: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

Year 3 Outcome: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

Desired Outcome for 2023-24: When completing the first year of the LCAP, enter the desired outcome for the relevant

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

Metric	Baseline	
--------	----------	--

Using actual annual measurable

Percentage to Increase or Improve Services: Identify the percentage by which services for

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

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program