LCFF Budget Overview for Parents

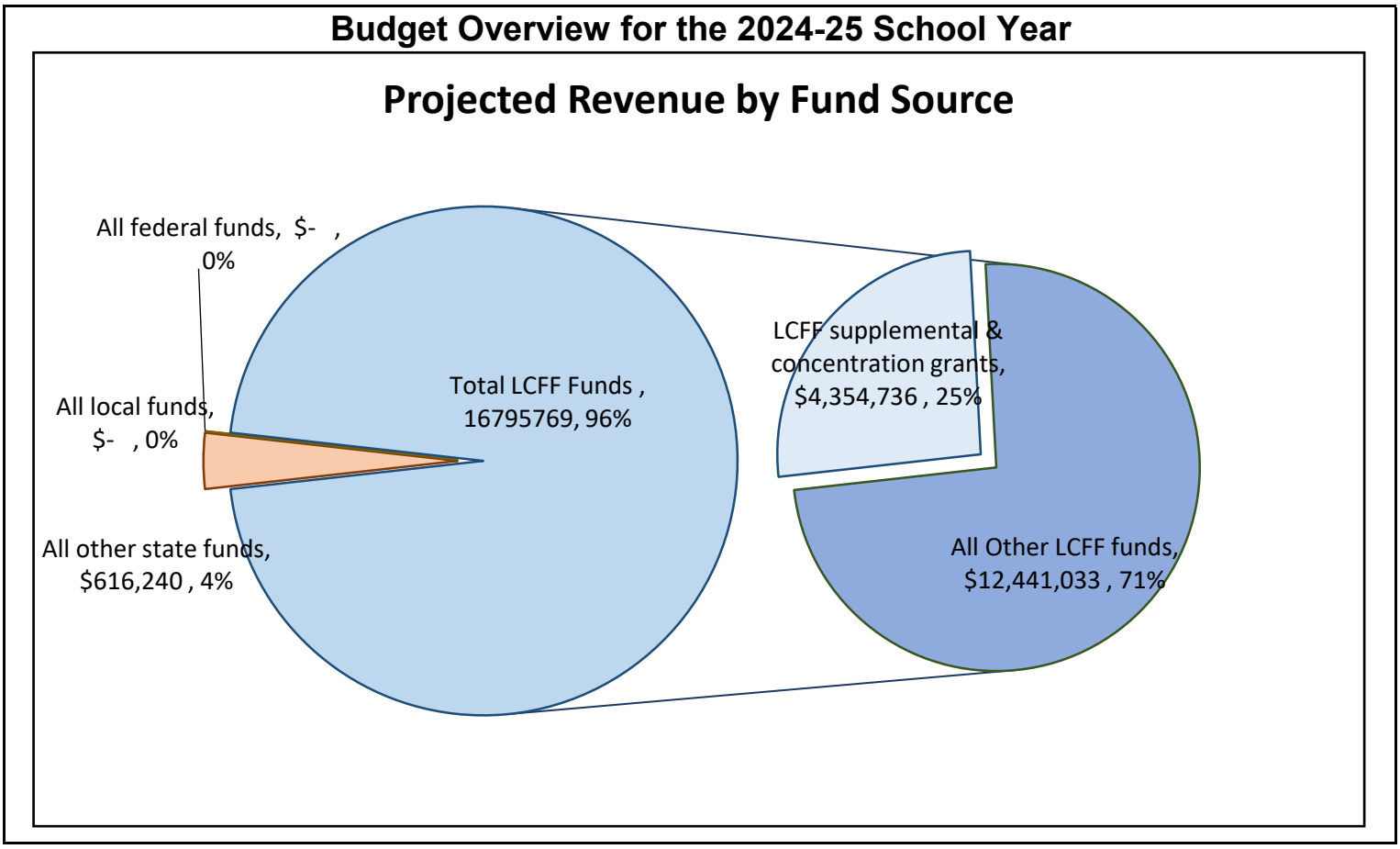
Local Educational Agency (LEA) Name: Options for Youth Victor Valley

CDS Code: 36679343630670

School Year: 2024-25

LEA contact information: Bryan Gillespie, Principal, Principal, P: (626) 685-9300, E: bgillespie@ofy.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

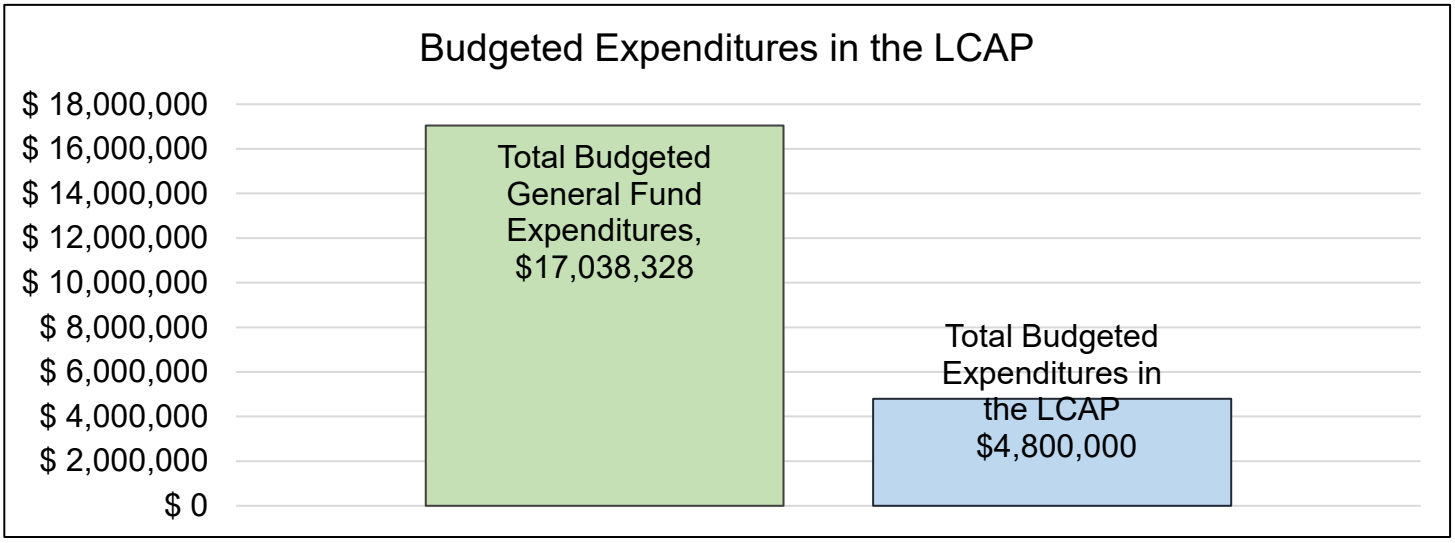


This chart shows the total general purpose revenue Options for Youth Victor Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options for Youth Victor Valley is $17,412,009.00, of which $16,795,769.00 is Local Control Funding Formula (LCFF), $616,240.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $16,795,769.00 in LCFF Funds, $4,354,736.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Options for Youth Victor Valley plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Options for Youth Victor Valley plans to spend $17,038,328.00 for the 2024-25 school year. Of that amount, $4,800,000.00 is tied to actions/services in the LCAP and $12,238,328.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

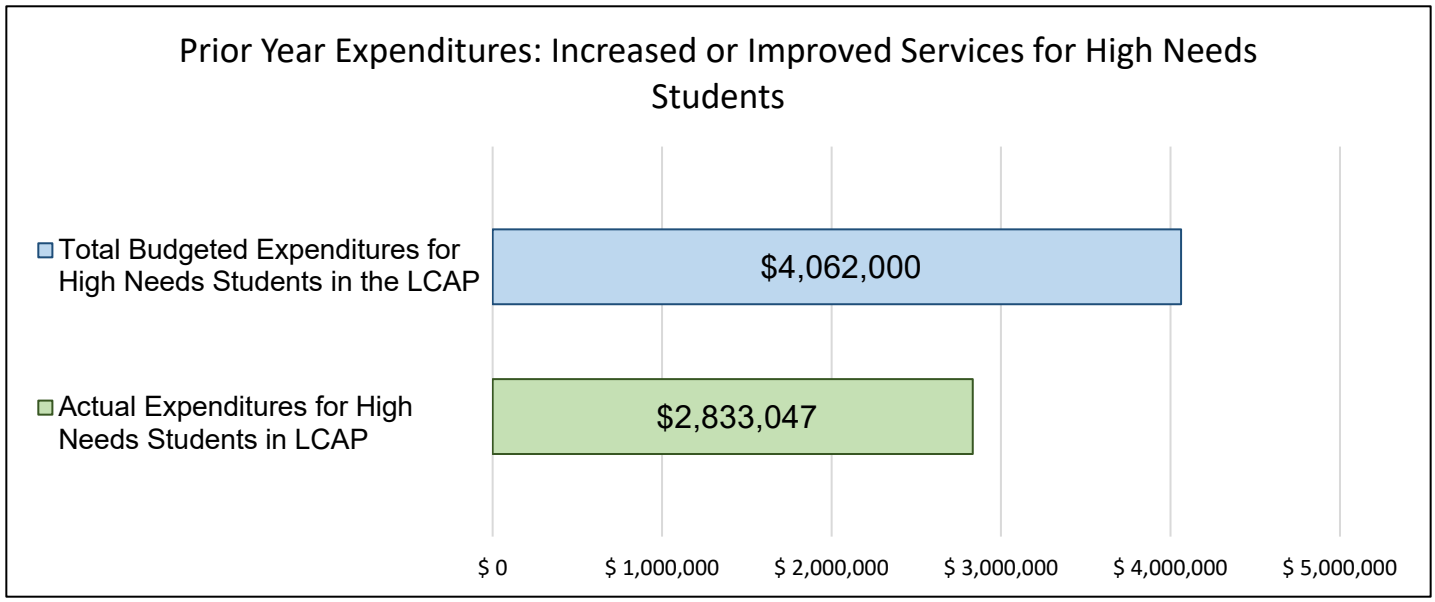
2024-25 General Fund Budget Expenditures not encompassed by the LCAP encompass various operational and business expenses. These include, but are not confined to, salaries for non-instructional staff, staff business-related costs (e.g., office supplies), rent, general business expenditures (e.g., taxes and licensing fees), management fees, and district administrative charges.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Options for Youth Victor Valley is projecting it will receive $4,354,736.00 based on the enrollment of foster youth, English learner, and low-income students. Options for Youth Victor Valley must describe how it intends to increase or improve services for high needs students in the LCAP. Options for Youth Victor Valley plans to spend $4,660,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Options for Youth Victor Valley budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Options for Youth Victor Valley estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Options for Youth Victor Valley's LCAP budgeted $4,062,000.00 for planned actions to increase or improve services for high needs students. Options for Youth Victor Valley actually spent $2,833,047.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $1,228,953.00 had the following impact on Options for Youth Victor Valley's ability to increase or improve services for high needs students:

Expenditures reflected are only for the first three quarters of the academic year (up to March 2024). The LEA budgeted $4,062,00 for high needs students in our LCAP. As of March 2024, we have spent $2,833,047. Several planned activities, services, and salaries are to be taken into account for the remaining months.

While we are currently under the anticipated expenditures, this difference has not negatively impacted the actions and services provided to high needs students. Our focus remains on ensuring that all intended improvements and support mechanisms for high needs students are delivered effectively. The delay in expenditure is due to the timing of planned activities and services, which are scheduled for the latter part of the academic year. We are confident that these will fully utilize the allocated budget by the end of the academic year and that all planned services will be executed as intended. Thus, we anticipate meeting our total budgeted expenditures and achieving our goals for high needs students by year's end.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options for Youth Victor Valley, Inc.	Bryan Gillespie Principal	bgillespie@ofy.org 760-553-5467

Goals and Actions

Goal

Goal #	Description
Goal #1	Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP) will be provided designated and specialized instruction tailored toward mastery of standards aligned instruction to improve academic achievement, reclassification rate (EL) and progress toward post-secondary goals by the end of the 2023-24 academic school year. Priorities: 2, 4, 7

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Taking into consideration the impacts of COVID-19, the charter aims to maintain or increase reclassification percentages that are above the state average.	16.67%	63.64% reclassification rate	84.62% reclassification rate	100% reclassification rate	Increase reclassification rates to above 20%
Taking into consideration the impacts of COVID-19, the charter aims to maintain or increase the Lexile growth of Students with Disabilities in grades 9-11.	46% had improved Lexile Measures in 2020-21	58.65% of Students with Disabilities (SWD) has improved Lexile measures from the first to the second Renaissance Star administration as it aligns to their IEP goals, respectively.	67.39% of Students with Disabilities (SWD) has improved Lexile measures from the first to the second Renaissance Star administration as it aligns to their IEP goals, respectively.	41.9% of Students with Disabilities (SWD) has improved Lexile measures from the first to the second Renaissance Star administration as it aligns to their IEP goals, respectively.	The charter aims to improve or maintain Students with Disabilities (SWD) Lexile measures from the first to the second Renaissance Star administration as it aligns to their IEP goals respectively.
Taking into consideration the impacts of COVID-19, the charter aims to increase the participation of Students with Disabilities in extracurricular activities to support their transition goals.	15.79% of Students with Disabilities (SWD) completed an extracurricular activities or course in 2020-21	28.06% of Students with Disabilities (SWD) completed extracurricular activities to support their transition goals.	34.76% of Students with Disabilities (SWD) completed extracurricular activities to support their transition goals.	46.5% of Students with Disabilities (SWD) completed extracurricular activities to support their transition goals.	45% of Students with Disabilities (SWD) will complete extracurricular activities to support their transition goals.

Charter will maintain or increase the graduation rate for Foster Youth students.	50% Foster Youth graduation rate	Foster Youth graduation rate was 100%	Foster Youth graduation rate was 66.67% as of May 2023	The Fall 2023 CA Dashboard data reveals a 53.8%* graduation rate for the charter's 4/5-year foster youth cohort. A noteworthy change occurred in 2022 as the state transitioned from reporting one-year graduation rates to 4/5-year cohort rates for DASS schools. This shift has impacted the charter's CSI identification for the 2024-25 academic year. Our DASS one-year rate stands at 67% as of June 2024. There are two academic months left in the DASS one-year cohort (August 16 - August 15) and the LEA anticipates	Maintain or increase the Foster Youth graduation rate at or above 68%

				this percentage to increase. *The CA Dashboard indicated that we don't have a statistically significant student group size to report a color designation.	
Taking into consideration the impact of COVID-19, the charter aims to maintain or increase the Core Course Completion rate for Low Income students.	Math - 5 Units English - 5 Units Science - 6 Units Social Science - 4 Units	Core course completion for our Low-Income students: English: 6.61 units Math: 6.79units Science: 6.52 units Social Science: 7.84 units	Core course completion for our Low-Income students: English: 5.68 units Math: 6.05 units Science: 6.56 units Social Science: 5.86 units	Core course completion for our Low-Income students: English: 8.31 units Math: 7.18 units Science: 6.87units Social Science: 7.81 units	The charter aims to improve or maintain the core course completion for our Low-Income students. Math - 7 Units English - 7 Units Science - 6 Units Social Science - 5 Units
EL Lexile Growth	41.67% demonstrated Lexile growth in 2020-21	62.71% of EL students demonstrated Lexile growth, measured through at least two Ren Star Reading benchmark	61.02% of EL students demonstrated Lexile growth, measured through at least two Ren Star Reading benchmark	49% of EL students exhibited Lexile growth, assessed through a minimum of two Ren Star Reading benchmarks.	60% of EL students will demonstrate Lexile growth, measured through at least two Ren Star Reading benchmark assessments leading to reclassification.

Taking into consideration the impacts of COVID-19, the charter aims to maintain its Core Course Completion rate for foster youth and homeless students to facilitate student progression to graduation.	Math - 4 units English - 6 units Science - 6 units Social Science - 5 units	Core course completion for our Foster youth (FY) and homeless students: FY English: 3.00 units Math: 4.54units Science: 4.89 units Social Science: 3.65 units Homeless English: 3.29 units Math: 5.38 units Science: 4.29 units Social Science: 3.75 units	Core course completion for our Foster youth (FY) and homeless students: FY English: 3.43 units Math: 5.89 units Science: 4.7 units Social Science: 5.73 units Homeless English: 3.77 units Math: 4.19 units Science: 4.69 units Social Science: 6.18 units	Core course completion for our Foster youth (FY) and homeless students: FY English: 7 units Math:8 units Science: 7 units Social Science: units Homeless English: 5 units Math: 6 units Science: 4 units Social Science: 7 units	The charter aims to improve or maintain the core course completion for our Foster youth and homeless students. Math - 6 Units English - 7 Units Science - 7 Units Social Science - 6 Units
ELPAC Progress	56.%	Not Applicable - State Data aligned to this outcome is unavailable	Fall 2022 CA Dashboard data: 35.7% making progress towards English language proficiency	In the Fall 2023 CA Dashboard data, 59.8% of students are progressing towards English language proficiency, reflecting a significant 24% increase and achieving a Blue rating for the English Learner Progress Indicator.	56% of EL students will maintain or make progress on their ELPAC Level by the 2023-2024 school year.

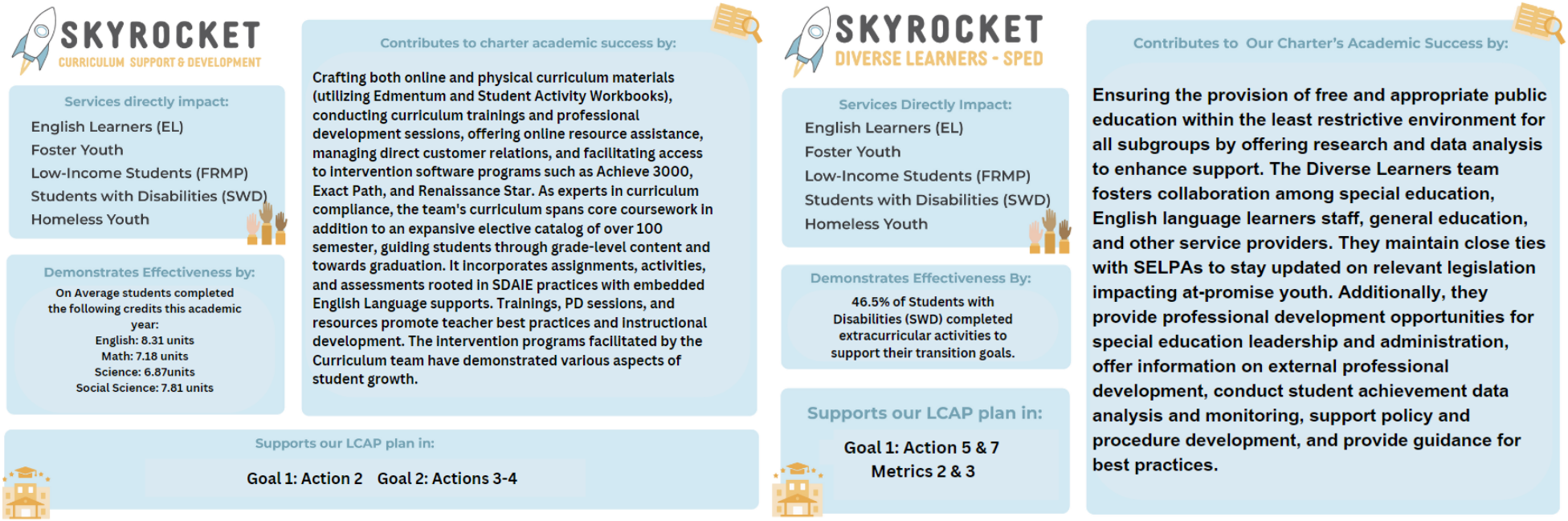
Goal Analysis

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

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

The actions outlined within goal 1 were fully implemented as intended and identified within the LCAP.

Successes: No substantive differences were identified within the outlined actions - all actions were fully implemented as intended and identified through the LCAP. With the successful implementation of the outlined actions, OFY-VV has continued to improve student opportunities for SWD, EL, and Foster Youth students. Students with Disabilities received support with transition goals based on student preferences. They were given a career/interest assessment with a follow-up interview - they were also connected with a Post-Secondary Counselor and/or a Career Pathways Coordinator (CPC) to discuss future plans. Social and Emotional support was provided by the School Psychologist or a clinician as needed, depending on the severity. The SWD team met throughout the year for professional development and through professional learning communities to address various issues, including alternative dispute resolution (ADR), best practices for dually identified students, CAASPP, comprehensive high-quality IEPs, and Goalbooks. English Language Learners received tutoring onsite from Math and English tutors, EL Specialists, and EL Coach, which enhanced reclassification goals. We continue to have one EL Specialist available at each site to provide additional academic support to all ELL Students, which has improved the opportunity for students to access iLit and Exact Path. Foster Youth students have been allowed to meet regularly with Post-Secondary Counselors and Career Pathway Coordinators for academic support and planning. Foster Youth students were provided with additional academic support from support staff, which led to an improvement in the completion of core academic courses. We started an Angel's Closet to provide foster/homeless youth with much-needed hygiene items, food and clothing and shoes. Students engaged in real-world experiences that focused on science through career exploration on field trips, by utilizing the Amgen biotechnology within direct instruction and engaging in the Engineering Design Challenge. SWD 41.9% of Students with Disabilities (SWD) have improved Lexile measures from the first to the second Renaissance Star administration as it aligns to their IEP goals respectively.



Challenges: Our core course completion rates for our FMRP students have increased from 22/23 school years. As well as our foster youth grad rate, which may be due to specific circumstances for those students, we saw a slight decrease in our EL Lexile growth over last year. We had 2 open teacher positions and one open Special Education Specialist position open during the school year that we struggled to fill. To address the challenge, the LEA has hired 2 new Independent Study teachers, and we have hired a new Special Education Specialist who will start at the beginning of the 24/25 school year. We also hired an Intervention Specialist teacher to help students that are struggling with attendance and unit completion. English and math proficiency for SWD is an identified area of growth. Graduation rates for Foster Youth

and Homeless students are below desired outcomes; however, this rate may increase as students reach the end of the academic school year.

The actions outlined within goal 1 were fully implemented as intended and identified within the SPSA
Successes: The LEA utilized Title Funds to employ three Title I Funded English Tutors to support students in completing core English units and units for graduation, as well as increase Lexile Growth. The English Tutor also supports English Language Learners and Homeless and Foster Youth students in closing the achievement gaps in English Language Arts (ELA). Students have responded positively to the English tutors, and data has shown that students have made improvements. Lastly, the LEA also used Title II funds to support the growth and quality of their teachers by providing professional development and opportunities for them to learn new strategies by attending training, workshops, and conferences.

Challenges: We had some turnover in our English Tutor positions and had to hire a new one. We had some staff out on medical leave and had to use substitutes to cover those staff members while they were out.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The LEA successfully carried out all planned actions and budgeted expenditures for Goal 1. Although we didn't reach our initial allocation assumptions when this report was created, we are confident that we will meet these budget figures by the end of the school year. As a result, there are no significant differences to report.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The collective influence of the initiatives in Goal 1 throughout the three-year LCAP cycle significantly enhanced the outcomes for EL, low-income, and Foster youth students. This is evidenced by notable growth and improvement in the associated metrics, particularly in their overall Lexile measures.

Actions 1.1 to 1.7 in our LCAP were carefully designed in the 3-year LCAP cycle to work in harmony, creating a comprehensive strategy to enhance outcomes for our English Learners:

iLit (Action 1.1):
The charter's dedication to increasing overall Lexile growth and improving speaking and listening skills supports the progression toward reclassification.

Math & English Intervention (Action 1.2):
Specialized instruction, internal benchmarks, research-based programs, Math Intervention Specialists, and tutoring significantly contributed to improved outcomes, benefiting both students and reducing teacher burnout.

EL Professional Development (Actions 1.4 & 1.7):
Annual Professional Development for English Language Specialists and classified staff ensures current knowledge, enhancing their ability to support ELL students effectively.

EL Individualized Support and Instruction (Action 1.5):
Access to individualized support through English Language Specialists aids EL students' mastery of common core state standards, contributing to positive outcomes.

These actions, alongside the implemented interventions, resulted in impressive metrics for English Learner progress. The reclassification rate increased from a baseline of 25% to 83.33% in year 2, surpassing the desired outcome of 25%. Furthermore, 38.42% of EL students are now reading at or above the grade level Lexile band, marking a significant improvement from the previous year's 12.16%.

The action related to Foster Youth & Homeless Student Services, where foster youth and homeless students meet with their Post-Secondary Counselor, was effective. This group of students made gains in core course completion. While the Grad rate was at 58%, below the goal of 68%, this group is progressing toward graduation. This action aims to support these students by reviewing academic performance, progress, post-secondary plans, and workforce opportunities; we recognize the need to enhance its effectiveness in providing the necessary resources. We will continue in our efforts to move more students towards graduation within the 4-5-year cohort. We will look at what other actions we can take to support this group of students further.

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.

Reflecting on our prior practices, we have updated our metrics for the 2024-2027 LCAP to better support our diverse student populations. For English Learners (EL) and Students with Disabilities (SWD), we are shifting from using Lexile growth measurements to SBAC indicators and Grade Level Equivalency. This change provides a more comprehensive assessment of reading and math skills. The new desired outcome for EL students and SWD students is to reduce the percentage of ELL and SWD students testing at “Standard Not Met” on Math and ELA SBAC by 5%. These adjustments ensure a more standardized and robust measure of academic progress.

After careful review and consideration of the utilization of Title I funds in the 2023-2024 school year and in prior years, OFY-Victor Valley will not continue with Title fund planning or spending in the 2024-2025 school year. The school recognizes that these funds serve as valuable assets for targeted initiatives or projects that align with the school's mission and goals. However, our current resources allow us to meet the needs of all students without relying on these funds. OFY-Victor Valley will make every effort to exhaust all its Title funding by June 30, 2024; however, due to the amount of funding remaining and if not able to completely fund an initiative with the remaining amount, the school will return all remaining funds back to the state.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal #	Description
Goal #2	All Students will have access to a Broad Course of Study (Priority 7) and will receive individualized support and instruction through Priority 2 with the use of standards-aligned instructional curriculum and materials to positively impact their progress toward graduation and work toward narrowing the opportunity gap for all students with an emphasis on English Language Learners (EL) and Socioeconomically Disadvantaged pupils (FRMP). Thus, the charter strives to see positive pupil outcomes outlined within Priority 8 in applicable courses of study for grades 8 to 12 and in English Language Arts (ELA) and Mathematics (Math) in both local and state assessments. Priorities: 2, 7, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The Charter aims to demonstrate student Math growth on the Math SBAC performance indicator	42.95 SGP	Students who took at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported had an average SGP of 45.05	Students who took at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported had an average SGP of 44.30	Students who took at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported an average SGP of 44.59. According to the Fall 2023 CA Dashboard, the Math SBAC indicator has a red rating. The reported data indicates our student scores are 149.6 points below the standard, maintaining 2.2 points	Students who take at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported will maintain or exceed an average SGP of 42.95 or higher.

The charter aims to maintain or improve its SBAC ELA academic performance as indicated by past internal benchmark assessments.	47.64%	58.43% of students who took at least two Ren Star Reading assessments experienced Lexile growth	60.57% of students who took at least two Ren Star Reading assessments experienced Lexile growth	50% of students who completed a minimum of two Ren Star Reading assessments demonstrated Lexile growth According to the Fall 2023 CA Dashboard, the ELA SBAC indicator has a red rating. The reported data indicates our student scores are 15.1 points below the standard, which is a decline of 12.2 points.	50% of all students who take at least two Ren Star Reading assessments will experience Lexile growth
Taking into consideration the impacts of COVID-19, the charter aims to maintain or increase overall Lexile growth for all students through specialized instruction and interventions.	42L	Student Lexile growth showed an increase in 2021-22 with an average +6.42L growth for an average of 45L	Student Lexile growth showed an increase in 2022-23 with an average +6.99L growth per month for an overall average of 55.95L	In the 2023-24 period, student Lexile growth exhibited an increase, averaging a monthly growth of 3.5 L and reaching an overall average of 49.2	The Charter aims to maintain student Lexile growth at or above 42L by the end of the 2023-24 year
Taking into consideration the impacts of COVID-19, the charter aims to maintain its Core Course Completion rate to facilitate student progression to graduation	Math - 5 units English- 5 units Science- 5 units Social Science- 4 units	2021-22 Core Course Completion rates: ELA: 5.20units Math: 5.52units Science: 5.83 units Social Stds: 6.06 units	2022-23 Core Course Completion rates: ELA: 5.28units Math: 5.60 units Science: 6.28units Social Studies: 5.68 units	2023-24 Core Course Completion rates: ELA: 8.25 units Math: 7.25 units Science: 6.94 units Social Studies: 7.88 units	The charter aims to maintain its Core Course Completion rates annually at: Math - 5 units English- 5 units Science- 5 units Social Science- 5 units

Goal Analysis

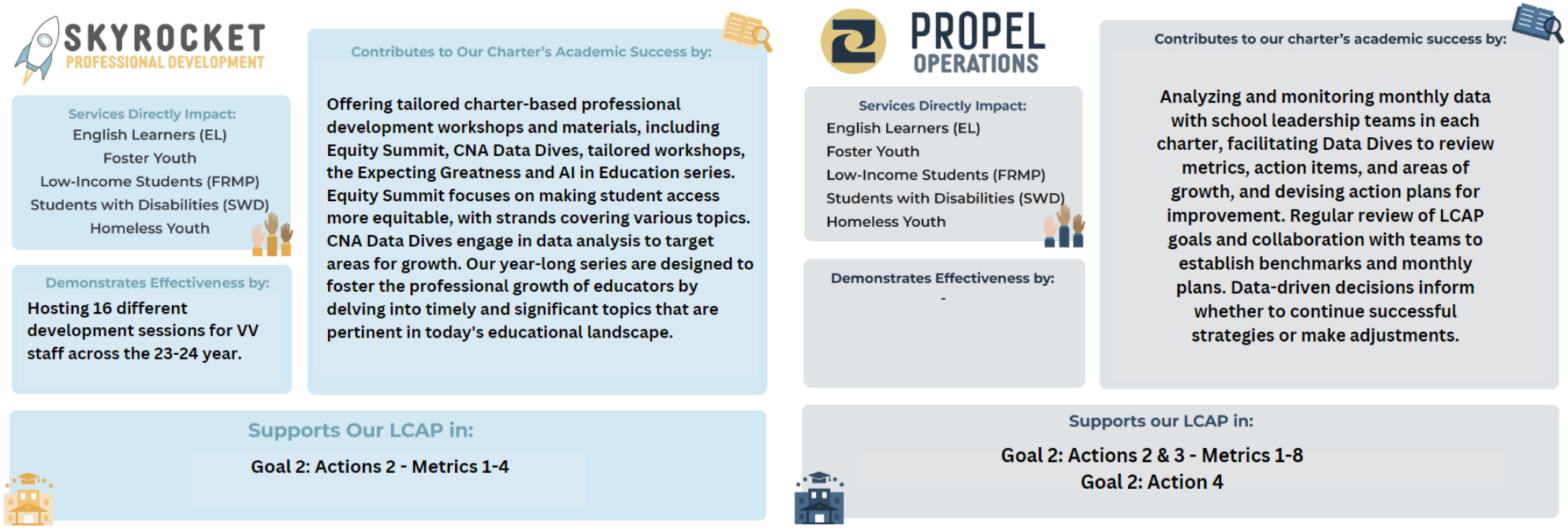
An analysis of how this goal was carried out in the previous year.

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

The actions outlined within goal 2 I were fully implemented as intended and identified within the LCAP.

Successes

During the 2023/24 school year, our charter school achieved notable successes in several key areas. Students had higher-than-expected achievement in Core Course Completion rates. While we planned to maintain completion rates at 5 units annually for Math, English, Science, and Social Science, the actual completion rates were significantly higher, with students achieving 8.25 units in ELA, 7.25 units in Math, 6.94 units in Science, and 7.88 units in Social Studies. Students who participated in at least two Ren Star Math assessments demonstrated an average Student Growth Percentile (SGP) of 44.59, surpassing the planned outcome of maintaining or exceeding an average SGP of 42.95. Additionally, 50% of students who completed at least two Ren Star Reading assessments showed Lexile growth, aligning with our target. The average Lexile growth reached 49.2, exceeding our goal of maintaining growth at or above 42L. Furthermore, the Core Course Completion rates were strong, with students achieving 8.25 units in ELA, 7.25 units in Math, 6.94 units in Science, and 7.88 units in Social Studies. These outcomes reflect our commitment to providing a broad course of study and individualized support, positively impacting students' progress toward graduation and narrowing the opportunity gap for English Language Learners (EL) and Socioeconomically Disadvantaged pupils (FRMP).



Challenges

Despite these successes, we faced significant challenges, as the Fall 2023 CA Dashboard indicated. The Math SBAC indicator received a red rating, with student scores 149.6 points below the standard, maintaining an increase of only 2.2 points. Similarly, the ELA SBAC indicator also received a red rating, with scores 15.1 points below the standard, reflecting a decline of 12.2 points. These results highlight the persistent difficulties in meeting state assessment benchmarks. Additionally, while 50% of students demonstrated Lexile growth, achieving consistent and substantial growth across all students, particularly English Language Learners (EL) and Socioeconomically Disadvantaged pupils (FRMP), remains a critical challenge. Addressing these areas requires continued focus on enhancing instructional strategies and ensuring the effective implementation of standards-aligned curriculum and materials.

While the charter school has achieved notable progress in several areas, the challenges identified necessitate ongoing and enhanced efforts to meet our ambitious educational goals fully.

The actions outlined within goal 2 were fully implemented as intended and identified within the SPSA
Successes: The LEA utilized Title Funds to employ three Title I Funded English Tutors to support students in completing core English units and units for graduation and increase Lexile Growth. The English Tutor also supports English Language Learners and Homeless and Foster Youth students in closing the achievement gaps in English Language Arts (ELA). Students have responded positively to the English tutors, and data has shown that students have made improvements. Lastly, the LEA also used Title II funds to support the growth and quality of their teachers by providing professional development and opportunities for them to learn new strategies by attending training, workshops, and conferences.

Challenges: At the beginning of the year, the English Tutor position was a challenge to fill one of the positions that recruit the right candidate. However, by the end of the first quarter, the LEA was able to fulfill the position and English Tutors were able to fully engage with students and support them in their academic success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The LEA successfully carried out all planned actions and budgeted expenditures for Goal 1. Although we didn't reach our initial allocation assumptions when this report was created, we are confident that we will meet these budget figures by the end of the school year. As a result, there are no significant differences to report.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The collective influence of the initiatives in Goal 2 throughout the three-year LCAP cycle significantly enhanced the outcomes for our unduplicated students and overall student group level.

Action #1: Basic Services
Providing students access to fully credentialed teachers greatly aided their progression in core courses. This action contributed significantly to the higher-than-expected Core Course Completion rates, with students achieving 8.25 units in ELA, 7.25 units in Math, 6.94 units in Science, and 7.88 units in Social Studies. The presence of fully credentialed teachers ensured that students received high-quality instruction, positively impacting their academic performance and overall progress toward graduation.

Action #2: Professional Development

Offering teachers professional development opportunities effectively equipped them with the skills and knowledge necessary to provide individualized, standards-aligned instruction. This professional development was reflected in the improved average Student Growth Percentile (SGP) of 44.59 in Ren Star Math assessments, surpassing the planned target of 42.95. Additionally, 50% of students who completed a minimum of two Ren Star Reading assessments demonstrated Lexile growth, indicating that teachers were better prepared to address the diverse learning needs of their students.

Action #3: Benchmark Assessments and Interventions
The charter's focus on increasing overall Lexile growth through specialized instruction and interventions, including RenStar, Achieve 3000, a Math Intervention Specialist, and Tutoring, proved effective. The average monthly Lexile growth of 3.5L and an overall average of 49.2L surpassed the goal of 42L. These interventions provided targeted support to students, helping them improve their literacy skills and better prepare for state assessments.
Action #4: Broad Course of Study
Ensuring all students had access to academic resources aligned with CCSS, NGSS, and CCR in subjects like English, Science, Mathematics, and Career Technical Education was effective. Using the Digital Edmentum curriculum supported students' mastery in these subjects and contributed to the high Core Course Completion rates. This broad course of study was essential in providing a comprehensive education that addressed various academic needs and prepared students for post-secondary success.

Action #5: 21st Century Skills and Education Technology
Providing educational partners with access to necessary educational technology and associated services effectively supported learning and instruction in the 21st century. Resources such as Adobe, Padlet, Google Suites, Chromebooks, and Smartboards enhanced the educational experience, making learning more interactive and accessible. However, the decision to discontinue using Ed Puzzle was based on its ineffectiveness, highlighting the need for continuous evaluation and adaptation of educational tools to ensure they meet the desired outcomes.

Overall, these actions effectively made progress toward providing all students with access to a broad course of study and individualized support. The successes in student growth and course completion rates indicate that the implemented actions positively impacted student outcomes. However, challenges remain, particularly in meeting state assessment benchmarks for Math and ELA, necessitating ongoing adjustments and improvements in instructional strategies and support systems.

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.

Goal 2 for the next three years will focus on Graduation rates. The decision to focus on increasing the 4- to 5-year graduation rate for all students, particularly among specific subgroups, stems from recent trends identified in the California Department of Education's dashboard. The data from the 2022 to 2023 school years revealed a notable decline in the overall graduation rate, decreasing from 52.9% to 38.4%.

These statistics underscore the need for targeted intervention and support strategies to reverse this downward trend and ensure that all students have equitable opportunities to succeed academically and graduate within their 4 to 5-year timeframe. By setting a specific goal to increase graduation rates by the 2027 school year, we commit ourselves to addressing the systemic barriers and disparities that have contributed to these declines.

Ultimately, by working together with determination and purpose, we aim to not only reverse the decline in graduation rates but also create a more inclusive and supportive learning environment where every student can thrive and achieve their full potential.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal #	Description
Goal #3	To promote Pupil Achievement within Priority 4 and Pupil Engagement within Priority 5 the LEA will ensure the achievement and attendance of all students, and particularly for Foster Youth, Homeless, English Language Learners (EL),Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP), will be implemented through the metrics and actions outlined in Goal 3 to expose all students to College and Career Pathways in order to positively impact progress toward graduation and post-secondary readiness. Priorities: 4, 5

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Taking into consideration the impacts of COVID-19, the charter aims to maintain its graduation rate.	76.20%	Based on State Released data in January 2022, the Charters 1-year graduation rate average is 71.70% and 3-year average is at 73.5%	Fall 2022 CA Dashboard 2021-22 4 / 5-year grad rate average= 52.9% graduation rate. 2021-22 DASS 1-year Graduation rate: 83.94% There was a change in the way the state reports graduation rates for DASS schools moving from a 1-year grad rate to a 4 / 5-year cohort grad rate. This has impacted the charter in its CSI Identification for the 2023-24 academic year.	The Fall 2023 CA Dashboard data reveals a 38.4% graduation rate for the charter's 4/5-year cohort, indicating a 14.6% decline. With an average over three years at 54.3%. A noteworthy change occurred in 2022 as the state transitioned from reporting one-year graduation rates to 4/5-year cohort rates for DASS schools. This shift has impacted the charter's CSI identification for the 2024-25 academic year. Our DASS one-year rate stands at 73% as of June 2024, representing an average of 79% from 2021-24. There are two academic months	The Charter aims to maintain or improve our graduation rate at 76.20% average.

				left in the DASS one-year cohort (August 16 - August 15) and the LEA anticipates this percentage to increase.	
Taking into consideration the impacts of COVID-19, the charter aims to Increase the number of students on the A-G planning guide.	24.91%	24.61% of students are on the A-G planning guide	48.36% of students are on the A-G planning guide	53.2% of students are on the A-G planning guide	47.25 % of students will be on the A-G planning guide.
College and Career Preparedness through increase in Dual Enrollment	1% (19) students completed a dual enrollment class during the 2019/20 school year.	6.2%of eligible students completed a dual enrollment class	2 % of eligible students completed a dual enrollment class	1.66% of eligible students completed a dual enrollment class	3% of eligible students will complete a dual enrollment class by the end of the 2023-24 academic school year

College/Career Preparedness	Prepared: 7.4%, Approaching Prepared: 25.4%, Not Prepared: 67.2%	Not Applicable - State Data aligned to this outcome is unavailable	N/A - Data is currently unavailable. The State did not release CCI performance indicator data in the Fall 2022 dashboard	The college/career indicator (CCI) on the Fall 2023 CA Dashboard indicates that 81.3% of students are currently not prepared. This marks the first inclusion of CCI on the CA Dashboard since 2019. Unfortunately, the absence of CCI reporting over the past three years has hindered our ability to fully invest in this metric, lacking year-over-year data to guide our improvement efforts in this area. Nonetheless, our commitment remains steadfast, and we will persistently strive to reduce this percentage through ongoing initiatives.	The charter aims to decrease the percentage of students not prepared on the college/career indicator to be at or below 60% by the end of the 2023/2024 school year.

Goal Analysis

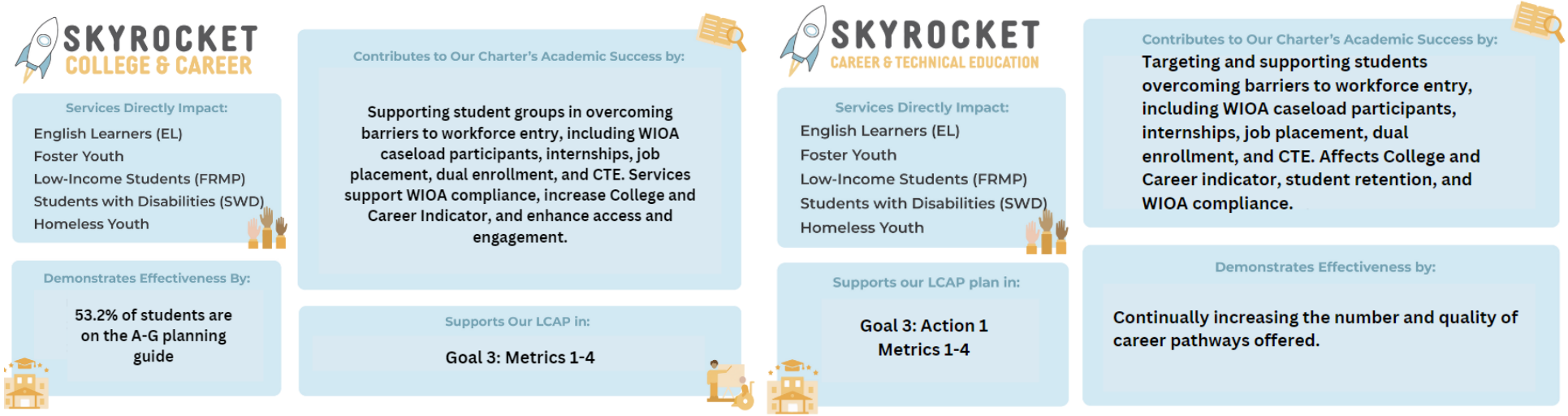
An analysis of how this goal was carried out in the previous year.

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

The aim of Goal #3 is to enhance Pupil Achievement (Priority 4) and Pupil Engagement (Priority 5) by focusing on the achievement and attendance of all students, particularly Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged pupils (FRMP). By exposing all students to College and Career Pathways, we strive to impact their progress toward graduation and post-secondary readiness positively.

Successes:

We have seen notable successes in several areas. Our goal for the A-G planning guide was to have 47.25% of students on track, and we have surpassed this target with 53.2% of students meeting the criterion. This demonstrates the effectiveness of our efforts in guiding students through college preparatory courses. Additionally, despite the overall decline in graduation rates due to the shift in reporting, our DASS one-year graduation rate is 73% as of June 2024, with a three-year average of 79%. With two academic months left in the DASS one-year cohort, we anticipate increasing this percentage, reflecting our ongoing commitment to improving student outcomes.



Challenges:

The implementation of Goal #3 has faced significant challenges. The transition from reporting one-year graduation rates to 4/5-year cohort rates for DASS schools in 2022 has significantly impacted our graduation rate, which stands at 38.4% for the 4/5-year cohort, according to the Fall 2023 CA Dashboard. This represents a 14.6% decline, with a three-year average of 54.3%. This change has also affected our CSI identification for the 2024-25 academic year. Additionally, our target for dual enrollment completion was not met, with only 1.66% of eligible students completing a dual enrollment class compared to our goal of 3%. The college/career indicator (CCI) also poses a challenge; 81.3% of our students are currently not prepared, as reported in the Fall 2023 CA Dashboard. The absence of CCI reporting over the past three years has hindered our ability to invest fully in this metric and improve student readiness for post-secondary success.

The journey towards achieving Goal #3 has been marked by successes and challenges. While we have made significant strides in areas like the A-G planning guide and maintaining a strong DASS one-year graduation rate, we have encountered obstacles, particularly with

transitioning to 4/5-year cohort graduation rates and meeting our dual enrollment and CCI preparedness targets. Despite these challenges, our dedication to enhancing pupil achievement and engagement remains unwavering, and we will continue to strive for improvement through targeted initiatives and a steadfast commitment to our students' success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The LEA successfully carried out all planned actions and budgeted expenditures for Goal 1. Although we didn't reach our initial allocation assumptions when this report was created, we are confident that we will meet these budget figures by the end of the school year. As a result, there are no significant differences to report.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The primary aim of Goal #3 is to enhance Pupil Achievement (Priority 4) and Pupil Engagement (Priority 5) by ensuring the achievement and attendance of all students. Special attention is given to Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged pupils (FRMP). The goal is to expose all students to College and Career Pathways to impact their progress toward graduation and post-secondary readiness positively.
Desired Outcomes:
1. Maintain or improve the graduation rate at an average of 76.20%.
2. Ensure that 47.25% of students are on the A-G planning guide.

Actions
1. **CTE Program: ** Develop and implement a Career Technical Education (CTE) program offering various CTE courses.
2. **Dual Enrollment: ** Develop and implement a Dual Enrollment Program.
3. **Postsecondary Awareness: ** All seniors will meet with their credentialed teacher and Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards.
4. **Post-Secondary Events: ** Host and develop events such as College & Career Fair, Senior Social, College Trips, Graduation, College Signing Day, FAFSA Nights, A-G night, Senior Information night, and senior early transition events, potentially held virtually due to COVID-19.

Graduation Rate: Our goal was to maintain or improve the graduation rate at an average of 76.20%. However, the Fall 2023 CA Dashboard data revealed a significant decline in the graduation rate for our charter's 4/5-year cohort, which stands at 38.4%, with a three-year average of 54.3%. This represents a 14.6% drop from our previous performance. The transition in 2022 from reporting one-year graduation rates to 4/5-year cohort rates for DASS schools has played a critical role in this decline, impacting our Comprehensive Support and Improvement (CSI) identification for the 2024-25 academic year.

Despite these challenges, the DASS one-year graduation rate stands at 73% as of June 2024, with a three-year average of 79%. This suggests that while the specific action of supporting DASS students on a one-year track has been relatively effective, the broader changes in reporting requirements have posed significant challenges to maintaining our desired graduation rate.

A-G Planning Guide

The goal was for 47.25% of students to be on the A-G planning guide, and we have successfully exceeded this target, with 53.2% of students currently meeting this criterion. This success indicates that our actions to guide students through college preparatory courses have been highly effective. Our efforts in providing resources, counseling, and support for A-G coursework have positively impacted student engagement and readiness for post-secondary education.

CTE Program
The development and implementation of the CTE program aimed to offer various courses to students. While this program has shown potential, its impact on overall student achievement and engagement metrics has yet to be fully realized and will require continued support and expansion.

Dual Enrollment:
Our target was 3% of eligible students to complete a dual enrollment class by the end of the 2023-24 academic year. Unfortunately, we have fallen short of this goal, with only 1.66% of eligible students completing a dual enrollment class. This shortfall indicates that our strategies for promoting dual enrollment must be revisited and strengthened to encourage more students to take advantage of these opportunities.

Postsecondary Awareness and Events
Actions involving postsecondary awareness and hosting various post-secondary events have effectively provided students valuable information and experiences. All seniors met with their credentialed teacher and Post-Secondary Counselor for strategic planning, which has helped align their goals with their career aspirations and academic performance. Events such as College & Career Fairs, College Trips, and FAFSA Nights have raised awareness and prepared students for post-secondary success.

College/Career Indicator (CCI)
Although not explicitly part of the desired outcomes for this update, the college/career indicator (CCI) remains a crucial metric. The Fall 2023 CA Dashboard indicates that 81.3% of our students are currently not prepared. The absence of CCI reporting over the past three years has hindered our ability to fully invest in and track progress in this area, highlighting a significant challenge in improving student readiness for post-secondary success.

The actions taken to achieve Goal #3 have yielded mixed results. While we have made significant strides in areas like the A-G planning guide and maintaining a strong DASS one-year graduation rate, we have encountered obstacles, particularly transitioning to 4/5-year cohort graduation rates and meeting our dual enrollment and CCI preparedness targets. Our CTE program and post-secondary awareness initiatives have shown promise but require further development. Despite these challenges, our dedication to enhancing pupil achievement and engagement remains unwavering, and we will continue to refine our strategies and provide targeted support to address these challenges and improve overall student outcomes.

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.

Reflecting on last year's implementation of Goal #3 has provided valuable insights into our successes and challenges. While we exceeded our target for the A-G planning guide and maintained a strong DASS one-year graduation rate, we faced significant hurdles, particularly with the transition to 4/5-year cohort graduation rates, lower-than-expected dual enrollment completion, and high percentages of students

unprepared according to the College/Career Indicator (CCI). These challenges underscored the need for refined goals, metrics, desired outcomes, and actions to better support student achievement and engagement.

Our new goal is to enhance college and career preparedness among students by 2027. We aim to increase the rate of A-G completion, improve SBAC performance, augment college course completion rates, and expand CTE pathway completions. Our objective is to elevate the overall rate of students prepared for college and career to 10%, with all subgroups reaching at least a 5% preparedness level.

Updated metrics and desired outcomes include increasing the preparedness rate on the CCI from the current 3.7% for all students to 10% by 2027, with all subgroups currently in the red achieving at least a 5% preparedness rate. For A-G completion rates, we aim to elevate the current 8% for all 12th graders and 0% for students with disabilities to 30% and 12% by 2027. Additionally, we plan to increase the college course completion rate from 0.3% to 10% for all students and the CTE Pathway completion rate from 3.35% to 5%.

To achieve these goals, we have revised our actions. We will implement a structured A-G Completion Support Program focused on early identification of at-risk students, strategic course planning, and targeted interventions, with increased support from school counselors and Career Pathways Coordinators (CPCs). Our CTE pathways will be expanded and enhanced to align with current job markets, providing additional support for students in existing pathways. We will broaden access to dual enrollment opportunities through partnerships with local colleges and virtual course offerings, allowing more students to complete college courses while still in high school. Small Group Instruction (SGI) classes will be offered to support ELL and SPED students in meeting A-G requirements and improving SBAC scores. Lastly, we will maintain access to classroom technology devices for instructional purposes, particularly for low-income, English-learner, foster, and homeless students.

In summary, the reflections on our previous year's practices have led to significant changes in our planned goals, metrics, desired outcomes, and actions. We have set more ambitious targets for college and career preparedness, A-G completion, dual enrollment, and CTE pathway completion. The revised actions are designed to provide more structured support, early intervention, enhanced pathways, expanded dual enrollment opportunities, and better technology integration. These changes aim to address the challenges identified and drive greater student achievement and engagement in the coming years.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal #	Description
Goal #4	Through the implementation of the metrics and actions listed within Goal 4 the charter will ensure progress within Priority 3 and 6 by cultivating a safe and healthy learning environment and school climate through an increased emphasis on conducting meaningful educational partner engagement opportunities and ensuring all educational partners feel safe and a sense of connectedness to our program especially for our Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP). Priority 1 will be implemented to ensure the maintenance, operations, facilities and Teacher assignments are in good standing. The LEA will monitor their progress annually to determine if this goal needs to be structured or prioritized. Priorities: 1, 3, 5, 6

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to maintain its suspension rates	Below 1.5%	0% Suspension rate	0% Suspension rate	The suspension rate is 0.3%, as indicated by the Fall 2023 CA Dashboard Results. It has been maintained at 0.2%, contributing to a Blue rating on the CA Dashboard.	Suspension rates will be at or below 1.5%.
Taking into consideration COVID 19 restrictions, the charter will maintain or reduce the number of students chronically absent.	85%	72.22% Chronic Absenteeism rate which is a decline of 12.78%	64.49% Chronic Absenteeism rate which is a decline of 20.51%	The chronic absenteeism rate stands at 40.8%, as indicated by the results from the Fall 2023 CA Dashboard. Additionally, there is a 12.5% decline, resulting in a Yellow rating on the CA Dashboard.	Chronic Absenteeism will be reduced by at least 10% based on current enrollment.
Taking into consideration the impacts of COVID-19, the middle school and high school dropout rates will be maintained or reduced.	Middle school =3.35% High school= 9.91%	2021-22 Dropout rates: Middle School: 3.92% High School: 7.61%	2022-23 Dropout rates: Middle School: 1.43% High School: 6.6%	2023-24 Dropout Rates: Middle School:6.9% High School: 5.8%	The middle school and high school dropout rates for middle school and high school will be maintained at or below 8%.

Basic Services: Teacher misassignments, Fully Credentialed Teachers, Textbook Insufficiencies, Facilities Inspections, Number of Uniform Complaints	Teacher misassignments: 0, Fully Credentialed Teachers: 100%, Textbook Insufficiencies: 0, Facilities Inspections: 100%' Number of Uniform Complaints: 0	Teacher misassignments: 0, Fully Credentialed Teachers: 100%, Textbook Insufficiencies: 0, Facilities Inspections: 100%' Number of Uniform Complaints: 0	Missassignments: Teacher misassignment portion of the local indicator for Priority 1 in the Dashboard in the fall of 2023 will be pre populated by the state. Textbook Insufficiencies: 0% across all subjects Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 0 Number of Uniform Complaints: 0	No teacher misassignments were reported, as indicated by the Local Assignment Option (LAO) for Alternative Settings. All teachers are fully credentialed, reflecting a 100% rate according to the Local Assignment Option (LAO) for Alternative Settings. There are no textbook insufficiencies, as per the SARC report. Facilities inspections have been completed at a 100% rate, according to the SARC report. The number of uniform complaints is 0, as reported in the SARC report.	Teacher misassignments: 0, Fully Credentialed Teachers: 100%, Textbook Insufficiencies: 0, Facilities Inspections: 100%' Number of Uniform Complaints: 0

Basic Services: Teacher misassignments, Fully Credentialed Teachers, Textbook Insufficiencies, Facilities Inspections, Number of Uniform Complaints	Local indicator submission for Fall 2021: Misassignments of teachers of EL's: Total teacher misassignments: 0 Vacant teacher positions: 0 Textbook Insufficiencies: 0% across all subjects Number of Uniform Complaints: 0 Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0	Fall 2022 Local Indicator Submission: LEAs will not report the teacher misassignments portion of the local indicator for Priority 1 in the Dashboard in the fall of 2022. Textbook Insufficiencies: 0% across all subjects Number of Uniform Complaints: 0 Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0	Fall 2023 Local Indicator Submission: Misassignments of teachers: Beginning with the 2023 Dashboard, LEAs will no longer input locally collected data on the teacher element of Priority 1. This information will be pre-populated for all LEA’s. Textbook Insufficiencies: 0% across all subjects Number of Uniform Complaints: 0 Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0	No teacher misassignments were reported, as indicated by the Local Assignment Option (LAO) for Alternative Settings. All teachers are fully credentialed, reflecting a 100% rate according to the Local Assignment Option (LAO) for Alternative Settings. There are no textbook insufficiencies, as per the SARC report. Facilities inspections have been completed at a 100% rate, according to the SARC report. The number of uniform complaints is 0, as reported in the SARC report.	Teacher misassignments: 0, Fully Credentialed Teachers: 100%, Textbook Insufficiencies: 0, Facilities Inspections: 100%’ Number of Uniform Complaints: 0

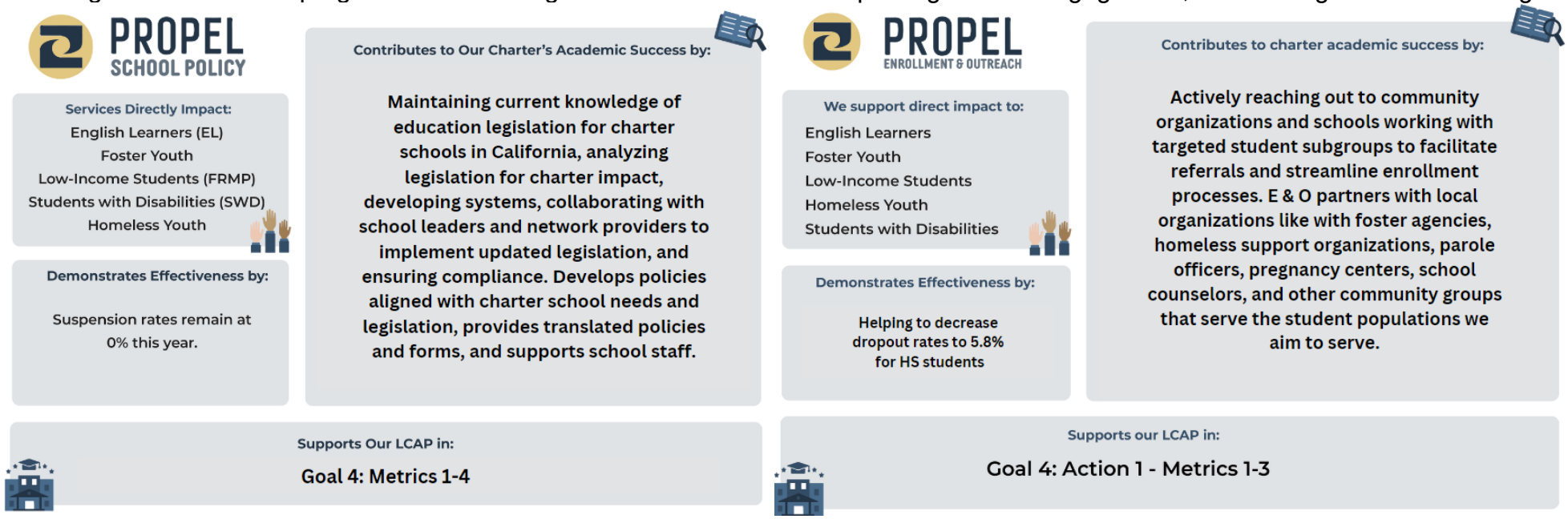
Goal Analysis

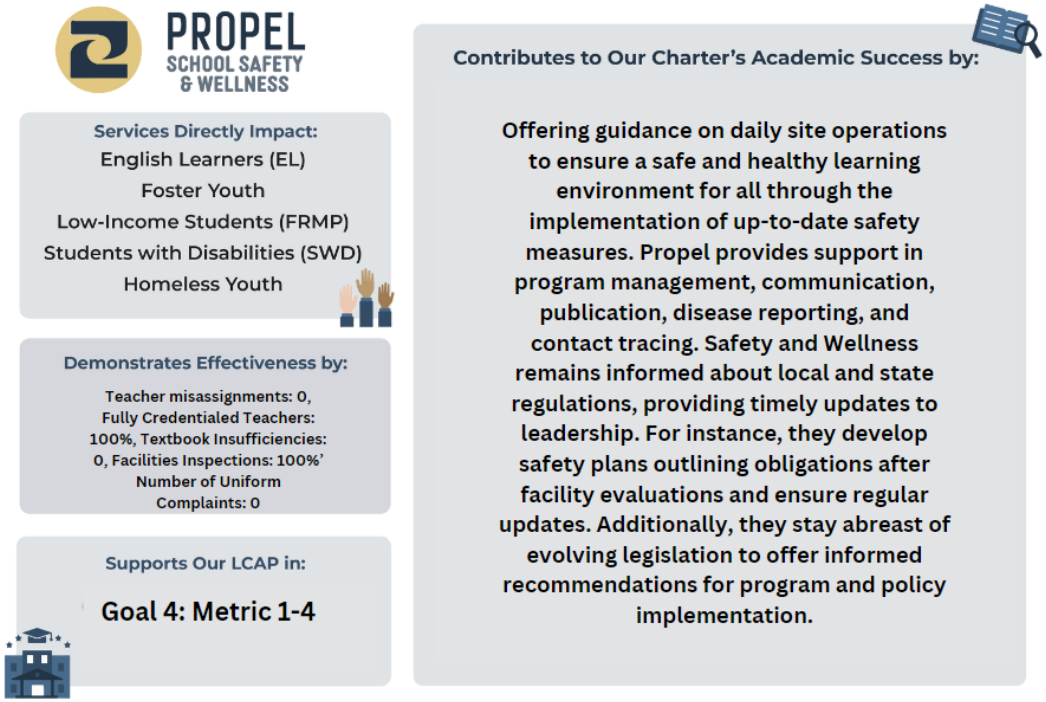
An analysis of how this goal was carried out in the previous year.

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

The actions outlined within goal 4 were fully implemented as intended and identified within the LCAP.
The planned actions for OFY-Victor valley included several key initiatives: increasing parental involvement and educational partner engagement through various events and surveys, enhancing school safety by providing necessary PPE, maintaining facilities, implementing COVID protocols, and ensuring educational partner health and safety. Additionally, the school aimed to offer a nutritious lunch program, facilitate social-emotional learning through experiential activities, and conduct targeted interventions to support student enrollment and outreach.

In terms of successes, OFY-Victor valley saw significant achievement in maintaining a low suspension rate of 0.2%, well below the desired threshold of 1.5%, earning a Blue rating on the CA Dashboard. Furthermore, the dropout rates for middle school and high school were kept below the target of 8%, with rates of 6.9% and 5.8%, respectively. These accomplishments indicate effective student retention strategies and disciplined management of school policies. Additionally, there was a remarkable reduction in chronic absenteeism, from 85% to 40.8%, which signifies substantial progress in addressing attendance issues and improving student engagement, contributing to a Yellow rating.





However, challenges persisted. Implementing educational partner engagement activities and surveys faced difficulties in ensuring meaningful feedback and participation from all groups, including unduplicated students and students with disabilities. There are still challenges with engagement after Covid, and we are working on more ways to engage better or educational partners.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The LEA successfully carried out all planned actions and budgeted expenditures for Goal 1. Although we didn't reach our initial allocation assumptions when this report was created, we are confident that we will meet these budget figures by the end of the school year. As a result, there are no significant differences to report.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The planned actions for OFY-Victor valley during the three-year LCAP cycle included key initiatives aimed at increasing parental involvement and educational partner engagement, enhancing school safety, offering a nutritious lunch program, facilitating social-emotional learning, and supporting student enrollment and outreach. The effectiveness of these actions in making progress toward the goals set forth can be evaluated through the successes and challenges encountered.

Successes

1. Suspension Rates: The school effectively maintained a suspension rate of 0.2%, significantly below the desired threshold of 1.5%. This low suspension rate, contributing to a Blue rating on the CA Dashboard, indicates that the disciplinary policies and interventions were highly

effective. This success suggests that the school's approach to behavior management and student support was well-implemented and received positively by the students and staff.

2. Dropout Rates: The dropout rates for middle and high school were successfully kept below the target of 8%, with rates of 6.9% and 5.8% respectively. This indicates that the retention strategies and support systems in place were effective in keeping students engaged and enrolled in school. The consistency in maintaining low dropout rates over the three-year period demonstrates the efficacy of the school's efforts to prevent student attrition.

3. Chronic Absenteeism: Chronic absenteeism significantly reduced from 85% to 40.8%. This drastic improvement shows that the actions taken to address attendance issues, such as targeted interventions and enhanced engagement strategies, were highly effective. The reduction indicates that the school successfully implemented measures that encouraged regular attendance and improved student engagement, contributing to a more stable and supportive learning environment.

Challenges and Areas for Improvement

1. Educational partner Engagement: Despite the efforts to host various educational partner engagement events and surveys, there were difficulties in ensuring meaningful feedback and participation from all groups, including unduplicated students and students with disabilities. This suggests that the methods used to engage educational partners were not fully effective, and there is a need to explore more inclusive and accessible ways to involve all educational partner groups in the feedback process.

2. School Safety and COVID Protocols: ** While school safety protocols, including implementing the SafeTrac system and COVID-19 training, were implemented, their ongoing effectiveness required continuous monitoring and adjustments. Ensuring compliance and adapting to evolving health guidelines posed challenges, indicating that while initial actions were effective, maintaining their effectiveness over time required more robust and adaptable strategies.

3. Nutrition Program: The consistent delivery and impact of the healthy lunch program faced logistical challenges, suggesting that while the initiative was well-intentioned, its implementation encountered practical difficulties. Ensuring all students had consistent access to nutritious meals required better logistical planning and resource allocation.

4. Enrollment and Outreach Interventions The enrollment and outreach intervention process is needed to effectively balance in-person and virtual support, depending on the prevailing COVID-19 restrictions. This flexibility was necessary but challenging, indicating that while the actions were somewhat effective, there was room for improvement in adapting to changing circumstances and ensuring that all students received the support they needed.

Overall, the specific actions taken by OFY-Victor valley during the three-year LCAP cycle were largely effective in making progress toward the goals, particularly in reducing suspension rates, maintaining low dropout rates, and significantly decreasing chronic absenteeism. However, challenges in educational partner engagement, ongoing school safety measures, nutrition program logistics, and flexible enrollment interventions highlighted areas where improvements could be made. Continuous evaluation and adaptation of these actions will be essential to sustain and build on the progress achieved.

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.

Based on reflections from prior practice, OFY-Victor valley has made several changes to its planned goals, metrics, desired outcomes, and actions for the coming year. These changes aim to enhance the school climate, improve interpersonal relationships, and continue to support student safety, engagement, and development.

The new goals include a focus on increasing the percentage of students and parents who report positive perceptions of the school climate, specifically targeting the dimension of interpersonal relationships with an emphasis on social support among students. The goal is to raise the positive rating from 65% to 75% by the end of the 2026-2027 school year. Additionally, the goal to maintain suspension rates at or below 1.5% remains unchanged, reflecting the successful achievement and continued priority of this metric. The target for dropout rates has been tightened, now aiming to keep rates below 5% annually for both middle and high school, compared to the previous target of 8%. This change reflects the success in managing dropout rates and the commitment to further reducing them.

The revised actions include implementing the Comprehensive School Safety Plan, providing PPE, maintaining facilities, safety equipment upkeep, retaining safety personnel, and offering relevant training. To enhance parental involvement and educational partner engagement, the school will host parent education workshops covering academic support, navigating the education system, understanding standardized testing, and promoting positive parent-child communication. An annual Wellness Fair will also be held to encourage parent involvement and promote available community resources.

New actions have been introduced to address the social-emotional development of students, such as enrolling students in courses designed to develop their social-emotional skills and providing opportunities for participation in extracurricular activities. There is a specific focus on Students with Disabilities (SWDs), with actions aimed at increasing their involvement in the IEP process and enhancing their positive perceptions of OFY, thus fostering self-advocacy and understanding of their IEP goals. Additionally, SWDs will be provided with opportunities to engage in experiential learning trips, camps, sports, and field trips, allowing them to apply academic and social-emotional skills to real-life situations.

Overall, these changes reflect a more focused and comprehensive approach to improving school climate, student engagement, and parental involvement while maintaining successful strategies for managing suspension and dropout rates. The revisions aim to build on successes while addressing identified challenges, ensuring a supportive and enriching environment for all students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

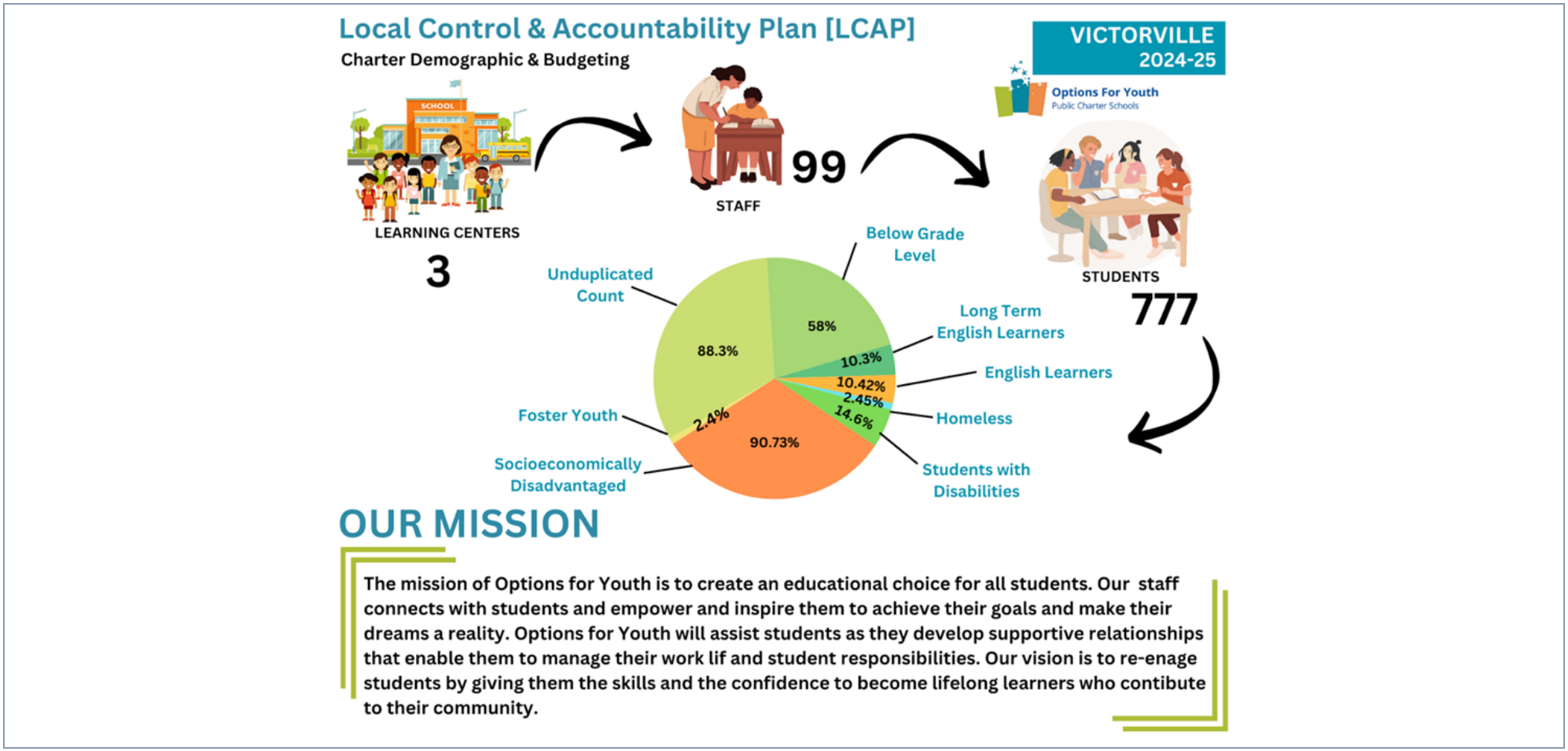
The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options for Youth Victor Valley (Victorville)	Bryan Gillespie, Principal	**E:** bgillespie@ofy.org **P**:760-553-5467

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.



General Information:
Options for Youth Victor Valley students enroll with us significantly credit deficient and in need of severe academic support in order to catch up and graduate on time. We have noted an increase in our FRMP population of students moving from 47% to 85%. Victorville California is a desert community that has an average median home value of 402k compared to the rest of California with an average of 728k. In addition, the poverty rate in Victorville California is 52.85% higher than the CA average. OFY-VV suspects that the increased FRMP is due to rising prices for housing and groceries due to inflation. OFY-VV also suspects that a disruption in lifestyle due to the pandemic may also be taking a financial toll on families in the community. OFY-VV also notes a drop in below grade level students from 85% last year to 58% this year. This could be due to in-person services that were once strictly virtual. There was a change from the State to identify CSI low graduation rate schools from a one-year cohort for DASS schools to a 4-5-year grad rate cohort aligned to traditional school districts; our school has once again been identified for CSI Low Graduation rate for the 2023-24 school year. While we are still incredibly proud of the increase to our DASS one-year graduation rate to 84.6%, we recognize the need to improve our 4-5-year graduation rate which was at 52.9%. We have embedded our comprehensive support and improvement (CSI) plan into our LCAP which is focused on the identification of students in need of additional support to graduate. Our LCAP has been developed and driven by a comprehensive need's assessment, resource inequity review and Educational Partner engagement and feedback.

Educational Philosophy:
- Options for Youth-Victorville (OFY-VV) is a voluntary academic recovery program using a blended format that is specifically tailored for at-risk students. Students, teachers, and parents work collaboratively to develop an individual learning plan for each student based on the student's needs and goals
- OFY-VV is committed to a culture of teamwork, collaboration, and performance excellence while enhancing all students in the area of character development and academic achievement. OFY-VV Educational Partners believe that our students are unique individuals who love learning, are capable of self-improvement, are capable of quality work and will flourish in a positive school environment with instruction personalized to their specific needs.
- OFY-VV offers our students the academic, social and emotional support that make a true difference in their lives. Our staff empower, inspire and connect with all of our students, allowing our students to take ownership of their lives and make their dreams a reality. Beyond the classroom, OFY-VV seeks to support our communities in a lasting way. We get to know the families of our students and work to provide open channels of communication between parents, students and staff. When our students graduate with their high school diplomas and continue on to successful post-secondary options such as college or successful careers our California neighborhoods and local economies are strengthened.

Educational Program: The unique features of the program include: Open Entry—Students may enroll on a need's basis any day of the year without the delay of waiting for a class or semester to start. Continuous Learning—OFY-VV operates year-round thus minimizing interruptions to the learning process. Flexible Self-Paced Rate of Learning—Students set their own pace for learning, with a minimum amount of work required each month. Small Group Instruction—Classes are offered in Mathematics, Language Arts, Biology, Physics and basic skills for students who are below grade level or who need additional support. The number of students is limited to ensure adequate personal attention from the instructor. Online Instruction—There are 43 different courses online. These courses assist the student with subject matter through various methods of teaching; including tutorials, instant feedback, videos, and interactive assignments.

OFY-VV provides an alternative educational option for students who have experienced academic challenges and often have skill gaps due to academic and non-academic issues. OFY –VV partners with students and parents to increase options students have upon graduation. Whether they choose post- secondary learning or choose to enter the professional job market. OFY-VV gives students resources and confidence to empower them, to achieve their dreams and reach their full potential. Our teachers and program support the academic, social and emotional needs of all students. This support enables students to become self-motivated, competent and lifelong learners. Our program provides social emotional learning opportunities for all our students and provides both academic and post -secondary advice. These opportunities allow students to gain insight into themselves, resolve new challenges and understand the significance of self-advocacy, leadership and influence. Educated students learn to think critically, ask questions, and apply their knowledge to life's challenges. We recognize the trend that youth in high-risk situations tend to experience school problems, social difficulties, and mental health issues at higher rates than students not living in high-risk situations and often require increasing frequencies of specialized attention in order to progress. OFY- VV takes many approaches to educating these students, but central to them all is our belief in the benefits of intensive one-on-one relationships. The school creates an intimate, nurturing environment in which students can achieve personal, academic, and vocational success.

Our school believes the following academic skills are necessary to contribute meaningfully to society:

- Read and analyze grade-level text
- Communicate with different audiences using oral and written language
- Use math to solve everyday problems
- Understand the scientific method, and how science impacts daily life
- Take the initiative and be self-directed
- Adapts to and is flexible toward new situations
- Shows leadership and takes responsibility

Our educational model provides an alternate path to academic excellence and overall success for those students who have unique needs that have not met with solutions in their previous school environments. Our student population has unique academic and non-academic needs. The school meets the needs of the students in the community by:

- Identifying students who are disconnected, or in need of additional support
- Addressing skill gaps with personalized, one-on-one academic support
- Provide opportunities for recovery and re-engagement through regular and summer programs, sports and experiential learning trips
- Reinforcing academic and personal growth, ultimately leading to increased district graduation rates

We have a very diverse student population, which includes minority students, homeless students, and migrant students, students with disabilities, LGBTQ students and English Learners. It is imperative to give all students a support network through social-emotional learning. The system of personalized learning between the teacher and student makes it possible for students struggling with different issues that make completing schoolwork or getting to school a struggle, working with their teachers and support staff to design effective interventions. The one-on-one interactions between teachers and students enables interventions to be implemented as problems arise, ensuring minimal disruption to student goals. Our staff and administrators consult with local government, health, and charitable entities to help ensure that each student receives all necessary economic, social, and emotional support for learning.

OFY-VV's has cleared subject matter credentialed teachers trained in effective instructional strategies and supported by knowledgeable administrators and staff members.

- Positive reinforcement of incremental student behavior improvements
- Support with transportation
- Reading, English and math support with interventionists
- Meetings with school psychologists
- Collaborative meetings between teachers, support staff, parents, and students

Title I - Schoolwide Program (SWP)
After careful review and consideration of the utilization of Title I funds in the 2023-2024 school year, as well as in prior years, OFY-Victor Valley will not be continuing with Title fund planning or spending in the 2024-2025 school year. The school recognizes that these funds serve as valuable assets for targeted initiatives or projects that align with the school's mission and goals, however, our current resources allow us to meet the needs of all students, without relying on these funds. OFY-Victor Valley will make every effort to exhaust all its Title funding by June 30, 2024, however, due to the amount of funding remaining and if not able to completely fund an initiative with the remaining amount, the school will return all remaining funds back to the state.

Learning Recovery Emergency Block Grant (LREBG)
In addition to LCFF and other state and federal funds, OFY Victorville will be using Learning Recovery Emergency Block Grant (LREBG) funds to establish learning recovery initiatives that support academic learning recovery, and staff and pupil social and emotional well-being. The LREBG was established in response to the emergency caused by the COVID-19 pandemic to assist schools serving pupils in the long-term recovery from the COVID-19 pandemic, and provides one-time funds for learning recovery initiatives through the 2027-28 school year. Our strategic plan for spending these funds to improve student outcomes in the 2024-25 school year is outlined in this LCAP Plan.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

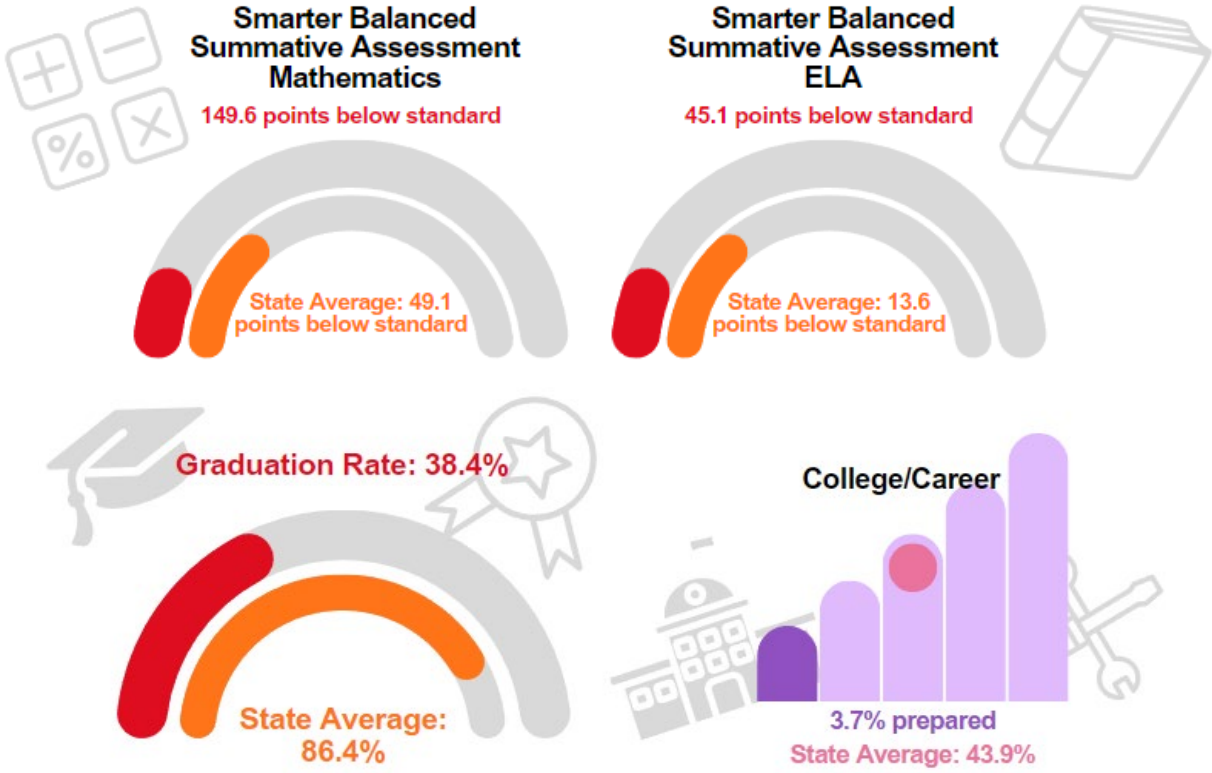
After reviewing the Fall 2023 California Dashboard results, OFY Victorville received a red or very low rating for Graduation Rates and College/Career performance indicators, as depicted in the accompanying infographic.

In light of this, the charter has developed targeted focus goals and corresponding actions to improve student outcomes in these areas. These initiatives will remain in effect until the conclusion of the 2024-27 LCAP cycle.

Goal #1, Actions 1 to 11
Goal #2, Actions 1-6
Goal #3, Actions 1-5

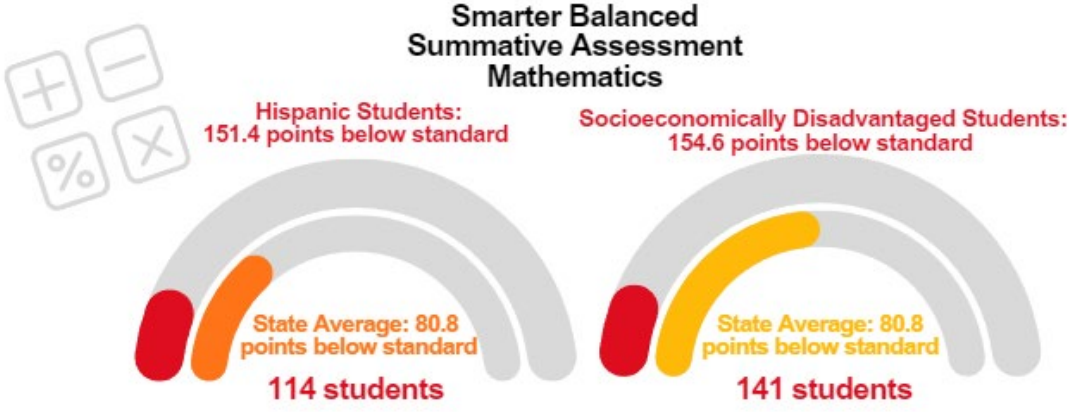
OFY-VV is proud to have improved in the following ways: decline of 12.5% in chronic absenteeism to 47.2%, increase in ELL students making progress to English proficiency by 24% up to 59.8%, maintained 2.2 points in student math SBAC standards to 149.6 points below the standards, improved average mathematics GLE (grade level equivalency) from 6.2 to 6.4 with a growth rate from .9 to 1.0., improved

average reading GLE from 6.8 to 7.3 with a growth rate from 1.0 to .8, maintained a suspension rate of .3% from .5% last school year, and increased the EL reclassification rate by 13.3% with 100% of the students being reclassified. OFY would like to improve the following ways: increase the 4 to 5-year graduation rate because it has declined by 14.6% to 38.4% overall, increase the 1 year graduation rate because it has declined by 5.8% to 79.3% overall, and increase the average ELA SBAC results of all OFY-VV students because they have declined 12.2 points in their ELA SBAC standards to 45.1 points below the standards



Math Performance Indicators: Based on the California Dashboard OFY VV students are performing in the very low level 151.8 below standard. Of the OFY-VV student population, Hispanic students and socioeconomically disadvantaged students seem to be trailing behind in Math. Hispanic students were 149.6 points below standard level and socioeconomically disadvantaged students were 154 points below standard in mathematics. According to the SBAC data, OFY-VV students achieved 1.41% met or exceeded the standards combined. OFY-VV plans to implement SBAC prep throughout the year within DI classes and to follow an action plan to review and utilize renaissance results in order to better improve SBAC outcomes through more data-informed decision making. For the Ren Star mathematics, SGP increased a small percentage from 42.31 to 44.33 SGP. Lastly, 0% of ELL and SWDs met or exceeded standards for the math SBAC assessment. OFY-VV charter offers math tutoring for students and both the Exact Path course and Math Readiness course to prepare students for their integrated math courses. The Exact Path course enables students to practice foundational math concepts based on where they perform on the STAR Ren. The Math Readiness course provides support for basic math skills so that students feel more confident and prepared. Additionally, the charter offers SGI courses for integrated math 1,2, and 3. Students in the SGI courses are provided with more time with their teachers as the classes are generally smaller class sizes for more one-on-one attention with the teacher. Students are also provided additional support for SGI make-up sessions to get caught up and review content of the class. Beyond the support courses, students also have the opportunity to work with math tutors and intervention specialists. The tutors support the students with Edmentum, Independent

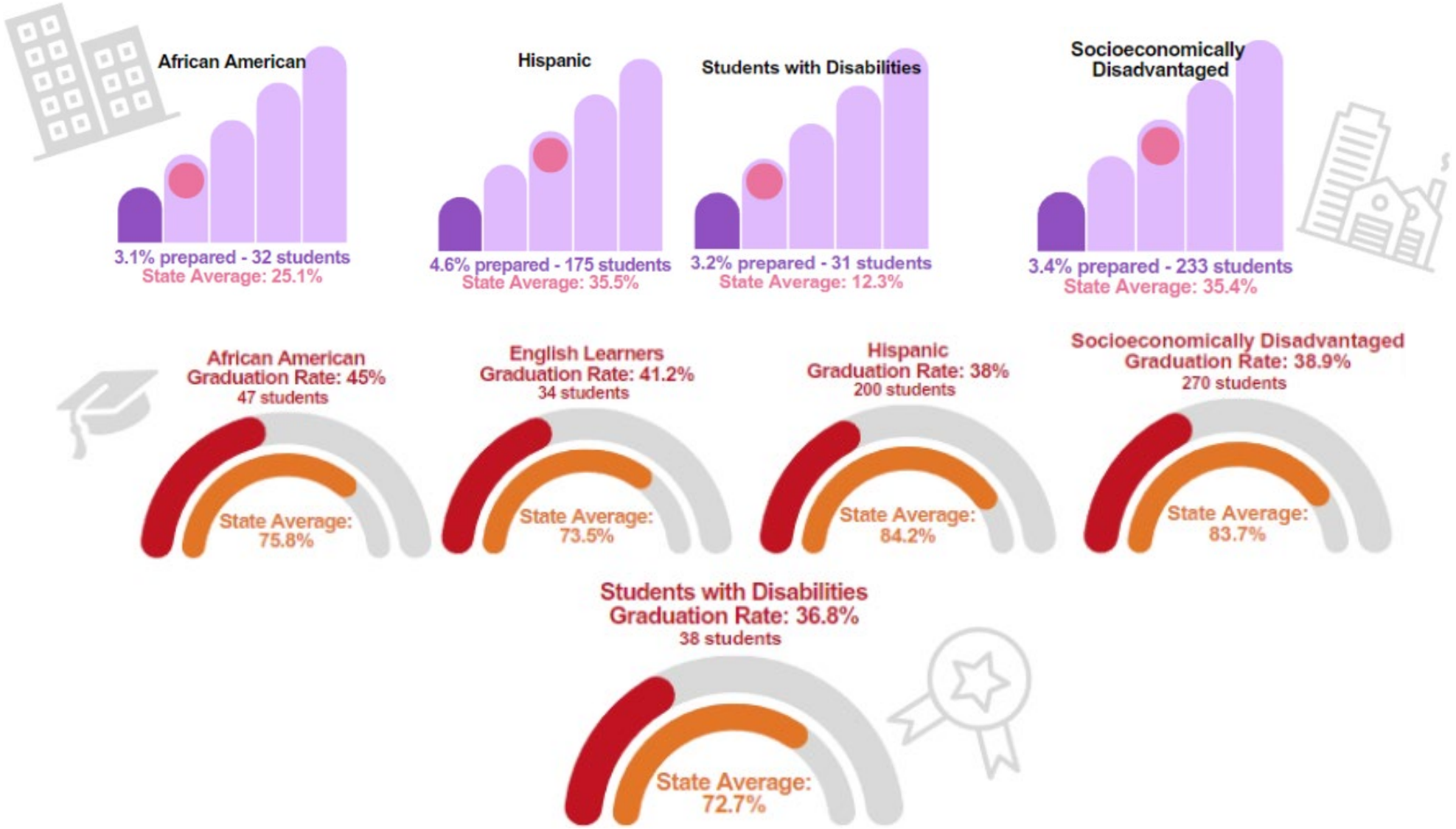
studies and direct instruction math coursework. Other plans to improve math performance include an SBAC committee that also incorporates math SGI Teachers and the resources found on the CAASPP resource website “Tools for Teachers.” This website includes lessons, activities, and practice questions (interim assessment blocks) by topics and standards that address the SBAC content. These resources will not only be embedded in the SGI classroom but will be reviewed with students not enrolled in the SGI classes between a month or bimonthly basis organized by the SBAC committee and the math SGI teachers. The school also hopes to increase scores on the SBAC by increasing the Core Completion rate for mathematics. The more opportunities students have to practice mathematical skills and processes, the more they will move toward proficiency and mastery.



ELA Performance: Based on the California Dashboard OFY VV students are performing in the low status level 32.9 below standard OFY-VV had 26.32% of all students meet or exceed ELA SBAC standards (33.68% nearly met, 40% not met, 22.46% met, and 3.86% exceeded). For ELA SWD were 27.27% nearly met and 72.73% not met. For EL students the SBAC ELA were 36% nearly met and 64% not met. EL students also were 0% met or exceeded for the ELA SBAC. For the Ren Star reading, SGP decreased a small percentage from 51.36 SGP to 47.18 SGP. Additionally, 71.10% of all OFY-VV students increased in Lexile level. 42.27% of all OFY-VV students were at or above grade level Lexile levels. To address these issues and improve our ELA SBAC metric, Options for Youth Victor Valley has taken several steps. We have English tutors at each school site, who will provide personalized support to students struggling with English coursework, including preparation for the SBAC test. This will also help ensure students receive high quality instruction, make academic progress, and reach their academic goals in English. Students at urgent intervention on the Ren Star tests will be automatically assigned My Reading path to support their English skills. Students will be offered Direct instruction English classes to give them more support and increase their Lexile levels. We are adding either an intervention specialist or an area teacher to each school site to give more support to students struggling with grade level competency. We will also offer after school support and evening school to offer more time and additional appointment options for our students. Many of our students come to us below grade level but with no elective space to receive credit for remedial or intervention curriculum. The charter is continuing to see increased numbers of students who test at urgent intervention and given an intervention are testing out of urgent intervention for the next administration of the Star Ren assessment. We have had very low participation rates in Achieve 3000.

The 2023 SBAC ELA results align with our internal assessments with the majority of our students below grade level across all the special populations. We do not have any comparison data from the previous year. Historically our students are below grade level and our students test in the standard not met range. In order to address our low performance, we will work on better test preparation to adapt to the online test platform and test prep to review concepts that students may have forgotten throughout the year.

For the 24-25 school year, the charter will continue to adapt intervention programs to fit the needs of our staff and students and create support and resources to address the gap in English language skills for our students who are below grade level. We will be putting more of a focus on core course completion (English, math, science, and social studies) to ensure mastery of courses/materials. Students will be given plans monthly to incorporate mostly core units to build the skills needed to perform at grade level.



4-5-Year Graduation Rate: OFY-VV is a year-round charter school that accepts students from VVUHSD wherein students are struggling and can't catch up in the traditional fashion. OFY accepts student's year long and meets them wherever they are in their educational journey towards graduation. Additionally, there are some students who come to OFY-VV from VVUHSD to catch up and attain the credits they need in order to return to VVUHSD to graduate at their original school. Student's length of time with us in order to catch up on credits can have a large range of time. As a result, because of OFY-VV's alternative nature, the 5-year graduation rate appears to be lower than the traditional

and required 68% graduation rate. The 4-5-year graduation rate for OFY-VV is 38.4%. The graduation rate outcomes differ and are improved under the 1-year graduation rate previously held according to the DASS criteria. The 1-year graduation rate for OFY-VV is 71.3%. OFY-VV is looking to retain more students and graduate them using social-emotional methods such as pathways trips, more SGI class offerings, and improved intervention tools and support. The pathways trips have shown to be crucial in the retention and success of students because they target the students' social-emotional needs and learning. Students build friendships and become clearer about the paths they want to take. In order to meet the needs of our students and provide additional support to them and ensure a higher graduation rate, the charter offers more SGI core subject classes. These classes also offer additional spots for SWDs and ELL students. Additionally, the charter is also providing tutoring to help students improve in the English and math performance in order to complete core subject classes. We are also adding intervention teachers or area teachers to each school site to provide more support for struggling students and students that are behind in credits. We offer cafe nights and night school options for students that need more time after school to catch up or who are working to support themselves or their families and do not need traditional school hours. We have also added an online option for students that cannot get to the school site on a regular basis. We also developed a tool called Graduation tracker. Graduation tracker allows counselors, teachers and administrators the ability to easily keep track of the progress students' have made with meeting graduation requirements. This includes meeting the A-G requirements, which are the course requirements needed to attend a University of California or California State University school system. Teachers are more proactive and use intervention procedures early if students start to fall off track. There are comprehensive intervention procedures that are followed to help keep students on pace for graduation. We will continue with these efforts in the 2024-25 school year and hope to see our graduation rate continue to increase. We have hired ELA tutors for each school site to better assist students with not only ELA classes but with other core subjects. Counselors will be holding senior meetings for each student who have reached 170 credits where they provide a graduation plan and recommend supports that are provided in the center (i.e. extra appointments with tutors, small group instruction classes, etc.). The 4th/5th year seniors will be tracked and monitored monthly to ensure they are following their graduation plan. A senior check will be completed at 170 to verify official transcripts and to ensure all classes are accounted for and placed correctly on the planning guide. Counselors will be offering many workshops to help support students in transitioning between high-school and college or job training. Counselors provide workshops for financial aid, Career Chats, College Application workshops, and parent nights. These workshops will provide students with the confidence and tools necessary to transition and move onto the next steps of their education. We are entering into a partnership with our local community college to offer students Ccap and Non-Ccap options to obtain dual credit for high school and college. This will further help our students behind in credits, make a path forward to graduating within the 4-5-year time frame.

ELL Population/Graduation Rates: OFY-VV will help ELL students to improve their graduation rate by supporting them in their EL reclassification and EL progression rate. The charter plans to continue to use iLit, Achieve 3,000, and English Readiness to improve foundational language, reading, and comprehension skills. We are also using our Ren Star data to drive instruction for these students. Additionally, there will be an intentional attempt to increase the number of ELL students in SGI courses. This will mean increased collaboration between the SGI teachers and EL specialists and Coach to monitor the ELL students' progress throughout the school year in the SGI classroom. EL Specialists, EL Coach, and SGI Teacher will review the ELL students' academic plans and develop protocols to meet the accommodation and modification needs in order for the charter's ELL students to be successful in the SGI class. This school year a PLC will be organized to help SGI teachers and EL Specialists improve collaboration and communication for ELL students in the SGI classroom. Attention at the PLC will be placed on SBAC data, Ren STAR data, course completion, and graduation rates specific to and focused on ELL students. SGI Teachers will share course trackers with ELL teachers in order to ensure all are aware of the progress each student is making towards completing the course. These actions will help to improve the graduation rate of these students.

SWDs Population/Graduation Rates: OFY-VV plans to make an intentional effort to increase the number of SWDs in the SGI classroom. This will mean increased collaboration between the SGI teachers and SPED teachers. SPED and SGI teachers will review the “IEP’s at Glance” before the start of courses in order to ensure protocols are in place to support the charter’s SWDs completion of the course. This also means ensuring accommodations and modifications are implemented for these students in the classroom. Classroom observations will increase in the classroom by the Instructional Coach in order to provide feedback regarding the strategies implemented to support SWDs. This school year a PLC will be organized to help SGI teachers and SPED teachers improve in their collaboration and communication in the SGI classroom. Attention will be placed on SBAC data, Ren STAR data, course completion, and graduation rates specific to and focused on SWDs. SGI Teachers will share course trackers with SPED teachers in order to ensure all are aware of the progress each student is making towards completing the course. These actions will help to improve the graduation rate of these students. Para Professionals will also push into SGI class to assist SWD students who need extra support in the Direct Instruction setting.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Options for Youth Victor Valley

Support for Identified Schools

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

During the 2023-2024 school year, Options for Youth Victorville was identified as being on CSI due to our 4 /5-year graduation rate being at 38.4% which is below the 68% ESSA requirement and a decline from last year of 14.6%. The plan will reflect and evaluate current programs and practices and will make needed adjustments to ensure an increase in our overall graduation rate. In addition, according to the California dashboard OFY-VV is low or very low in the following categories: Graduation rate, Chronic Absenteeism, Suspension Rates, EL Progress, EL and Math student performance. OFY-VV has chronic absenteeism of 47.2% which is a decline of 12.5% from last year for the charter. Additionally, 59.8% of OFY-VV ELL students are making progress towards English language proficiency which is an increase from last year by 24%. OFY-VV SBAC ELA results indicate for all students an average of 45.1 points below the standard level which is a decrease from last year of 12.2 points. For the SBAC math assessment, OFY-VV students average 149.6 points below the standard which has been maintained from last year by 2.2 points. For these reasons, OFY-VV is currently identified as CSI.

The purpose of our plan is to reflect upon current practices from 2022-23 which shows a decrease of 5.8% in our one-year graduation rate (79.3% 1-year grad rate). The school will continue to review our best practices, make ongoing adjustments, and continue to move forward in the 2023-24 school year in order to increase our graduation rate and exit CSI identification. Our reflection process includes sharing current indicator data with all Educational Partners and collaboratively establishing program practice goals based on the following indicators: grad rate, ELA and Math SBAC, EL progress, suspension rates, and chronic absenteeism. The Charter collaborated with its School Site Council/Parent Advisory Committee and Educational Partners to develop the CSI prompts that outline the 2023-24 school year's plan to improve our performance indicators and work towards exiting the CSI identification.

LCAP goals that align to our CSI focus areas and are as follows: **LCAP Goal 2** metrics and actions align to our CSI math and grad rate focus areas, **LCAP Goal 3** metrics and actions align to our grad rate and college/career CSI focus areas and our **LCAP Goal** 4 metrics and actions align to our grad rate and chronic absenteeism CSI focus areas.

Options for Youth Victor Valley's CSI plan has been embedded into the charters 2021-24 LCAP and integrates data from our comprehensive need's assessment, determination of evidence-based interventions to address needs, and resource inequities evaluation. To effectively meet the ESSA requirements, the plan will incorporate LCAP Educational Partner engagement feedback by utilizing Educational Partner feedback through a comprehensive survey gathered once a semester, our school climate survey that is done once every other year and through various Educational Partner engagement events throughout the year. Utilizing this information, Educational Partners selected the evidence-based interventions that will help boost our student performance outcomes.

In addition to this, all staff have been provided summative assessment state interventions at their professional learning communities (PLC) via Tools for Teachers from the CAASPP website and training on utilizing the varying reports in the renaissance website in order to make instructional decisions. The CAASPP website includes interim assessment blocks (IAB's) for both math and ELA practice questions and numerous lesson plans and materials that can be embedded in OFY VV's instruction throughout the school year. With the tools provided by Renaissance and CAASPP, our staff have been able to develop an action plan that both addresses the need to make informative decisions using the student renaissance results and the need to implement SBAC preparation throughout the school year in order to improve SBAC results.

Comprehensive Needs Assessment Findings:
Our educational partners followed a data dive protocol to facilitate a productive dialogue about the school data highlighted above. The following observations were noted based on the data:

CNA Data Reviewed
Math- A majority of OFY-VV students are struggling with successfully meeting the standards of the SBAC at both a level 3 and level 4. OFY-VV had 3.64% of all students meet or exceed math SBAC standards (15.38% nearly met, 2.43% met, and 80.97% not met). This is an overall increase from last year of 2.23% met and or exceeds for math. For SWD, math scores were 10.34% nearly met and 86.21% not met. In addition, 3.45% of SWD succeeded in the met and exceeded standards of the math SBAC which is an increase of 3.45% from last year. For EL students, math SBAC scores were 100% not met. 0% of EL students met or exceeded standards on the math SBAC. Additionally, 11th graders' math SBAC scores increased to 1.22% met and or exceeded standards compared to last year at .84% met or exceeded standards.

STAR Ren Average Math GLE (Grade level Equivalence): For the 22-23 school year average GLE is at 6.2 with an average score growth of .9. The average GLE for the 23-24 school year is 6.3 with a growth score of 1 in mathematics

ELA- A majority of OFY-VV students are struggling with successfully meeting the standards of the SBAC at both a level 3 and level 4. OFY-VV had 26.42% of all students meet or exceed ELA SBAC standards which is a small increase of .10% from last year. (33.74% nearly met, 39.84% not met, 21.54% met, and 4.88% exceeded). For ELA SWD were 27.27% nearly met and 72.73% not met. For EL students the SBAC ELA were 36% nearly met and 64% not met. EL students also were 0% met or exceeded for the ELA SBAC.

STAR Ren Average ELA GLE (Grade level Equivalence): For the 22-23 school year average GLE is at 6.8 with an average growth score of 1. The average GLE for the 23-24 school year is 7.3 with an average score growth of .8.

Graduation Rate- OFY-VV DASS 1-year graduation rate is 78.4% for all students, 93.8% for ELL students, 78.9% for FRMP students, and 94.1% for SPED students. Students graduating who completed A-G requirements were 18.8% for all students, 23.5% for ELL students, 80.9% for FRMP students, and 9.1% for SPED students.

College and Career- Of the 1,236 students attending OFY-VV 584 students or 47.2% of all students are on the A-G track. 18.8% of A-G 12th grade students are actually completing and graduating on the A-G track. Approximately 27.8% of OFY-VV students plan to attend a 4-year college after high school followed by 18.6% of the population that are planning to attend a community or 2-year college.

Chronic Absenteeism- 46.9% of OFY-VV's 7th and 8th grade students are chronically absent. Additionally, 52.5% of all 6th-12th grade students at OFY-VV are chronically absent. For ELL 7th and 8th grade students are 55.6% chronically absent and 51.7% chronically absent for 6th-12th grade. For FRMP 7th and 8th grade students are 51.2% chronically absent and 54.1% for 6th-12th grade. For SWD 40% of the 7th and 8th graders are chronically absent and 48% for 6th-12th grade. For foster youth 40% of 7th and 8th graders are chronically absent and 63.3% for 6th-12th grade. For homeless students 66.7% of students are chronically absent and 63.4% for 6th-12th grade.

English Learner Progress- 59.8% of EL students are making progress towards English proficiency. Additionally, 22 out of the 22 students or 100% of the students eligible were reclassified I23-24 school year) which is an increase of 13.3% so far). Additionally, 72.6% of EL students increased in their Lexile level and 24.2% of EL students are at or above grade level for their Lexile (does not include last testing window). 52.8% of EL students are currently participating in the iLit program which is a 32.5% increase in its usage and 2.1% of EL students in the Achieve 3,000 course which is a 2.1% increase in its usage.

Suspension Rate- 4.7% of the foster youth were suspended at least 1 day. The CNA data indicates 0% suspension rate and the California dashboard indicates an overall .3% suspension rate for OFY-VV.

<u>CNA Root Cause Findings and Areas of Focus</u>
Area of Focus #1: To Increase the SBAC or Overall Math Academic Achievement for All Students Especially ELL and African-American Students
Math Root Cause Findings

Our **African-American and ELL** students have a 0% met and or exceeds score count/percentage for 2 years in a row now and have made both the lowest performance for those 2 years and the lowest progression (2022-2023 and 2021-2022). OFY VV's **African American** population progress in mathematics is further reinforced by the lowest scaled score on the Star Ren for the past 3 years averaging below 700 and showing the smallest growth between subgroups. Additionally, there have been no students between all subgroups that have scored a meet and or exceed standards above 7% since the 2018-2019 school year.

Some of the root causes to this issue could be that students have not been provided adequate CAASPP preparation in mathematics. Additionally, OFY VV requires more math SGI classes to provide support to more students. OFY-VV's **African-American** students and **ELL** students could also be selected to take math in either independent study or the online format instead of in-person in a class where they can be provided more one-on-one learning. For **African-American** students the data reinforces this as Black students on average have an SGI participation rate of 31% or below for the last 3 school years, which has been one of the lowest averages among all other subgroups. Additionally, these students may not be completing enough mathematical units in the school limiting their exposure to the important concepts. For example, OFY VV's **African-American** population has completed the lowest average of math units for the past 2 years compared to all other subgroups averaging below 5 completed math core courses for the school year.

Math Measurable Outcomes-
Goal 1 Action Items #6-8 Benchmark Assessments and Interventions

1. By 2027 OFY-VV will increase the percentage of students who meet or exceed the **math standards to at least 5% or greater for all students.**
2. By 2027 OFY-VV will increase the percentage of **SWD's who meet or exceed the math standards to at least 5%**
3. By 2027 OFY-VV will increase the percentage of **African American students who meet or exceed the math standards to at least 5%**

Area of Focus #2: To Increase the SBAC or Overall ELA Academic Achievement for All Students Especially SPED and ELL Students

English Language Arts Root Cause Findings/Areas of Focus

OFY VV's **SPED and ELL** population performed the lowest met and or exceeded standards on the ELA SBAC for the 2022-2023 school year. Although **SPED** students showed an increase of 17.24% from the 21-22 to the 22-23 school year, they still had one of the lowest average percentages among all other groups. **ELL** students resulted in 0% met or exceeded ELA SBAC from both the 21-22 and 22-23 school year also indicating no growth in terms of the met and or exceeded standards for ELA. Some of the root causes for these issues could be a lack of and or insufficient CAASPP preparation. Additionally, OFY-VV requires more ELA SGI courses to support more students, especially **SPED and ELL** students. Additionally, iLit has just now (23-24 school year) begun to be utilized across centers for **ELL** students. As a result, we suspect these scores will change positively in the upcoming years for **ELL** students. This was a problem as although iLit was offered before 2023 it was not populated or used across all of the centers at OFY-VV. For both SPED and ELL, students' writing was a difficult part of the CAASPP for them as this domain was the lowest for all students in the 22-23 school year according to CAASPP results.

English Language Arts Measurable Outcomes-
Goal 1 Action Items #6-8 Benchmark Assessments and Interventions

1. By 2027 OFY-VV will increase the percentage of students who meet or exceed the **ELA standards** to at **least 30% or greater for all students.**

2. By 2027 OFY-VV will increase the percentage of ELL students who meet or exceed the **ELA standards to at least 9% for LTELS and 3% for ELs.**
3. SWD: By 2027 OFY-VV will increase the percentage of **SWD students** who meet or exceed the **ELA standards to at least 20%.**

Area of Focus #3: To Increase the CAST or Overall Science Academic Achievement for All Students Especially Middle School Students

Science CAST Root Cause Findings/Areas of Focus

OFY-VV's **middle school students** have shown a consistent low and minimal growth in their science CAST scores that meet and or exceed standards. For 2022-2023 school year the average meet or exceed percentage of all students (high school and middle school) was 6.72% which is half of what it was the previous year (12.27%). The average percent of meet and or exceeds for science for only middle school was 4.21% similar to the year prior with 4.31%. Similarly, OFY-VV's **FRMP students** halved their average rate of meets and or exceeds standards in science between 21-22 and 22-23 school year (from 11.59% to 5.93% respectively). These issues could be due to the lack of science SGI courses offered for **middle school students.** At the moment, OFY-VV only has 1 middle school science Teacher at one of the 3 OF-V locations. Additionally, science in the SGI course is hands-on and by nature science must be explained in a hands-on manner. If most students are not in the SGI science course they are not getting the hands-on experiences to explore science like it should be. The same reasoning is true for our **FRMP students** who are being denied these authentic learning experiences in science. Additionally, there is a lack of CAST preparation among the VV centers.

Science CAST Measurable Outcomes:

Goal 1 Action Item #3 Benchmark Assessments and Intervention:

1. Students who meet or exceed the science standards to at least **15% or greater for all students.**
2. By 2027 OFY-VV will increase the percentage of students who meet or exceed the science standards to at least **6.5% for middle school students**

Area of Focus #4: Increase College and Career Preparedness

College and Career Root Cause Findings/Areas of Focus

As of current, **ELL's** are at 76.7% not prepared, **low socioeconomic students** are 81.1% not prepared, **students with disabilities** are 90.3% not prepared, and **homeless students** are 93.1% not prepared. Currently, low socioeconomic students and ELL's are approaching preparedness at an additional rate of 13 to 15%. Overall, as of today, OFY-VV is college and career prepared at 3.7%. Possible causes could be due to limited CTE pathways and college courses across centers. Additionally, students are not meeting or exceeding the SBAC standards like expected (3.64% for math and 26.4% for ELA for 2023 school year). Other reasons include a lack of dual enrollment (average of .20%) and a lower average than average A-G completion rate (9.3% for all 12th graders).

College and Career Measurable Outcomes:

Goal 3 Action Items: #1-4 College and Career Prepared

1. Increase the preparedness rate on the CCI to 10% by 2027, with all subgroups in the red on the fall 2023 dashboard achieving at least a 5% preparedness rate.
2. Elevate the A-G completion rate to 30% for all 12th graders.
3. Increase the A-G completion rate for students with disabilities to 12% by the 2027 school year
4. Increase the rate of college course completion to 10% for all students

5. Increase CTE Pathway completion rates to 5% for all students.

Area of Focus #5 To Increase 4-5 Year Graduation Rate in Order to Exit CSI

Graduation Rate Root Cause Findings/Areas of Focus

The average 4-5-year graduation rate for all students or subgroups was approximately 50% but for **Homeless students** the average was lower. For this school year they are currently at 33%. Last school year (22-23 school year) the graduation rate was 36%. According to the California Dashboard all of our student groups fell under the performance level of "very low." OFY-VV **homeless students** struggle with the basic necessities including shelter which makes it difficult to experience the program wholeheartedly and therefore attain a higher average graduation rate. Homeless students also show a lower than average core course completion and credit attainment year after year since the 2020-2021 school year making it difficult to graduate on time.

Graduation Measurable Outcomes:

Goal 2 Action Items: #1-6 Postsecondary Planning and Opportunities

1. By 2027 school year the 4 to 5-year graduation rate for all OF-VV students will be at least 50%.
2. For African American students- 40% graduation rate
3. For Hispanic students- 45% graduation rate
4. For EL students- 40% graduation rate
5. For Students with disabilities- 40% graduation rate
6. For Low socioeconomic students- 45% graduation rate
7. By increasing our overall DASS one-year graduation rate at or above 82% through 2026-27, we aim to positively influence our 4-5-year graduation rate status on the California Dashboard, thereby improving our overall performance metric.

Data Utilized to conduct our Comprehensive Needs Assessment: OFY-VV used data from the OFY VV school metrics dashboard on Tableau and the CNA data dive conducted with staff to collect and interpret data about the students. Data collected on Tableau included absenteeism, core course completion, English learner reclassification, A-G completion rates, and graduation rate. Data was also collected from the assessments tab in the CAASPP website regarding SBAC data. Data regarding student renaissance scores were found on the Renaissance website under reports. Additional data in the form of analysis and interpretation were made by several OFY Teachers (both Independent Study and Direct Instruction Teachers).

The following quantitative data was gathered and analyzed for the CNA: California Dashboard performance data (Graduation Rates, Chronic Absenteeism, SBAC ELA and Math)
CAASPP data (ELA and Math)
Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates)
ELPAC data
A-G course enrollment & completion rates
Educational Partner Surveys and School Climate Survey
Star Renaissance Data (Lexile Growth, Urgent Intervention Data)
iLit, Achieve 3000 and Exact Path data
California Dept. of Education College and Career Data

Student and Family Participation Rates in Events Data

Evidence-based interventions: Building on the success of our 2023-24 CSI plan and the positive student outcomes from our evidence-based interventions, we will continue with the same plan and EBIs into the 2024-25 school year. The School Leadership Team has reviewed the data, confirming the effectiveness of our current interventions, as illustrated in the infographic below. Identified areas of improvement, resource inequities, and evidence-based interventions were shared with the Parent Advisory Committee for feedback. Although we have seen success in multiple areas with the use of our EBIs, there is still room for growth. That is why we will continue with the EBIs we have in place for the 2023-24 school year into the 2024-25 school year. These evidence-based interventions have been instrumental in improving key performance indicators based on our internal benchmark assessments compared to EBI usage. The positive outcomes and progress in student performance indicators validate the effectiveness of these interventions in addressing our identified needs, supporting their continued implementation. The identified evidence-based interventions include the following: Exact Path, Achieve 3000, iLit, Renaissance reports, Pathful Explore, and Tools For Teachers.

SKYROCKET SCHOOL IMPROVEMENT

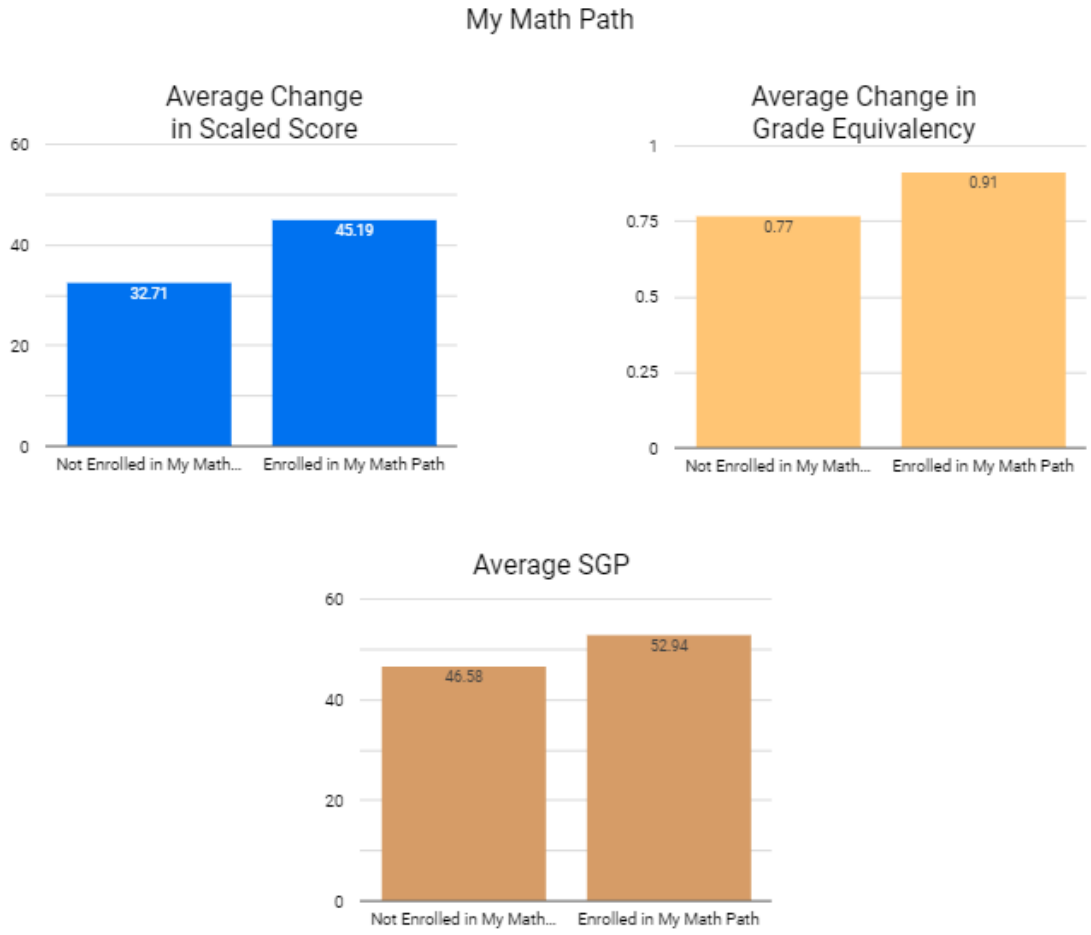
Change in RenStar Reading Scores 23-24





Change in RenStar Math Scores 23-24





Evidence-Based Interventions incorporated into our CSI Plan/LCAP:
Exact Path: (https://www.edmentum.com/products/exact-path)
Exact Path is an intervention program that provides practice tailored math support for students. Individualized student assignments are created based on each student's Renaissance Star scores. Students will be identified for intervention based on Renaissance Star mathematics test results. Teachers and counselors will further review achievement data for students identified at intervention or urgent

intervention levels based on Renaissance Star test results to determine an appropriate intervention plan. Students will meet with a Math Intervention Specialist (MIS) or Math tutor to receive support in either a one on one or small group setting during these academic appointments. Students will navigate Exact Path during these enrichment opportunities and the MIS or Math tutor will act as the facilitator for the course, offering students support. Exact Path will identify specific strands of Mathematics that students could improve on and an individualized learning sequence is developed for each student. MISs and Math tutors will be trained on how to facilitate these sessions and will regularly meet to discuss best practices with colleagues throughout the school year. Furthermore, this school year, Math teachers will be trained on how Exact Path can be utilized in the classroom to fill in any gaps in knowledge or understanding in mathematics that students may have. Using math enrichment in conjunction with Exact Path, we hope to see our students' math performance data evolve and students gain the skills necessary to master grade-level material.

Achieve 3,000: https://www.achieve3000.com/products/achieve3000-literacy/
Achieve 3000 provides students with designated support to raise their Lexile level through adaptive reading and writing assessments. OFY-VV plans to include the Achieve 3,000 course for all 7th graders in order to help support and increase their reading levels. This will also improve SBAC ELA outcomes for middle school students. This EBI will also impact the number of students performing with a higher reading level by the time they are promoted and attend high school. Achieve 3000 was created for diverse student groups, including general education students, readers who are in need of intense intervention, and English Learners. Research shows that Achieve 3000 has potentially positive effects on reading comprehension and general literacy for adolescent students. We chose to use this program because it addresses the needs of students who are reading below grade level in a way that is uniquely tailored to meet their instructional needs and goals.

iLit: (https://assets.savvas.com/asset_mgr/current/201851/iLit_CA_Research_Overview.pdf?_ga=2.48241062.1296961985.1603409995-1008456371.1588740253)
The iLit program is a tier 1 intervention. It is an instruction designed for English learners, including newcomers. The designated curriculum focuses on developing English for academic purposes, which emphasizes the development of listening, speaking, writing, and reading skills based on relevant literature. It is a reading intervention program designed to comprehensively support comprehension and literacy gains for English Learners, in a digital platform. iLit uses high-interest texts, fiction and nonfiction, to engage students. It also provides real-time student achievement feedback to teachers so that instruction is adjusted to differentiate for each student. In studies of iLit's effectiveness, the average iLit student saw an increase in 20 percentiles more than the average comparison student in vocabulary did, 23 percentiles did more than the average student on sentence comprehension did, 5 percentiles more than the average student on overall comprehension. This program, and its unique design for improved English language acquisition, provides an additional curricular support for our English Learner population, which directly correlates to the increased success of English Learners in our program and increased skills necessary for English Learners to reclassify as Fluent English Proficient. A program description of iLit can be found in the link below

Renaissance Reports: https://global-zone05.renaissance-go.com/welcomeportal/7285778
OFY-VV Teachers will use the various renaissance reports to inform their instructional decisions both in the classroom and during IS appointments. The various reports serve different functions and will provide staff information about student scores, skills for improvement, and content knowledge that must be revisited. By utilizing the reports to inform instructional decision making, teachers can more accurately address student needs. In addition, focusing on renaissance will support student SBAC performance as the renaissance informs staff of potential performance on the SBAC.

Pathful Explore: https://pathful.com/explore
OFY-VV will be using a platform called Pathful Explore to support Student College and career exploration and achievement. Pathful Explore is a K-12 exploration and planning platform that prepares students for college and/or career. With a combination of interactive tools, assessments, and real-world exploration, students can discover diverse career pathways and chart their individualized path.

Tools for Teachers (CAASPP): https://www.smartertoolsforteachers.org/
OFY-VV will utilize the resources found on "Tools for Teachers" via the CAASPP website to integrate SBAC prep content, materials, and practice questions throughout the year in the SGI curriculum. Teachers can use the content materials that are aligned both to content standards and aligned to the interim assessment block topic that students are struggling with according to the practice questions. This integration of SBAC created material will increase student SBAC outcomes as they are preparing for the summative assessment all year long as opposed to some block of time before the testing window. Specific tools from the Tools for Teachers website include the interim assessment item portal, interim connections playlists, instructional resources, professional learning resources, and formative and accessibility strategies. Staff has developed an action plan to carry out the goal and ensure the plan stays consistent and effective.

Educational Partner Involvement: The OFY Victorville plan has integrated the established goals within our 2021-24 LCAP to create an effective CSI school plan. To effectively meet the ESSA requirements, the plan will incorporate LCAP Educational Partner engagement feedback by utilizing Educational Partner feedback through a comprehensive survey gathered once a semester and through various Educational Partner engagement events throughout the year. These events can include back to school night, senior social, pathways orientations, and/ or independent studies appointments. Parents and students are provided the survey on Chromebook and given an explanation as to why they are taking the survey and how it is important to our charter.

Parent Advisory Council: While recruitment efforts for PAC persisted throughout the year, parents preferred not to take on formal committee roles. Despite not meeting the threshold for a DELAC due to the number of English Learners, the school remained committed to incorporating family perspectives. Input was gathered through dynamic forums such as Achievement Chats and community events like Parent Night, ensuring a diverse range of voices contributed to our educational endeavors.

DELAC: DELAC meetings have also been another way to receive Educational Partner feedback, especially when addressing the needs of English Learners. During DELAC meetings, OFY-VV informs Educational Partners of EL students of any plans to support the students. Educational partners of EL students are also given the opportunity to give feedback to OFY-VV of how to better support our ELL students. For example, in past DELAC meetings, Educational Partners of EL students have expressed the need to have more materials (flyers, letters, etc.) that are sent home be available in their home language. Utilizing this information Educational Partners selected the evidence-based interventions that they would like to use to address our performance indicators that are identified as Low / Very Low on the CA Dashboard to help boost our student performance outcomes.

OFY-VV DELAC Meeting on February 7, 2024. Topics that were discussed were DELAC Overview, English Learner Progression on the California Dashboard, and ELD Department Plan for the upcoming ELPAC Test. Parents and students were introduced to the English Learner Department and were explained how the ELD can help support the Language needs of English Learner students. Parents and students were also given information on what the DELAC is and the importance of the committee for EL student support with their success at OFY-VV. Parents and students were explained what the DELAC was and how they can contribute to meetings to inform us how to address the needs of ELLs from the parent perspective. The next part of the meeting highlighted the performance of the EL students on the

California Dashboard. OFY-VV recorded a High Level on the ELPI indicator on the California Dashboard. Parents were told that 59% of EL students at OFY-VV improved on their ELPAC test from the previous year. The meeting then moved to talking about the upcoming plans of the ELD Department to prepare EL students for the upcoming ELPAC test. This included plans on reviewing and practicing the test during student appointment times, or iLit classes. The last part of the meeting opened the floor to anyone for public input.

OFY-VV DELAC Meeting on April 24, 2024. Topics that were discussed included ELPAC, Reclassification Overview, and LCAP Overview. Parents and students were given further information on ELPAC and what the scores indicate. Parents were also informed on how ELL students are reclassified as English Proficient at OFY-VV. Parents and students were also given information about the Star Renaissance tests and how that impacts re-designation of EL students. The LCAP Overview presented parents on a basic description of what the LCAP is and how it can help ELL students. The last part of the meeting opened the floor to anyone for public input. No public input was given at this time.

Monitoring and Evaluating Effectiveness

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

Options for Youth - Victor Valley will continue to monitor and evaluate the implementation and effectiveness of our CSI plan through identified quarterly monitoring cycles and an annual analysis of implementation, progress, and impact on student learning. Options for Youth - Victor Valley will continue to work with staff to coordinate the review and analysis of data to support progress and provide feedback on the impact on student outcomes. We will continue to monitor Chronic absenteeism on a monthly basis. Students will still be required to meet monthly minimum academic progression goals. Every student's teacher ensures that students do not fall too far behind in their progress toward graduation and will track attendance and work completion. When students are unable to meet the minimum progression, a system of interventions will be triggered beginning with a parent/teacher meeting to implement additional support as needed. Some of the additional support or interventions provided are additional appointments, tutoring appointments, night school appointments, individualized monthly plans, meeting with counselors, and remedial courses to support core course completion. The outcomes of these meetings will be reported to the Assistant Principal for each school site. Addition for an intervention specialist or an area teacher at each site to provide additional support for students struggling to maintain monthly progress towards graduation and or struggling with attendance.

The LEA will monitor the proposed plan through the monthly collection of data pertaining to the outcomes of the interventions from various avenues, including but not limited to the outcomes from the Dashboard, internal assessment data from Renaissance Star, and individual student tracking and documentation to evaluate and monitor the implementation and progress of the CSI plan alongside the School Site Council/Parent Advisory Committee. Student Performance Data to be Pulled, Analyzed, and Shared Quarterly with OFY-VVs School Site Council and Educational Partners:

- Monthly Student Progression
- Monthly Credit Attainment
- Annual Core Completion Rates
- RenStar Assessment Data
- Graduation Rates
- Chronic Absenteeism

Suspension/Chronic Absenteeism: Data being tracked includes student progress towards increasing the performance indicators on the CA Dashboard for all areas currently identified as very low or low which with the exception of suspension rate and chronic absenteeism as according to the CDE (Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High) as that is tracked include: English Learner Progress, Graduation Rate, Chronic Absenteeism, Language Arts, and Mathematics. Specific metrics that are pulled include the graduation rate, student academic progression, and student Lexile growth. On a quarterly basis, the leadership team will present data analysis to educational partners and receive feedback from the educational partners through surveys to support student and school improvement. The Parent Advisory Committee and DELAC Committee will meet quarterly to review collected data pertinent to the monitoring and evaluation of the effectiveness of our CSI plan. The data collected will be analyzed at these meetings and appropriate adjustments will be made to the plan, as needed. The Parent Advisory members will receive a guidebook and regular training to equip them with the necessary resources to develop and adjust the LCAP/CSI plan. Staff will regularly be provided with data updates and will be offered time to review and analyze data at the school site level. This year the Charter will again conduct a Comprehensive Needs Assessment (CNA) to identify student needs and how to address student achievement gaps. The CNA will also be used to identify appropriate evidence-based interventions to mitigate the impact of student learning loss and support students in being able to access grade-level coursework.

English Language Arts / Math: OFY-VV Charter will know that the plan to increase SBAC and Ren STAR scores in both Math and ELA is working if students improve in both areas of the STAR Ren between the three points of administration within the school year. OFY-VV will also track an increase in students enrolled or engaged in iLit, Achieve 3,000, Exact Path, and core subject SGI classrooms. Students should also do notably better in the SGI classrooms with the support of the foundations learning courses that were aforementioned. This can be observed through the data collected from SGI trackers collected both in the fall and spring. Additionally, each center within the OFY-VV charter will create an “action plan” that addresses SBAC preparation and Ren STAR utilization of reports to inform instruction. We are also developing an SBAC group, with teachers to do a deep dive into how we can better address the low scores and low reading and math levels that students are coming to us. Assistant Principal’s will lead center meetings and address the action plan during these meetings to ensure consistency and to ensure the center meets the goals and protocol they have set for themselves. Assistant Principals will follow through with DI and IS teachers to ensure those students who need the courses are enrolled and actively working to complete the course. Additionally, IS teachers will be asked to ensure every student is taking core course subject classes as a part of their schedule at all times throughout the year. If the students require CTE or dual enrollment courses these will also be offered and marketed to students in order to meet the students’ needs in order to support them in graduating. We are partnering with Victor Valley College to enroll students in Ccap and non-Ccap classes along with CTE courses to help our students gain not only career skill but also gain credits towards graduation.

English Learners: EL students will continue to be monitored and provided support by the EL Specialists, EL Coach, and English Tutors. The student progression of EL students is tracked each week. The EL Coach sends a report each week to EL Specialists of how many units their students are completing. EL students’ Star Renaissance scores are also reported to EL specialists in order to monitor the progress of the Lexile level of ELL students. Each SGI class will have both SWD and ELL students in order to ensure they receive the ample support they need to finish core subjects and improve summative assessment scores. EL and SPED specialists will communicate with DI and IS Teachers to ensure they are included in the SGI program. English proficiency rate and reclassification will be examined throughout the year to determine the impact of these supports on OFY-VV’s ELL students.

Chronic Absenteeism: Chronic absenteeism will continue to be monitored and evaluated using student trac. The use of Student Trac by all IS Teachers will be overseen by the Instructional Coach. The charter will continue to follow regulations set forth by AB130 in order to meet

synchronous and asynchronous instruction requirements. All Teaching staff will ensure they are completing attendance and rescheduling students' appointments when needed. DI Teachers will monitor attendance through their SGI trackers as overseen by the Instructional Coach. Pathful was implemented this school year in order to offer guidance to OFY-VV students towards their career and educational goals. We will continue to utilize Pathful this school year, as it has shown to be helpful for our students. The effectiveness of this program will be determined by the number of students enrolled in A-G and or CTE program pathways.

Educational Partners: OFY- Victor Valley is focused on elevating school and Educational Partners capacity for continuous improvement. For instructional staff the charter will provide: professional development, on-site coaching from instructional coaches, and access to real time data inform individualized student learning plans. Resources provided to parents and guardians include: providing and promoting Educational Partner engagement events to better support students at home and contribute to desired student achievement outcomes of the LCAP/CSI Plan. Educational partners will be supported to engage in PAC and DELAC meetings where review and progress monitoring of LCAP/CSI plan will periodically occur.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Philosophical approach	OFY-VV's philosophical approach embraces the needs of all diverse educational partners, ensuring that decisions are made through multiple perspectives. Our goal is to be both inclusive and equitable, providing all educational partners with the opportunity to engage with and succeed in our program. Educational Partner engagement offers the Charter invaluable feedback to reflect on current practices and adjust them to meet the needs of all partners throughout the 2023-24 school year. Topics covered include the needs and learning outcomes of English Learners, with a focus on improving our Bilingual Scholars Program through data analysis and feedback. During these meetings, participants received updates on progress toward LCAP and Comprehensive Support and Improvement (CSI) goals and provided feedback on future LCAP and CSI plans. Parents were also encouraged to share ideas on increasing educational partner engagement in the 2023-24 school year, aiming to boost participation in DELAC and other school events. The LEA consulted its educational partners on the following dates to review and plan the LCAP/Annual Review and Analysis development and Annual Review. All engagement meetings and activities provided insight, collaboration, and direction for the LCAP Goals, Actions, and Services. Feedback was collected, analyzed, shared, and considered before finalizing the LCAP. The LEA provided a list of engagement sessions and events held throughout the 2023-24 academic year.
Staff (teachers, principals, administrators, other school personnel)	• **Regular Teacher/Staff Meetings:** Assistant Principals met routinely with teachers at each school site to review student progress and charter goal advancement. Weekly or bi-weekly staff gatherings at school sites facilitated discussions on aligning site procedures with overarching charter goals and policies. School sites have monthly meetings to discuss student goals and initiatives. • **Feedback Sessions:** One-on-one interactions and staff meetings provided a platform for staff and leadership to exchange insights and feedback on the execution of actions and metrics. • **In-Services /PD's/PLCs:** The VV school sites conducted regional in services/PD's / Plc's on: 8/25/2023, 9/22/2023, 10/6/2023,12/1/2023,1/12/2024, 1/19/2024, 2/1/2024, 2/9/2024, 2/23/2024,3/15/2024,5/17/2024, 5/30/2024. The Online Program conducted in-services/huddles on the following dates: 10/27/23, 12/8/23, 12/18/23, 3/29/24, 5/31.24. These in-services offered dedicated times for collaborative discussion and skill development among staff members. The Victor Valley school sites have monthly y staff meetings and the online program staff meets at least 3 times a month to talk about academic planning, intervention, and other support.

Students	• **Surveys:** The school creates and sends out student surveys at least twice a year in order to collect feedback. Based on this feedback, the school is better able to focus on student needs and areas of concern. • **Student Advisory Committee (online program):** The school piloted a Student Advisory Committee to gather more direct input from the online program students. The pilot started with the online program as a way to help boost student engagement and feedback within the online program. • **Achievement Chats:** Staff collect student input about school services and interventions during these meetings which happen twice a year.
Parents	• **Surveys:** The school creates and sends family surveys to parents at least twice a year in order to collect feedback. Based on this feedback, the school is better able to focus on areas of concern. • **Parent/teacher/ student conferences:** Staff collect parent input about school services and interventions during these meetings which happen twice a year.
Governing Board	• **Board of Director Meetings:** The LEA provided charter updates and sought council at the Board meetings, held throughout the academic year. Board meeting dates for this year are: 8/4/23, 9/22/23, 11/13/23, 12/12/2023, 1/26/2024, 3/2/2024, 5/22/24, 6/28/24. Each Board meeting included updates about charter progress and events.
PAC/DELAC	• **Parent Engagement**: While recruitment efforts for PAC persisted throughout the year, parents preferred not to take on formal committee roles. We did have a great participation in our DELAC, but parents did not want to take on formal roles and each meeting while consisting of EL students' parents, had varying attendance. The school remained committed to incorporating family perspectives and did get feedback from those that attended throughout the year. Input was gathered through dynamic forums such as Parent Conferences and community events like Parent Night, back to school nights, open houses and other parent engagement events held throughout the year. This ensured a diverse range of voices contributed to our educational endeavors.
SELPA	• **Collaboration Meeting**: The LEA met with the school's SELPA on May 7, 2024 to share school progress and collaborate on any areas of concern. • **Collaboration Meeting**: The LEA met with the authorizing district about CSI 3/8/2024 • **Professional Development**: Representatives of the school's SWD team attended professional development events hosted by High Desert SELPA. • **SELPA**: Throughout his school year, our Lead Special Education Specialist and Special Education personnel worked with the High Desert SELPA, in order to facilitate high-quality academic programs and educational services for students with disabilities, and training for instructional staff and parents. The SELPA also works with county offices to provide resources to area schools and families. On May 7, 2024 Options for Youth Victor Valley administrators met with Pamala Bender from the High Desert SELPA to review achievement data for our students with disabilities and discuss how we used the data to drive the creation of our LCAP. Verbal approval was given for the Options for Youth Victor Valley proposed 2024-27 LCAP Goals, Metrics, and Actions written to help close the achievement gap for students with disabilities.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Options for Youth Victor Valley, has actively incorporated feedback from Educational Partners into the development of its 2024-27 LCAP, continuing the tradition of meaningful engagement established in the 2023-24 academic year. This collaborative approach has significantly influenced Options for Youth Victor Valley's goals, metrics, and actions.

Goals and Actions Based on Educational Partner Feedback
Comprehensive Needs Assessment (CNA) and Surveys:
The feedback gathered from the Comprehensive Needs Assessment (CNA) process and Educational Partner surveys has been instrumental in shaping the LCAP goals. This input has led to the creation of actions addressing the complexities of these goals, ensuring that the needs of all students are met holistically. Our goals consider students' lives and communities, aiming to better prepare them for life after graduation.
Key Areas of Focus
Student Connectedness
Feedback indicated a need to improve the connectedness between students and schools, as highlighted by climate surveys. To address this, we have established goals to enhance student engagement through various activities, including:

- Groups
- Field trips
- Sports
- SEL events and activities
- Other extracurricular activities

College and Career Readiness
Our CNA and our students and parents highlighted the importance of college and career preparation. In response, we have included multiple opportunities to enhance college and career readiness, such as:

- College & Career Fairs
- Senior Social events
- College trips
- Graduation and College Signing Days
- FAFSA Nights
- A-G Night
- Senior Information Nights
- Senior early transition programs
- Career Pathways Coordinators
- Career panel events
- Pathful
- Virtual Reality career readiness
- Dual Enrollment

These efforts are encapsulated in Goal, 2 Action 3 (Post-secondary Offerings/Dual Enrollment) and Goal 4 (Post-Secondary Opportunities). Goal 4 Action 2 (Parent Involvement and Educational Partner Engagement]

Career Technical Education (CTE)
To meet the demand for more CTE offerings, as expressed by our Educational Partners. Options for Youth Victor Valley plans to expand and enhance CTE pathways to increase engagement and completion rates, including introducing new pathways relevant to current job markets and enhancing support for students in existing pathways. (Goal 3 Action 2)

Tutoring and Intervention Support
Educational Partners have consistently requested enhanced tutoring and intervention support for English and Math. This feedback is addressed through:

- Goal 1, Actions 1,2 6 & 11: Specialized instruction, interventions such as iLit, tutoring support, Homework Cafe Nights, after school appointments and night school availability.
- Tailored support for Foster Youth, Homeless students, English Language Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged pupils (FRMP).

Math Support
The need for additional math support, expressed by both students and parents, led to the development of Goal 1, Action. This goal focuses on providing qualified staff support and intervention programs to improve student math progression and growth.

Social-Emotional Development
A significant percentage of our Educational Partners highlighted the need for social-emotional development opportunities. This feedback has shaped Goal 4, Actions 3 which focus on creating a safe learning environment and offering experiential learning trips, sports, and group activities that foster social-emotional skills and a sense of belonging.
Continuation of Successful Metrics

Educational Partners have provided positive feedback on the metrics used in the previous LCAP cycle. Based on their support, we will continue utilizing these metrics to meet the charter needs and state requirements for the 2024-25 academic year.

By integrating the insights and feedback from our Educational Partners, Options for Youth Victorville aims to create a comprehensive and responsive educational environment that meets the diverse needs of our students and prepares them for future success.

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #1	The Charter School aims to increase the percentage of students, particularly those who are socioeconomically disadvantaged, Hispanic, Long-Term English Learners (LTELs), English Learners (ELs), and students with disabilities (SWD) who meet or exceed standards in math, English Language Arts (ELA), and or science. By 2027, our goals are to:
	• Raise math achievement so that at least 5% or more of all OFY-VV students, students with disabilities, and African American students meet or exceed the math standards.
	• Increase ELA proficiency to at least 30% or greater for all students and at least 20% for students with disabilities.
	  ○ Increase ELA proficiency for LTEL's to at least 9% met and or exceeds standards.
	  ○ Increase ELA Proficiency for ELLs to at least 3% met and or exceeds standards.
	• Elevate science proficiency as measured on the California Science Test (CAST) to ensure that at least 15% or greater of all students meet or exceed the state standards and that at least 6.5% of the middle school students meet the science standards.
		Focus

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards
Priority 4: Student Achievement
Priority 7: Course Access

An explanation of why the LEA has developed this goal.

The establishment of this goal is underscored by historical data which illustrates both the challenges and incremental progress in student performance at OFY-VV. Initially, the percentage of students who met or exceeded the math standards showed a modest increase from 1.41% in 2022 to 3.64%. Similarly, the ELA standards slightly improved from 26.32% in 2022 to 26.42%. Despite these gains, there remains a significant need for improvement, particularly among targeted subgroups. For instance, the percentage of LTEL students meeting or exceeding ELA standards is currently at 5.88%, and alarmingly, the percentage of ELL students who met or exceeded ELA standards is at 0%.

These data points highlight the critical need for targeted interventions and support. The specific goal to increase the percentage of students who meet or exceed the math and ELA standards to at least 5% and 30%, respectively, by 2027 is ambitious yet necessary to ensure that all students, regardless of their background, have the opportunity to succeed academically.
Furthermore, the data reveal a broader issue of academic underperformance among low socioeconomic and Hispanic students, as well as LTELs and ELLs, necessitating a focused and strategic approach to address these disparities.

The rationale for this goal is further reinforced by the results and findings from the data dive and prioritized needs, including low CAASPP scores in Math & ELA across multiple years, particularly for African-American and ELL students, low academic performance in core courses, insufficient college and career preparedness metrics. This context underscores the urgency of implementing effective strategies and actions to improve these students' educational outcomes.

By addressing these specific areas through targeted actions, the goal aims to not only improve academic performance on standardized assessments but also to foster a more inclusive and supportive learning environment for all students. This structured approach will facilitate targeted interventions, professional development, and continuous monitoring of progress toward achieving the set benchmarks by 2027.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Math Achievement: Percentage of students meeting/exceeding math standards on the SBAC.	Met or Exceeded Standard for Math 2022-23 CAASPP Report: • All student level: 3.64% • Low SES: 2.34% • Hispanic: 3.55% • SWD: 3.45% • African American Students: 0%	Not Applicable until 2025	Not Applicable until 2026	By 2027 OFY-VV will increase the percentage of students who meet or exceed the math standards to at least 5% or greater for all students. • By 2027 OFY-VV will increase the percentage of SWD's who meet or exceed the math standards to at least 5% • By 2027 OFY-VV will increase the percentage of African American students who meet or exceed the math standards to at least 5%	Not Applicable until 2025

Metric #2	ELA Achievement: Percentage of students meeting/exceeding ELA standards on the SBAC.	Met or Exceeded Standards for ELA (SBAC) 2022-23 CAASPP Report: • All student level: 26.42% • Low SES: 25.36% • Hispanic: 24.26% • LTELs: 5.88% • ELs: 0.00% • SWD: 17.24%	Not Applicable until 2025	Not Applicable until 2026	By 2027 OFY-VV will increase the percentage of students who meet or exceed the ELA standards to at least 30% or greater for all students. • By 2027 OFY-VV will increase the percentage of EL students who meet or exceed the ELA standards to at least 9% for LTELS and 3% for ELs. • SWD: By 2027 OFY-VV will increase the percentage of SWD students who meet or exceed the ELA standards to at least 20%.	Not Applicable until 2025
Metric #3	Science Achievement: Percentage of students meeting/exceeding science standards on the CAST.	Met or Exceeded the Science CAST Standards 2022-2023 CAASPP Report: 2021- 2022 at 12.27% to 2022-2023 6.72% for all Students. Middle School: The average percent of meet and or exceeds for science for only middle school was 4.21% (2022-2023) similar to the year prior with 4.31%. (2021-2022)	Not Applicable until 2025	Not Applicable until 2026	By 2027 OFY-VV will increase the percentage of students who meet or exceed the science standards to at least 15% or greater for all students. • By 2027 OFY-VV will increase the percentage of students who meet or exceed the science standards to at least 6.5% for middle school students	Not Applicable until 2025

Metric #4	Core Course Completion	Spring 2024 Internal Data: All student level • Math - 7.05 units • English- 8.01 units • Science- 6.82 units • Social Science- 7.72 units African American Students • Math - 6.25 units • English- 9.53 units • Science- 8.10 units • Social Science- 8.88 units This data only includes students who have been enrolled with OFY-VV for 7 to 12 months of the school year.	Not Applicable until 2025	Not Applicable until 2026	The charter aims to maintain its Core Course Completion rates annually at: All student level • Math - 7.5units • English- 7.5 units • Science- 7.0 units • Social Science- 7.5 units African American Students • Math - 7.5 units • English- 7.5units • Science-7 units • Social Science- 7.5 units These outcomes will reflect only students who have been enrolled with OFY-VV between 7 and 12 months out of the school year.	Not Applicable until 2025
Metric #5	Renstar GLE: Performance and growth	Internal Data: 2022-2023 (All Windows) • Average GLE Math: 6.2 and growth: .9 for all students • Average GLE Reading: 6.8 and growth: 1.0 for all students • LTEL Average Reading GLE: 7.3 and growth: 0 • EL Average Reading GLE: 5.7 and growth: 1.1	Not Applicable until 2025	Not Applicable until 2026	By 2027 OFY-VV will increase the average GLE (grade level equivalence) to 6.7 for mathematics and 7.4 for reading for all students. • By 2027 OFY VV will increase the average GLE for LTEL's to 7.9 for reading. • By 2027 OFY VV will increase the average GLE for LTEL's to 7.0 for reading.	Not Applicable until 2025

Metric #6	Reclassification Percentages	Internal Data Spring 2024: 100% reclassification rate	Not Applicable until 2025	Not Applicable until 2026	Reclassification rates will be maintained at or above 50% annually.	Not Applicable until 2025
Metric #7	English Learner Progress Indicator (ELPI) Performance	Fall 2023 CA Dashboard: 59.8% making progress towards English language proficiency	Not Applicable until 2025	Not Applicable until 2026	The charter will maintain its high rating on the ELPI, at least 55% of English learners will be making progress towards English language proficiency.	Not Applicable until 2025

Metric #8	Local Indicator - Priority 2: Implementation of State Standards	Fall 2023 CA Dashboard: Priority 2: Implementation of State Standards Ratings 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards: Policy & Program Support: 5 – Full Implementation and Sustainability	Not Applicable until 2025	Not Applicable until 2026	Annually maintain Local indicator - Priority 2 through the self-reflection and review process: 1. Professional Development: 5 – Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards: Policy & Program Support: 5 – Full Implementation and Sustainability ratings for all	Not Applicable until 2025

		ratings for all academic standards 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 5. Engagement of School Leadership: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards			academic standards 4. Implementation of Standards: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 5. Engagement of School Leadership: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards	

Goal Analysis for Not applicable until 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable - will be completed during 2025-26 LCAP cycle

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable - will be completed during 2025-26 LCAP cycle

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable - will be completed during 2025-26 LCAP cycle

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

Not Applicable - will be completed during 2025-26 LCAP cycle

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Targeted English Learner (EL) Support	Design and implement a comprehensive support system for EL students to enhance language acquisition and academic performance. This program will include specialized designated instruction focused on language development and core academic skills, integration of technology-based language learning tools within the curriculum, and tailored instruction during the school day to address individual learning gaps. Regular assessments will be conducted to monitor progress and adjust instruction as necessary.	$200,000.00	Yes
Action #2	Foster Youth Support	Foster & Homeless Youth who have been enrolled for at least 30 days, will meet with their Post-Secondary Counselor at least once per semester to review academic progress and post-secondary plans.	$175,000.00	Yes
Action #3	EL Professional Development	Offer professional development opportunities for teachers focusing on strategies to support ELL students progressing toward reclassification.	$100,000.00	Yes
Action #4	Dedicated Long-Term English Learner (LTEL) Intervention and Professional Development	Establish a targeted intervention strategy for LTEL students that addresses their unique challenges in achieving proficiency. This will involve the development of a curriculum that focuses on advanced language skills, academic vocabulary, and literacy across content areas. Professional development for teachers, EL Specialists, and support staff on best practices for supporting LTEL students ensures that instructional strategies are effective and culturally responsive.	$75,000.00	Yes
Action #5	Broad Course of Study	Ensuring a comprehensive curriculum that offers a broad range of courses in various subjects, including elective options, to cater to diverse student interests and learning needs. Enhance curriculum utilizing “Bright Thinker” and provide additional resources to support core math, English, science, and history course completion.	$50,000.00	Yes
Action #6	Math and English Intervention Programs	Implement structured intervention programs for students struggling in math and English, incorporating evidence-based strategies to improve academic outcomes. Such interventions include utilizing test prep materials found in “Tools for Teachers" across all core course classes. Additionally, ensure all ELA Teachers are using the ERWC curriculum. Include math tutors and math Intervention Specialists.	$125,000.00	Yes

Action #7	SBAC Success Initiative	Implement strategies to improve SBAC performance, including targeted tutoring, practice assessments, and instructional adjustments based on performance data. In addition, utilize SBAC class prep, Tools for Teachers, and the new Bright Thinker curriculum. OFY-VV will also include additional time with students outside of the regular class time to provide support with improvement on the SBAC. Resources include piloting Renaissance Freckle to help students improve in areas of ELA and math that they struggle in. For science, students in the classes will engage in “Beyond Labz” which are virtual lab experiences to help students improve on the CAST. Other programs include Achieve 3,000 for middle school students, and My Math Path and My Reading Path courses for additional support.	$20,000.00	Yes
Action #8	SBAC Committee	Develop a site based and regional based committees composed of Teachers (IS & DI), SESs, Tutors, Paras, and Intervention Specialists at the start of each school year to share strategies for SBAC performance improvement. Initiate monthly test prep opportunities to all students struggling or needing intervention and urgent intervention based on scores from Renaissance diagnostic assessments in reading and math.	$20,000.00	Yes
Action #9	Targeted Intervention and Support for Students with Disabilities	Special Education Specialists and Paraprofessionals will identify students needing intervention based on Renaissance scores and utilize resources to help students improve in areas of ELA and Math. The SPED Department will support these students with their foundational skills.	$100,000.00	No
Action #10	Middle School Science CAST	Middle school students will engage in science instruction in the SGI setting and begin reviewing the Tools for Teachers resources for science in order to prepare for the CAST. Additionally, earth and space standards will be integrated across the sciences in order to ensure a more broad understanding of all of the sciences.	$10,000.00	Yes
Action #11	English Intervention - ELA Tutors/ Intervention Specialists. (LREGB)	Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff." then that would be appropriate." Sometimes we have seasonal needs for additional support and don't need to hire a full-time employee for the increased need, so we offer AD, and that would fulfill the same intention.	$25,000.00	No

Goal #	Description	Type of Goal
Goal #2	Increase Graduation rates charter wide with an increased emphasis on the following student groups as they are red on the CA Dashboard: African American students, English Learner (EL) students, Hispanic students, students with disabilities, and students from low socioeconomic backgrounds.	Focus

State Priorities addressed by this goal.

Priority 4: Student Achievement
Priority 5: Student Engagement
Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

The decision to focus on increasing the 4 to 5-year graduation rate for all students, particularly among specific subgroups, stems from recent trends identified in the California Department of Education's dashboard. The data from the 2022 to 2023 school years revealed a notable decline in the overall graduation rate, decreasing from 52.9% to 38.4%.

These statistics underscore the need for targeted intervention and support strategies to reverse this downward trend and ensure that all students have equitable opportunities to succeed academically and graduate within their 4 to 5-year timeframe. By setting a specific goal to increase graduation rates by the 2027 school year, we are committing ourselves to addressing the systemic barriers and disparities that have contributed to these declines.

Ultimately, by working together with determination and purpose, we aim to not only reverse the decline in graduation rates but also create a more inclusive and supportive learning environment where every student has the opportunity to thrive and achieve their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	4/5-year grad rate	Fall 2023 CA Dashboard: The 4 to 5-year graduation rate decreased from the 2022 to 2023 school year. • 52.9% to 38.4% respectively 2022-2023 Graduation Rates: • African American Students: 45% • Hispanic Students: 38% • EL Students: 41.2% • SWD: 36.8% • Low SES: 38.9%	Not Applicable until 2025	Not Applicable until 2026	By 2027 school year the 4 to 5-year graduation rate for all OF-VV students will be at least 50%. • For African American students- 40% graduation rate • For Hispanic students- 45% graduation rate • For EL students- 40% graduation rate • For Students with disabilities- 40% graduation rate • For Low socioeconomic students- 45% graduation rate	Not Applicable until 2025
Metric #2	DASS One Year Grad Rate	Fall 2023 CA Dashboard: 2021-22: 84.6% 2022-23: 78.40% Spring 2024 Internal Data: 74.1% with two academic months left in the DASS one-year cohort (August 16-August 15)	Not Applicable until 2025	Not Applicable until 2026	By increasing our overall DASS one-year graduation rate at or above 82% through 2026-27, we aim to positively influence our 4-5-year graduation rate status on the California Dashboard, thereby improving our overall performance metric.	Not Applicable until 2025

Goal Analysis for Not applicable until 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable - will be completed during 2025-26 LCAP cycle

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable - will be completed during 2025-26 LCAP cycle

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable - will be completed during 2025-26 LCAP cycle

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

Not Applicable - will be completed during 2025-26 LCAP cycle

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Allocate funds for hiring qualified personnel to support post-secondary planning and English Language Development initiatives. Ensure competitive salaries to attract and retain counselors, career pathways coordinators, ELD teachers, IS teachers, Math & English teachers, and consider establishing new positions such as ELD Intervention Specialists or ELD tutors to provide targeted support for English Learners.	$100,000.00	Yes
Action #2	Post-secondary planning	By implementing comprehensive post-secondary planning programs and workshops, we aim to inspire and motivate students to graduate by equipping them with the tools, resources, and support needed to envision and pursue their future goals. By empowering students to explore various career interests, college options, and vocational pathways, we expand their horizons and cultivate a sense of purpose and direction. Through personalized guidance and assistance, we encourage students to envision their post-graduation aspirations and develop actionable plans to achieve them. By fostering a culture of aspiration and ambition, we instill in students a compelling motivation to complete their high school education, knowing that it is the foundation for their future endeavors and aspirations.	$1,500,000.00	Yes
Action #3	Post-secondary Offerings/Dual Enrollment	Victor Valley College Bridge Program, increasing dual enrollment and implementing CCAP Courses with the local community college. The LEA will increase A-G completion and seals of biliteracy while increasing student participation and completion of CTE Pathways.	$225,000.00	Yes
Action #4	Post-Secondary Opportunities	Pathful Explore is a program that is offered to all OFY-VV students that helps students explore their interests and career opportunities. Students engage in several assessments that help determine possible careers that they may enjoy. Students can be assessed by their values and their skills and have the opportunity to review job postings and apply for them on the Pathful Explore program.	$10,000.00	Yes
Action #5	Post-Secondary Events	Organize events and activities that engage students with postsecondary opportunities, such as college fairs, workshops, and guest speakers.	$75,000.00	Yes
Action #6	Post-secondary Field Trips	Organize and fund postsecondary field trips and opportunities to expose students to various career paths and college experiences.	$50,000.00	Yes

Goal #	Description	Type of Goal
Goal #3	Enhance college and career preparedness among students by 2027, focusing on increasing the rate of A-G completion, improving SBAC performance, augmenting college course completion rates, and expanding CTE pathway completions. OFY-VV will Aim to elevate the overall rate of students prepared for college and career to 10%, with all subgroups reaching at least a 5% preparedness level.	Focus

State Priorities addressed by this goal.

Priority 4: Student Achievement
Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

The necessity for this goal is underscored by the current low rates of college and career preparedness across all student demographics, particularly among African American, Hispanic, ELL, and students with disabilities. With only 3.7% of students deemed college and career-prepared and graduation rates significantly below past years (38.4% currently vs. 52.9% in the 22-23 school year), it's clear that a comprehensive strategy is needed to address these challenges. The low completion rates for A-G requirements, SBAC performance, college courses, and CTE pathways highlight the need for targeted interventions and support to ensure students are equipped for success beyond high school.

By addressing these critical areas through targeted actions, the goal is to improve the measurable metrics of college and career readiness and ensure that students are fully prepared for the opportunities and challenges of post-secondary education and the workforce. This approach emphasizes the importance of early intervention, tailored support, and a commitment to educational equity and excellence.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	College and Career Preparedness Rate	Fall 2023 CA Dashboard: • All student level: 3.7% prepared • African American: 3.1% prepared • Hispanic: 4.6% prepared • Socioeconomically disadvantaged: 3.4% prepared • Students with disabilities: 3.2% prepared	Not Applicable until 2025	Not Applicable until 2026	Increase the preparedness rate on the CCI to 10% by 2027, with all subgroups in the red on the fall 2023 dashboard achieving at least a 5% preparedness rate.	Not Applicable until 2025
Metric #2	A-G Completion Rate	Spring 2024 Internal Data: • A-G completion rates of all 12th graders: 8% and for 12th graders who are SWD's it was: 0% 2022-2023 A-G completion rates of SWDs: • 9.1% and for all 12th graders it was: 18.8%	Not Applicable until 2025	Not Applicable until 2026	Elevate the A-G completion rate to 30% for all 12th graders. • Increase the A-G completion rate for students with disabilities to 12% by the 2027 school year	Not Applicable until 2025
Metric #3	Dual Enrollment Participation	Spring 2024 Internal Data: • College course completion rate: .3%	Not Applicable until 2025	Not Applicable until 2026	Increase the rate of college course completion to 10% for all students.	Not Applicable until 2025

Metric #4	CTE Pathway Completion Rate	Spring 2024 Internal Data: • CTE Pathway completion rate: 1.66%	Not Applicable until 2025	Not Applicable until 2026	Increase CTE Pathway completion rates to 5% for all students.	Not Applicable until 2025

Goal Analysis for Not applicable until 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable - will be completed during 2025-26 LCAP cycle

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable - will be completed during 2025-26 LCAP cycle

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable - will be completed during 2025-26 LCAP cycle

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

Not Applicable - will be completed during 2025-26 LCAP cycle

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	A-G Completion Support Program	Implement a structured program to increase A-G completion rates through early identification of students, strategic course planning, and support classes. This includes utilizing data to identify at-risk students early and providing targeted interventions. This also includes increasing support from the school counselors and CPC's (career pathways coordinators) and increasing exposure to the program Pathful to help plan for post-secondary plans.	$60,000.00	Yes
Action #2	Enhanced CTE Pathways	Expand and enhance CTE pathways to increase engagement and completion rates, including introducing new pathways relevant to current job markets and enhancing support for students in existing pathways.	$10,000.00	Yes
Action #3	College Course Dual Enrollment Expansion	Broaden access to dual enrollment opportunities, allowing more students to complete college courses while still in high school. This includes partnerships with local colleges and virtual course offerings.	$70,000.00	Yes
Action #4	Small Group Instruction (SGI) for A-G and SBAC Support	Offer SGI classes focused on core subjects and SBAC preparation to support ELL and SPED students in meeting A-G requirements and improving SBAC scores.	$1,500,000.00	Yes
Action #5	21st Century Technology Integration	The charter will maintain access to and use of classroom technology devices (e.g., Chromebooks and hot spots) for instructional purposes for low-income, English-learner, foster, and homeless students.	$250,000.00	Yes

Goal #	Description	Type of Goal
Goal #4	By the end of the 2026-2027 school year, the charter will increase the percentage of students and parents who report positive perceptions of our school climate, specifically focusing on the interpersonal relationships dimension, with an emphasis on social support among students. The charter will improve the quality of support that staff provides to students and the support that students provide to each other.	Maintenance of Progress

State Priorities addressed by this goal.

Priority 1: Basic Services
Priority 3: Parent Involvement
Priority 5: Student Engagement
Priority 6: School Climate

An explanation of why the LEA has developed this goal.

The decision to set this goal stems from a commitment to cultivating a positive and supportive school climate that nurtures the holistic well-being and academic success of our students. Research consistently demonstrates the profound impact of school climate on student outcomes, including academic achievement, social-emotional development, and overall satisfaction with the school experience.

By prioritizing enhancing interpersonal relationships and social support among students, we aim to create a school environment where every student feels valued, respected, and supported in their academic and personal growth. Positive relationships and a strong sense of community contribute to a nurturing and inclusive atmosphere, fostering a culture of belonging and engagement that is conducive to learning and thriving.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	Interpersonal Relationships	According to our climate survey report 65% of students feel positive regarding our school's social support for students.	Not Applicable until 2025	Not Applicable until 2026	By the end of the 27-school year, 75% of students will positively rate the interpersonal relationships on the School Climate Survey	Not Applicable until 2025
Metric #2	Suspension Rates	Fall 2023 CA Dashboard: • 0.3% suspended at least one day	Not Applicable until 2025	Not Applicable until 2026	The charter will strive to maintain annual suspension rates at or below 1.5%.	Not Applicable until 2025
Metric #3	Dropout Rates	Spring 2024 Internal Data: • Middle School: 5.7% • High School: 5.2%	Not Applicable until 2025	Not Applicable until 2026	Maintain middle school and high school dropout rates below 5% annually.	Not Applicable until 2025

Metric #4	Local Indicator - Priority 1: Basic Services	Based on Fall 2023 CA Dashboard: Teaching Assignment Monitoring Outcomes: • Out Of-Field 23.4% • Ineffective Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 At OFY Victor Valley, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This	Not Applicable until 2025	Not Applicable until 2026	Teaching Assignment Monitoring Outcomes: • No more than 24% Out Of-Field & Ineffective Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0	Not Applicable until 2025

		practice is permitted in California under the Education Code reference mentioned above for alternative settings. Using this report in the 2022-2023 school year, all Options for Youth Victor Valley teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.				

Goal Analysis for Not applicable until 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable - will be completed during 2025-26 LCAP cycle

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable - will be completed during 2025-26 LCAP cycle

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable - will be completed during 2025-26 LCAP cycle

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

Not Applicable - will be completed during 2025-26 LCAP cycle

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	School Safety	In successfully implementing the Comprehensive School Safety Plan, the LEA will provide the appropriate personal protective equipment; ensure proper facilities maintenance and cleaning at all school sites; maintain safety equipment; retain safety personnel; and provide training that align with all federal, state and local guidelines.	$25,000.00	Yes
Action #2	Parent Involvement and Educational Partner Engagement	Host parent education workshops covering academic support strategies, navigating the education system, understanding standardized testing, and promoting positive parent-child communication. The Wellness Fair is an example of an event that OFY-VV will host annually to encourage parent involvement and promote resources available within the community. These workshops will be designed to empower parents with the knowledge and skills to support their child's academic and socio-emotional development actively.	$5,000.00	Yes
Action #3	Social Emotional Development Opportunities	Students will be enrolled in courses designed to develop their social-emotional skills and be provided the opportunity to participate in extracurricular activities or courses designed to promote the acquisition of social-emotional skills.	$5,000.00	Yes
Action #4	SWDs, Parent Involvement, and OFY Staff Collaboration for IEP Purposes	Students with Disabilities (SWDs) will increase their involvement and participation in the IEP process and positive perceptions of OFY as a school with their parent(s)/guardian(s) and the IEP team of teachers/staff to increase their self-advocacy overall understanding of their IEP goals and services, and interpersonal relationships with OFY as measured by the School Climate Survey.	$5,000.00	No
Action #5	SWDs Inclusion in Experiential Learning and SEL	The LEA will provide opportunities to facilitate engagement in school programs, such as experiential learning trips and camps, sports, groups, and field trips. These provide students with a unique learning experience outside of the classroom, in which SWDs can apply academic and social-emotional skills to real-life situations.	$10,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,354,736	$488,560

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35%	12.968%	$1,666,850.25	22.04%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Goal 1 Action#5 Action #6 Action #7 Action #8 Action #10	OFY-Victor Valley has conducted a thorough Comprehensive Needs Assessment (CNA) and Resource Inequity Review to identify the unique needs of our unduplicated student groups, which include English Language Learners (EL), Long-term English Learners (LTEL), homeless students, low-income students, and students with disabilities (SWD). The findings from these reviews and the 2023 California School Dashboard data highlight several critical areas requiring focused intervention to support these students effectively. While the actions will be implemented schoolwide, they are principally directed toward these specific subgroups to ensure they benefit over and beyond all other students. **Needs of English Learners (EL) and Long-term English Learners (LTEL)** English Learners (EL) and Long-term English Learners (LTEL) often face language barriers that hinder their full engagement with the curriculum, adversely affecting their academic performance and graduation rates. An analysis of student achievement data reveals lower proficiency levels in English and other core subjects among these students. To address this issue, we are implementing comprehensive language acquisition programs and providing additional academic support tailored specifically for EL students. These targeted interventions aim to enhance language proficiency and overall academic performance, enabling EL students to engage with the curriculum more effectively. **Needs of Homeless/Foster Students** Homeless and foster students experience significant instability and a lack of resources, which negatively impact their attendance, academic performance, and overall well-being.	While these actions are principally directed toward homeless, foster, and low-income students, they are implemented on a schoolwide basis to foster a supportive and inclusive environment for all students. This approach ensures that all students benefit from enhanced resources and support, promoting a culture of community and belonging, which is crucial for the overall well-being and academic success of all students. **Goal 1 Action 5: Broad Course of Study** This action ensures a comprehensive curriculum offering a wide range of courses to cater to diverse student interests and learning needs. For EL and LTEL students, this provides varied opportunities for language use and development. For low-income students and foster youth, the enhanced curriculum with “Bright Thinker” and additional resources supports engagement and success in core subjects. Implementing this schoolwide allows all students to benefit from a robust and inclusive curriculum. **Goal 1 Action 6: Math and English Intervention Programs** This action involves structured intervention programs for students struggling in math and English, incorporating evidence-based strategies. EL and LTEL students receive tailored interventions addressing language and academic needs. Low-income students benefit from additional support due to limited resources. Including math tutors and Intervention Specialists ensures foster youth have consistent academic support. Implementing this schoolwide ensures all students receive the help they need, fostering an inclusive support system. **Goal 1 Action 7: SBAC Success Initiative**	**Math Achievement:** (LCAP Goal1 Metric 1) Percentage of students meeting/exceeding math standards on the SBAC. OFY-VV will increase the percentage of students who meet or exceed the math standards to at least 5% or greater for all students. **ELA Achievement:** (LCAP Goal 1 Metric 2) Percentage of students meeting/exceeding ELA standards on the SBAC. OFY-VV will increase the percentage of students who meet or exceed the ELA standards to at least 30% or greater for all students. **Science Achievement:** (LCAP Goal 1 Metric 3) Percentage of students meeting/exceeding science standards on the CAST. OFY-VV will increase the percentage of students who meet or exceed the science standards to at least 15% or greater for all students. **Core Course Completion** (LCAP Goal 1 Metric 4) The charter aims to maintain its Core Course Completion rates annually at: • Math - 7.5units • English- 7.5 units • Science- 7.0 units

	Data indicates higher dropout rates, lower graduation rates, and a notable decline in credit attainment among these students. To address these challenges, we are providing stable learning environments, access to essential resources, and tailored support services specifically for homeless students. While these actions are available schoolwide, they are designed to meet the unique needs of homeless students, helping them achieve stability and success in their education. **Needs of Low-Income Students** Low-income students often face limited access to educational resources and extracurricular opportunities, resulting in gaps in academic achievement and preparedness for post-secondary education. Achievement data shows that these students have lower test scores and graduation rates compared to their peers. To address these challenges, we are increasing access to educational resources and implementing intervention programs specifically tailored for low-income students. By enhancing extracurricular opportunities and providing targeted academic support, we aim to close the achievement gap and improve outcomes for low-income students, ensuring they benefit more significantly from these initiatives than their peers. The rationale for developing targeted goals and actions is based on the findings from the comprehensive needs assessment (CNA) and resource inequity review, as well as the latest data from the California School Dashboard. These assessments have identified specific areas where our unduplicated student groups are lagging behind their peers, highlighting the need for focused interventions. By setting	This action implements strategies to improve SBAC performance through targeted tutoring, practice assessments, and instructional adjustments. EL and LTEL students benefit from targeted tutoring and practice assessments. Low-income students receive resources and support for standardized assessments critical for college and career readiness. Foster youth get additional time and support outside regular class hours, addressing learning gaps due to their circumstances. Implementing this schoolwide ensures all students have the resources needed for success in standardized assessments. **Goal 1 Action 8: SBAC Committee** This action develops committees composed of various educators to share strategies for SBAC performance improvement. For EL and LTEL students, this ensures educators are equipped with strategies to address language barriers and improve performance. Low-income students benefit from monthly test prep opportunities and tailored interventions. Foster youth have a consistent support network, ensuring timely and effective intervention. Implementing this schoolwide ensures all students benefit from collaborative educator efforts. **Goal 1 Action 10: Middle School Science CAST** This action engages middle school students in science instruction and integrates earth and space standards. EL and LTEL students benefit from language support and scaffolded instruction. Low-income students gain access to high-quality science education, fostering STEM interest and proficiency. Foster youth receive a structured and supportive learning environment. Implementing this schoolwide ensures all	• Social Science- 7.5 units **Renstar GLE:** Performance and growth (LCAP Goal 1 metric 5) OFY-VV will increase the average GLE (grade level equivalence) to 6.7 for mathematics and 7.4 for reading for all students. **Reclassification Percentages** (LCAP Goal 1 Metric 6) Reclassification rates will be maintained at or above 50% annually. **English Learner Progress Indicator (ELPI) Performance** (ACP Goal 1 Metric 7) The charter will maintain its high rating on the ELPI, at least 55% of English learners will be making progress towards English language proficiency. **Local Indicator - Priority 2: Implementation of State Standards** (LCAP Goal 1 Metric 8) Annually maintain Local indicator - Priority 2 through the self-reflection and review process

	ambitious yet achievable targets, such as increasing math and ELA proficiency to at least 5% and 30%, respectively, by 2027, we aim to address these gaps and ensure equitable academic opportunities for all students. Moreover, the low CAASPP scores in Math & ELA over multiple years, particularly among African-American and ELL students, along with low academic performance in core courses and insufficient college and career preparedness metrics, underscore the urgency of implementing these strategies. The targeted actions are designed not only to improve standardized assessment performance but also to foster a more inclusive and supportive learning environment for all students, with continuous monitoring and adjustments to ensure progress towards achieving the set benchmarks by 2027. **Goal 1 Action 5: Broad Course of Study** This action ensures a comprehensive curriculum that offers a broad range of courses in various subjects, including elective options, to cater to diverse student interests and learning needs. For EL and LTEL students, a broad course of study is vital to provide diverse opportunities for language use and development in different contexts, aiding in their language acquisition and integration. Low-income students often lack access to a variety of educational resources; thus, enhancing the curriculum with “Bright Thinker” and additional resources supports their engagement and success in core subjects. Foster youth benefit from the stability and consistency provided by a well-rounded curriculum, helping them to stay on track academically despite potential disruptions in their personal lives.	students access comprehensive science education. **Rationale for a Schoolwide Basis** Implementing these actions schoolwide ensures all students benefit from a supportive and inclusive environment, fostering a culture of community and belonging. This approach addresses the specific challenges faced by homeless, foster, and low-income students while promoting equity and inclusion, ensuring every student has the opportunity to succeed. By focusing on these targeted interventions, we aim to improve academic outcomes, foster a supportive learning environment, and provide every student, particularly those in our unduplicated groups, with the resources and support needed to succeed.	

	Goal 1 Action 6: Math and English Intervention Programs This action implements structured intervention programs for students struggling in math and English, incorporating evidence-based strategies to improve academic outcomes. EL and LTEL students will benefit from tailored interventions that address their specific language and academic needs, helping them improve in core subjects where language barriers might hinder their performance. Low-income students, who often face academic challenges due to limited access to resources, will receive additional support through these interventions. Including math tutors and Intervention Specialists ensures that foster youth, who might face frequent school changes, have access to consistent and targeted academic support. **Goal 1 Action 7: SBAC Success Initiative** This action implements strategies to improve SBAC performance, including targeted tutoring, practice assessments, and instructional adjustments based on performance data. For EL and LTEL students, targeted tutoring and practice assessments provide additional opportunities to develop language proficiency and test-taking skills. Low-income students benefit from the resources and support provided to enhance their performance in standardized assessments, which are critical for college and career readiness. Foster youth will receive additional time and support outside of regular class hours, addressing any gaps in learning due to their unique circumstances. Programs like Renaissance Freckle and Achieve 3,000 are specifically chosen to support struggling students, ensuring they receive the help they need.		

	Goal 1 Action 8: SBAC Committee This action develops site-based and regional-based committees composed of Teachers (IS & DI), SESs, Tutors, Paras, and Intervention Specialists to share strategies for SBAC performance improvement. For EL and LTEL students, this collaborative approach ensures that educators are equipped with effective strategies to address language barriers and improve academic performance. Low-income students will benefit from monthly test prep opportunities and interventions tailored to their needs, helping to bridge the achievement gap. Foster youth will have access to a consistent support network, ensuring they receive timely and effective intervention based on their assessment scores. **Goal 1 Action 10: Middle School Science CAST** This action engages middle school students in science instruction in the SGI setting and integrates earth and space standards across the sciences. EL and LTEL students will benefit from the use of Tools for Teachers resources, which provide language support and scaffolded instruction to help them succeed in science. Low-income students will have increased access to high-quality science education and resources, fostering interest and proficiency in STEM subjects. Foster youth will benefit from a structured and supportive learning environment, helping them stay engaged and achieve success in science despite any personal challenges they may face. By explicitly linking each action to the specific needs of the unduplicated student groups, we ensure that the interventions are principally directed towards EL, LTEL, low-income		

	students, and foster youth, addressing their unique challenges and supporting their academic success.		

Goal 2 Action#1 Action #2 Action #3 Action #4 Action #5 Action #6	OFY-Victor Valley has conducted a thorough Comprehensive Needs Assessment (CNA) and Resource Inequity Review to identify the unique needs of our unduplicated student groups, which include English Learners (EL), Long-term English Learners (LTEL), homeless students, low-income students, and foster youth. The findings from these reviews and the 2023 California School Dashboard data highlight several critical areas requiring focused intervention to support these students effectively. These actions are implemented schoolwide to ensure a supportive and inclusive environment for all students but are principally directed towards these specific subgroups to provide them with targeted support and resources. **Goal 2 Action 1: Enhancing Staffing for Unduplicated Pupil Success** This action involves allocating funds for hiring qualified personnel to support post-secondary planning and English Language Development (ELD) initiatives. Ensuring competitive salaries to attract and retain counselors, career pathways coordinators, ELD teachers, IS teachers, Math & English teachers, and establishing new positions such as ELD Intervention Specialists or ELD tutors provides targeted support for EL students. EL and LTEL students face language acquisition challenges that require specialized instruction and support. By hiring additional ELD teachers and creating positions for ELD Intervention Specialists, we address these needs directly, improving language proficiency and academic performance. **Goal 2 Action 2: Post-secondary Planning** Implementing comprehensive post-secondary planning programs and workshops aims to	The actions taken by OFY-Victor Valley are strategically designed to address the unique needs of our unduplicated student groups, which include African American students, English Learners (EL), Hispanic students, homeless students, foster youth, students with disabilities (SWD), and students from low socioeconomic backgrounds. These actions focus on both immediate academic support and long-term post-secondary planning to ensure these students have the resources and guidance necessary to succeed. **Hiring Qualified Personnel** • English Language Development (ELD) Initiatives: By hiring ELD teachers, intervention specialists, and tutors, we provide targeted support for EL students, helping them overcome language barriers that hinder their academic performance. This is crucial for improving language proficiency and academic outcomes for EL and LTEL students. • Post-Secondary Planning Support: Hiring counselors and career pathways coordinators ensures that all students, particularly those from disadvantaged backgrounds, receive personalized guidance in exploring career interests, college options, and vocational pathways. This helps them envision and pursue future goals, motivating them to complete their high school education. • Competitive Salaries: Ensuring competitive salaries for these positions attracts and retains high-quality staff, which is crucial for providing consistent and effective support to students. Qualified and stable staff are better able to build relationships with students and provide ongoing guidance and support.	**4/5-year grad rate** (Goal 2 Metric 1) By 2027 school year the 4 to 5-year graduation rate for all OF-VV students will be at least 50%. • For African American students- 40% graduation rate • For Hispanic students- 45% graduation rate • For EL students- 40% graduation rate • For Students with disabilities- 40% graduation rate • For Low socioeconomic students- 45% graduation rate **DASS One Year Grad Rate** (Goal 2 Metric 2) By increasing our overall DASS one-year graduation rate at or above 82% through 2026-27, we aim to positively influence our 4-5-year graduation rate status on the California Dashboard, thereby improving our 4/5-year grad rates.

	inspire and motivate students to graduate by equipping them with the tools, resources, and support needed to envision and pursue their future goals. For low-income students and foster youth, who may lack access to college and career guidance, this action provides personalized guidance and assistance, helping them develop actionable plans for their future. By fostering a culture of aspiration and ambition, we aim to increase graduation rates among these students. These programs specifically address the need for career and college readiness among low-income students and foster youth, who often face limited access to such resources. **Goal 2 Action 3: Post-secondary Offerings/Dual Enrollment** The Victor Valley College Bridge Program and increasing dual enrollment opportunities aim to improve A-G completion rates and seals of biliteracy while increasing student participation in CTE Pathways. For EL and LTEL students, dual enrollment courses provide additional language support and academic challenges that can improve their proficiency and readiness for post-secondary education. Low-income students benefit from the reduced cost of college credits and early exposure to college-level coursework. **Goal 2 Action 4: Post-Secondary Opportunities** Pathful Explore is a program offered to all students that helps them explore their interests and career opportunities. Students engage in assessments to determine possible careers they may enjoy, based on their values and skills. This action is principally directed toward foster youth and low-income students, who may lack access to career exploration resources. By providing	**Comprehensive Post-Secondary Programs and Workshops** These programs inspire and motivate students by equipping them with the tools, resources, and support needed to envision their future goals. Personalized guidance helps students develop actionable plans to achieve their post-graduation aspirations, fostering a culture of aspiration and ambition. This is particularly beneficial for low-income students and foster youth, who may lack access to such resources. **Dual Enrollment and CCAP Courses** Increasing dual enrollment and implementing CCAP courses with the local community college provide students with advanced learning opportunities and a head start on college credits. This is particularly beneficial for EL and LTEL students, as well as students from disadvantaged backgrounds who might not otherwise have access to such opportunities. Dual enrollment courses provide additional language support and academic challenges that can improve their proficiency and readiness for post-secondary education. **Pathful Explore Program** This program allows students to explore career interests and opportunities through assessments of their values and skills. By reviewing job postings and applying for them, students gain practical experience and a clearer understanding of potential career paths. This action is principally directed toward foster youth and low-income students, who may lack access to career exploration resources. **Engagement with Postsecondary Opportunities**	

	targeted support and guidance, we help these students develop a sense of purpose and direction, which is crucial for their academic motivation and success. **Goal 2 Action 5: Post-Secondary Events** Organizing events and activities that engage students with postsecondary opportunities, such as college fairs, workshops, and guest speakers, provides valuable exposure and motivation for all students. For EL, LTEL, low-income, and foster youth, these events offer opportunities to connect with resources and role models that can inspire and guide their post-secondary planning. **Goal 2 Action 6: Postsecondary Field Trips** Organizing and funding postsecondary field trips and opportunities expose students to various career paths and college experiences. This action is principally directed toward low-income and foster youth, who may lack the financial means to explore postsecondary options on their own. By providing these experiences, we help students envision their future and stay motivated to complete their high school education. One of our primary goals is to increase graduation rates charter-wide, with a particular emphasis on African American students, English Learners (EL), Hispanic students, students with disabilities, and students from low socioeconomic backgrounds. Historical data shows a decline in our overall graduation rate from 52.9% in 2022 to 38.4% in 2023, highlighting the critical need for targeted interventions and support strategies. By focusing on increasing the 4 to 5-year graduation rate for all students, particularly among these specific subgroups, we are committed to addressing systemic barriers and disparities that have contributed to these declines. Our approach	Organizing events like college fairs, workshops, guest speakers, and postsecondary field trips exposes students to various career paths and college experiences. This exposure is crucial for motivating students to pursue higher education and career goals. For EL, LTEL, low-income, and foster youth, these events offer opportunities to connect with resources and role models that can inspire and guide their post-secondary planning. **Rationale for Schoolwide Implementation** While these actions are designed to meet the specific needs of our unduplicated student groups, they are implemented on a schoolwide basis for several reasons. • Inclusive Culture: Implementing these initiatives schoolwide fosters an inclusive culture that benefits all students. By ensuring that every student has access to these resources and support systems, we create an environment where everyone is encouraged to succeed. • Overall Improvement: Schoolwide implementation ensures that improvements in academic support, post-secondary planning, and career exploration benefit the entire student body. This holistic approach helps raise overall graduation rates and academic performance, aligning with our goal of increasing the 4 to 5-year graduation rates to at least 50% or greater by 2027. • Resource Optimization: Allocating resources on a schoolwide basis allows for more efficient use of funds and personnel. This ensures that support services are available to all students who need them, rather than limiting access based on subgroup classifications.	

	includes targeted interventions and support strategies designed to improve academic outcomes and graduation rates for our unduplicated student groups.	• Equity and Access: Providing equitable access to quality education and support services ensures that students from all backgrounds have the opportunity to succeed. This approach addresses disparities and promotes fairness, ensuring that every student has the chance to reach their full potential. By addressing the needs of our most vulnerable students through these comprehensive actions, we aim to create a supportive and motivating educational environment that benefits all students. This strategy not only helps us achieve our specific goals for unduplicated student groups but also enhances the overall educational experience for all students.	

Goal 3 Action#1 Action #2 Action #3 Action #4 Action #5	OFY-Victor Valley has conducted a thorough Comprehensive Needs Assessment (CNA) and Resource Inequity Review to identify the unique needs of our unduplicated student groups, which include English Learners (EL), Long-term English Learners (LTEL), homeless students, low-income students, and foster youth. The findings from these reviews and the 2023 California School Dashboard data highlight several critical areas requiring focused intervention to support these students effectively. The necessity for this goal is underscored by the current low rates of college and career preparedness across all student demographics, particularly among African American, Hispanic, EL, homeless, foster, and students with disabilities (SWD). With only 3.7% of students deemed college and career-prepared and graduation rates significantly below past years (38.4% currently vs. 52.9% in the 2022-23 school year), it's clear that a comprehensive strategy is needed to address these challenges. The low completion rates for A-G requirements, SBAC performance, college courses, and CTE pathways highlight the need for targeted interventions and support to ensure students are equipped for success beyond high school. The California Department of Education's dashboard data reveal significant disparities in academic performance and preparedness among these subgroups, necessitating a focused and strategic approach. The low college and career preparedness metrics indicate that many students are not gaining the necessary skills and knowledge to succeed in post-secondary education or the workforce. This situation is particularly concerning for students	The actions taken by OFY-Victor Valley are strategically designed to address the unique needs of our unduplicated student groups, which include English Learners (EL), Long-term English Learners (LTEL), homeless students, low-income students, and foster youth. Each action is crafted to address specific identified needs, ensuring targeted support for these subgroups while being implemented on a schoolwide basis to foster an inclusive educational environment. **Goal 3 Action 1: A-G Completion Support Program** Implementing a structured A-G Completion Support Program addresses the critical need for increasing graduation rates and post-secondary readiness among our students. By using data to identify at-risk students early, we can provide strategic course planning and targeted interventions, ensuring that students stay on track to meet A-G requirements. Enhanced support from school counselors and Career Pathways Coordinators (CPCs) will provide personalized guidance, helping students navigate their academic and career planning effectively. The program Pathful will be utilized to assist students in planning for their post-secondary paths, offering a comprehensive approach to post-graduation success. This action is provided schoolwide to ensure all students have access to the necessary resources and support, but it is principally directed towards EL, LTEL, low-income, and foster youth who face greater challenges in meeting these requirements. **Goal 3 Action 2: Enhanced CTE Pathways** Expanding and enhancing Career and Technical Education (CTE) pathways is crucial for	**College and Career Preparedness Rate** (Goal 3 Metric 1) Increase the preparedness rate on the CCI to 10% by 2027, with all subgroups in the red on the fall 2023 dashboard achieving at least a 5% preparedness rate. **A-G Completion Rate** (Goal3 Metric 2) Elevate the A-G completion rate to 30% for all 12th graders. **Dual Enrollment Participation** (Goal 3 Metric 3) Increase the rate of college course completion to 10% for all students. **CTE Pathway Completion Rate** (Goal 3 Metric 4) Increase CTE Pathway completion rates to 5% for all students.

	from disadvantaged backgrounds, who may face additional barriers to success. By addressing these critical areas through targeted actions, the goal aims to improve the measurable metrics of college and career readiness and ensure that students are fully prepared for the opportunities and challenges of post-secondary education and the workforce. This approach emphasizes the importance of early intervention, tailored support, and a commitment to educational equity and excellence. The actions listed below are all principally directed toward our subgroups who will benefit over and beyond the general education population: **Goal 3 Action 1: A-G Completion Support Program** This action involves implementing a structured program to increase A-G completion rates through early identification of students, strategic course planning, and support classes. Utilizing data to identify at-risk students early and providing targeted interventions ensures that EL, LTEL, low-income, and foster youth receive the necessary academic support. Increased support from school counselors and Career Pathways Coordinators (CPCs) and exposure to Pathful to help plan for post-secondary plans is crucial for guiding these students through their academic journey. This action is designed to address the need for improved academic planning and support to ensure college readiness. **Goal 3 Action 2: Enhanced CTE Pathways** Expanding and enhancing CTE pathways to increase engagement and completion rates	increasing student engagement and completion rates. By introducing new pathways that align with current job market demands and strengthening support for existing ones, we can offer students practical and relevant skills that enhance their employability and career readiness. This action particularly benefits low-income students and foster youth by providing alternative routes to success that may better align with their interests and strengths. Implementing this action schoolwide ensures all students have access to diverse career pathways, promoting equity in career preparedness and providing targeted support to those who need it most. **Goal 3 Action 3: College Course Dual Enrollment Expansion** Broadening access to dual enrollment opportunities addresses the need for increased college readiness and A-G completion. Partnerships with local colleges and virtual course offerings will allow more students, including those from disadvantaged backgrounds, to gain college credits while still in high school. This not only prepares students for higher education but also reduces the overall cost of college by enabling them to complete courses early. This action is essential for EL, LTEL, and low-income students who may face financial and academic barriers to college access. Implementing this action schoolwide ensures equitable access to advanced academic opportunities and supports the college readiness of all students. **Goal 3 Action 4: Small Group Instruction (SGI) for A-G and SBAC Support** Offering Small Group Instruction (SGI) focused on core subjects and SBAC preparation is	

	includes introducing new pathways relevant to current job markets and enhancing support for students in existing pathways. This action is principally directed toward low-income students and foster youth who may benefit from vocational training and career-focused education, providing them with practical skills and job opportunities post-graduation. This action addresses the need for increased career and technical education opportunities, which are vital for improving college and career preparedness among these students. **Goal 3 Action 3: College Course Dual Enrollment Expansion** Broadening access to dual enrollment opportunities allows more students to complete college courses while still in high school. This includes partnerships with local colleges and virtual course offerings. For EL and LTEL students, dual enrollment courses provide additional language support and academic challenges that can improve their proficiency and readiness for post-secondary education. Low-income students benefit from the reduced cost of college credits and early exposure to college-level coursework. This action is essential for addressing the need for advanced academic opportunities and college readiness among these subgroups. **Goal 3 Action 4: Small Group Instruction (SGI) for A-G and SBAC Support** Offering SGI classes focused on core subjects and SBAC preparation supports EL, LTEL, and SPED students in meeting A-G requirements and improving SBAC scores. This action provides targeted academic support tailored to the unique needs of these students, helping them overcome learning barriers and achieve	essential for supporting EL, LTEL, and SPED students. These targeted classes will help students meet A-G requirements and improve their SBAC scores, addressing the identified needs of these subgroups by providing tailored academic support that caters to their specific challenges. Implementing this action schoolwide ensures that all students who need extra support can benefit from these targeted interventions, promoting academic success for all. **Goal 3 Action 5: 21st Century Technology Integration** Maintaining access to classroom technology devices such as Chromebooks and hotspots for low-income, EL, foster, and homeless students ensures that all students have the tools necessary for effective learning. This integration of technology supports instructional purposes and helps bridge the digital divide, ensuring that disadvantaged students have equitable access to educational resources and opportunities. Implementing this action schoolwide ensures all students benefit from modern educational tools, but it is principally directed towards those who face significant barriers to accessing technology. **Rationale for Schoolwide Basis** Implementing these actions on a schoolwide basis ensures that all students benefit from a supportive and inclusive environment, fostering a culture of community and belonging. This approach not only addresses the specific challenges faced by homeless, foster, and low-income students but also promotes equity and inclusion, ensuring every student has the opportunity to succeed. By focusing on these targeted interventions, we aim to improve academic outcomes, foster a supportive learning environment, and ensure every student,	

	academic success. This action addresses the need for personalized instruction and test preparation, which are critical for improving academic performance and college readiness. **Goal 3 Action 5: 21st Century Technology Integration** The charter will maintain access to and use of classroom technology devices (e.g., Chromebooks and hot spots) for instructional purposes for low-income, EL, foster, and homeless students. This action ensures that all students, particularly those from disadvantaged backgrounds, have access to the technology and resources needed to succeed in modern educational environments. This action addresses the need for technological access and digital literacy, which are essential for college and career readiness.	particularly those in our unduplicated groups, has the resources and support needed to succeed. This comprehensive approach ensures that the benefits extend beyond the targeted groups, enhancing the overall educational experience for all students while addressing the unique needs of our unduplicated student groups. Implementing these strategies collectively aims to reverse the decline in graduation rates, enhance college and career preparedness, and create a supportive learning environment that addresses the unique challenges faced by our students. By focusing on the subgroups identified in the Fall 2023 CA Dashboard—African American students, English Learner (EL) students, Hispanic students, students with disabilities, students from low socioeconomic backgrounds, homeless students, and foster students—we are committed to closing the achievement gap and promoting educational equity across our charter.	

Goal 4 Action #1 Action #2 Action #3	Options for Youth Victor Valley (OFY-VV) has conducted a thorough Comprehensive Needs Assessment (CNA) and Resource Inequity Review to identify the unique needs of our unduplicated student groups, including English Language Learners (EL), Long-term English Learners (LTEL), homeless students, low-income students, and students with disabilities (SWD). The findings from these reviews and the 2023 California School Dashboard data highlight several critical areas requiring focused intervention to support these students effectively. While the actions will be implemented schoolwide, they are principally directed toward these specific subgroups to ensure they benefit over and beyond all other students. **Identified Needs** • EL and LTEL Students: EL and LTEL students face significant challenges due to language barriers, impacting their academic performance and social integration. Many EL families feel disconnected from the school community due to language barriers, necessitating targeted strategies to foster their engagement. • Foster Youth: Foster Youth often experience emotional and social difficulties due to instability in their living situations, making counseling and student groups essential to address their unique needs. • Homeless Students: Homeless students frequently struggle to meet basic needs such as housing, nutrition, and hygiene, requiring schools to provide access to resources and support services to help these students focus on their education.	**How the Actions Address Identified Needs** **School Safety:** The Comprehensive School Safety Plan is designed to ensure that all students feel safe and secure at school. Multilingual safety training for EL students, additional support for Foster Youth and Homeless students, and access to personal protective equipment for low-income students address their specific needs. Tailoring safety measures for SWD ensures that they are fully included and supported. **Parent Involvement and Educational Partner Engagement:** Workshops and engagement activities empower parents to support their children's education, addressing the need for stronger parent-school connections, especially for EL, LTEL, and low-income families. Translation services and collaboration with social workers ensure that Foster Youth and Homeless students' families are included and supported. **Social Emotional Development Opportunities:** Extracurricular activities and social-emotional courses provide crucial support for EL and LTEL students, helping them integrate socially and emotionally. Programs designed for Foster Youth and Homeless students provide stability and peer support, while financial support ensures low-income students can participate. Tailored opportunities for SWD ensure their specific needs are met in an inclusive environment. **Rationale for Schoolwide Implementation** These actions are implemented on a schoolwide basis to create a comprehensive and inclusive educational environment that benefits all students while addressing the specific needs of	**Interpersonal Relationships** (Goal 4 Metric 1) By the end of the 27-school year, 75% of students will positively rate the interpersonal relationships on the School Climate Survey **Suspension Rates** (Goal 4 Metric 2) The charter will strive to maintain annual suspension rates at or below 1.5%. **Dropout Rates** (Goal 4 Metric 3) Maintain middle school and high school dropout rates below 5% annually.

	• Low-Income Students: Low-income students may lack access to educational resources, technology, and extracurricular activities, making it crucial to ensure they have equitable access to necessary tools and opportunities. Engaging low-income families in the school community is also essential, and support for parents, such as workshops and resource centers, can empower them to effectively support their children's education. • Students with Disabilities (SWD): SWD face unique challenges that require tailored interventions to ensure their academic and social success. **Actions Principally Directed Towards These Subgroups** **Goal 4 Action 1: School Safety** In successfully implementing the Comprehensive School Safety Plan, the LEA will provide the appropriate personal protective equipment; ensure proper facilities maintenance and cleaning at all school sites; maintain safety equipment; retain safety personnel; and provide training that aligns with all federal, state, and local guidelines. For EL students, this includes multilingual safety training. Foster Youth and Homeless students will receive additional support to ensure they feel safe at school. Low-income students will have access to personal protective equipment and hygiene supplies. For SWD, all safety measures will be accessible and tailored to their needs, ensuring an inclusive environment. **Goal 4 Action 2: Parent Involvement and Educational Partner Engagement** Host parent education workshops covering academic support strategies, navigating the	our targeted subgroups. By applying these initiatives schoolwide, we ensure that no student is left behind and that resources and support are equitably distributed. This approach fosters a culture of high expectations and continuous improvement, providing all students with the opportunity to succeed academically and prepare for their future endeavors. Implementing these strategies collectively aims to reverse the decline in graduation rates, enhance college and career preparedness, and create a supportive learning environment that addresses the unique challenges faced by our students. By focusing on the subgroups identified in the Fall 2023 CA Dashboard—African American students, English Learner (EL) students, Hispanic students, students with disabilities, students from low socioeconomic backgrounds, homeless students, and foster students—we are committed to closing the achievement gap and promoting educational equity across our charter.	

	education system, understanding standardized testing, and promoting positive parent-child communication. The Wellness Fair is an example of an event that OF-VV will host annually to encourage parent involvement and promote resources available within the community. These workshops will be designed to empower parents with the knowledge and skills to support their child's academic and socio-emotional development actively. For EL and LTEL families, translation services will be provided to ensure full participation. Collaborations with social workers and community agencies will address the unique circumstances of Foster Youth and Homeless students. Engagement platforms will be made accessible and scheduled at various times to accommodate working low-income parents. **Goal 4 Action 3: Social Emotional Development Opportunities** Students will be enrolled in courses designed to develop their social-emotional skills and be provided the opportunity to participate in extracurricular activities or courses designed to promote the acquisition of social-emotional skills. These activities will include culturally relevant content and language support for EL and LTEL students, programs that provide emotional stability and peer support for Foster Youth and Homeless students, and financial support to ensure low-income students can participate. For SWD, all social-emotional development opportunities will be accessible and tailored to their specific needs, providing an inclusive environment that supports their well-being.		

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

Goal 1 Action #1 Action #3 Action #4	Our Comprehensive Needs Assessment, as detailed in the Comprehensive Support and Improvement section, highlights the unique challenges faced by OFY-Victor Valley's English Language Learner (ELL) students, significantly impacting their academic performance. Analyzing both internal and external metrics for English Language Arts (ELA) and math, we found that ELL students are currently performing below grade level in both subjects. This is evident from benchmark testing using Renaissance Star and SBAC reports. The needs assessment identified several reasons why ELL students may not be performing at grade level in math. These include a fear of math, gaps in their mathematical education, a lack of math support, and an overly dense math curriculum. For ELA, root causes include students enrolling below grade level, lack of continuous enrollment in ELA classes, and chronic absenteeism among the subgroup, affecting both math and ELA performance. Our analysis also integrated educational partner feedback, including input from teachers, parents, and students. These educational partners highlighted the need for more individualized support, culturally responsive teaching practices, and increased access to language development resources. Teachers noted the importance of professional development focused on strategies for teaching ELL students, while parents emphasized the need for better communication and support services that address language barriers at home.	To address these specific challenges and improve the academic outcomes for our ELL students, we propose the following targeted actions: **Targeted EL Support** Design and implement a comprehensive support system for EL students to enhance language acquisition and academic performance. This program will include: • Specialized designated instruction focused on language development and core academic skills. • Integration of technology-based language learning tools within the curriculum. • Tailored instruction during the school day to address individual learning gaps. • Regular assessments to monitor progress and adjust instruction as necessary. **EL/LTEL Professional Development** Offer professional development opportunities for teachers, focusing on strategies to support ELL students progressing toward reclassification. This will ensure that teachers are equipped with the best practices and methods for enhancing the learning experiences of ELL students. • Dedicated Long-Term English Learner (LTEL) Intervention and Professional Development • Establish a targeted intervention strategy for LTEL students that addresses their unique challenges in achieving proficiency. This will involve: • Developing a curriculum that focuses on advanced language skills, academic vocabulary, and literacy across content areas. • Providing professional development for teachers, EL Specialists, and support staff	**Goal 1 Metric 2- ELA Achievement: Percentage of students meeting/exceeding ELA standards on the SBAC.** • By 2027 OFY-VV will increase the percentage of students who meet or exceed the ELA standards to at least 30% or greater for all students. • By 2027 OFY-VV will increase the percentage of EL students who meet or exceed the ELA standards to at least 9% for LTELS and 3% for ELs. • SWD: By 2027 OFY-VV will increase the percentage of SWD students who meet or exceed the ELA standards to at least 20%. **Goal1 Metric 5- Renstar GLE: Performance and growth** • By 2027 OFY-VV will increase the average GLE (grade level equivalence) to 6.7 for mathematics and 7.4 for reading for all students. • By 2027 OFY VV will increase the average GLE for LTEL's to 7.9 for reading. • By 2027 OFY VV will increase the average

		on best practices for supporting LTEL students. This ensures that instructional strategies are effective and culturally responsive. By focusing on these identified needs and implementing these targeted interventions and support strategies, we can better support the educational journey of our ELL students and help them achieve grade-level proficiency. This comprehensive approach, informed by both data and community insights, will enable us to tailor our educational practices to meet the unique needs of our ELL population effectively.	GLE for LTEL's to 7.0 for reading. **Goal1 Metric 6 - Reclassification Percentages** Reclassification rates will be maintained at or above 50% annually. **Goal 1 Metric 7 - English Learner Progress Indicator (ELPI) Performance** The charter will maintain its high rating on the ELPI, at least 55% of English learners will be making progress towards English language proficiency. **Goal 1 Metric 4 Core Course Completion** The charter aims to maintain its Core Course Completion rates annually at: • Math - 7.5units • English- 7.5 units • Science- 7.0 units • Social Science- 7.5 units **Renstar GLE: Performance and growth (**LCAP Goal 1 metric 5) OFY-VV will increase the average GLE (grade level equivalence) to 6.7 for mathematics and 7.4 for reading for all students.

Goal 1 Action #2	As highlighted in the Comprehensive Support and Improvement section, Engaging Educational Partners, and Metrics sections, our Homeless/ Foster students face unique challenges that impact their academic performance in high school. They are currently performing below grade level in math and reading on our school benchmark assessments, and they encounter difficulties in establishing a sense of school connectedness and defining post-secondary goals. Homeless/Foster students experience significant instability and a lack of resources, which negatively impact their attendance, academic performance, and overall well-being. Data indicates higher dropout rates, lower graduation rates, and a notable decline in credit attainment among these students. To address these challenges, we are providing stable learning environments, access to essential resources, and tailored support services specifically for homeless students. While these actions are available schoolwide, they are designed to meet the unique needs of homeless students, helping them achieve stability and success in their education.	To address these specific needs, we are dedicated to enhancing the implementation of Foster & Homeless Youth who have been enrolled for at least 30 days, will meet with their Post-Secondary Counselor at least once per semester to review academic progress and post-secondary plans. Ensuring a comprehensive curriculum that offers a broad range of courses in various subjects, including elective options, to cater to diverse student interests and learning needs. Enhance curriculum utilizing “Bright Thinker” and provide additional resources to support core math, English, science, and history course completion. Implement structured intervention programs for students struggling in math and English, incorporating evidence-based strategies to improve academic outcomes. Such interventions include utilizing test prep materials found in “Tools for Teachers” across all core course classes. Additionally, ensure all ELA Teachers are using the ERWC curriculum. Include math tutors and math Intervention Specialists.	**Goal 1 Metric 4 Core Course Completion** The charter aims to maintain its Core Course Completion rates annually at: • Math - 7.5units • English- 7.5 units • Science- 7.0 units • Social Science- 7.5 units **Renstar GLE: Performance and growth** (LCAP Goal 1 metric 5) OFY-VV will increase the average GLE (grade level equivalence) to 6.7 for mathematics and 7.4 for reading for all students.

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

To determine the contribution of actions towards meeting the increased or improved services requirement, we conducted an assessment focusing on services provided specifically to our Foster and Homeless youth, EL (English Learner), and LTEL (Long-Term English Learner) students that are available across the entire charter. This assessment analyzed past and current trends in supporting these student groups, language proficiency levels for EL students, academic performance data, and feedback from educators and support staff.

By implementing the following comprehensive methodologies, OFY- Victor Valley can ensure that these student populations receive targeted support, regular monitoring, and the necessary interventions to succeed academically and achieve language proficiency.

Foster & Homeless Youth Goal Setting (Goal 1 Action 2)

We've maintained the same allocation amount for our Foster & Homeless Youth Goal Setting action, but we have plans for growth. We will use 25% of our Post-Secondary Counselors' time toward this action. By allocating this staff's time and these resources towards this action, we're given the opportunity to not only meet the needs of this vulnerable student group, but create long lasting infrastructure that will benefit these students moving forward.

Methodology:
Percentage: 25% of Post-Secondary Counselors' time
Dollars: $175,000 (4.01% of the total to increase or improve services) of LCFF S/C Funding
Factors use for the determination of percentage and dollar breakdown:
Identify target population by determining the number of foster and homeless youth enrolled for at least 30 days.
Maintain accurate records of these students using student information systems and enrollment data.
Schedule regular meetings so each eligible student meets with their Post-Secondary Counselor at least once per semester.
At the beginning of each semester, assess the current academic standing and post-secondary readiness of each student.
Collaboratively set academic and post-secondary goals tailored to each student's needs and aspirations.
Develop specific action plans outlining steps to achieve their goals, including any additional support or resources needed.
Work collaboratively with teachers, applicable support staff, and parents/guardians to provide additional resources for support and/or advocacy.

Designated English Language Development (Goal 1 Action 4)
We are using 50% of the ELD Coaches' time toward this action. Historical precedent and assessment of the needs of these students have determined the allocation of funds and the time necessary to create the scaffolding for student success.

Methodology:
Percentage: 50% of ELD Coaches
Dollars: $75,000 (1.72% of the total to increase or improve services) of LCFF S/C Funding
Factors use for the determination of percentage and dollar breakdown:
Maximize the use of the existing ELD curriculum by emphasizing specific language skills needed to access the core curriculum.
Use scaffolding techniques to support EL/TEL students, such as sentence frames, visual aids, and modeling.
Organize structured group work where ETEL students can practice language skills with their peers.
Provide regular collaboration and planning time for ELD and content-area teachers to share strategies and resources.
Incorporate online resources, such as educational videos and interactive activities, to enhance language learning.
Utilize digital tools and apps that support language learning for additional practice and engagement.

Targeted English Learner (EL) Support (Goal1 Action 1)
Design and implement a comprehensive support system for EL students to enhance language acquisition and academic performance. This program will include specialized designated instruction focused on language development and core academic skills, integration of technology-based language learning tools within the curriculum, and tailored instruction during the school day to address individual learning gaps. Regular assessments will be conducted to monitor progress and adjust instruction as necessary. The use of funds in this action is compartmentalized into a few targeted spaces. The percentage of ELD teacher salary is based on the number of working hours those staff members will be focusing on this action directly supporting students, monitoring progress and setting goals, and much more. The Skyrocket

service fee % is correlated to the amount of consulting, EL compliance support, curriculum, and professional development received for EL supporting staff. Events and field trips, specifically for our EL students, create a sense of connectivity to our school and incentivize students to start thinking about life beyond, and after, school.

Methodology:
Percentage 60% of 3 ELD teachers 10% Skyrocket Services 5% Events 10% Field Trips 10% Curriculum
Dollars: $200,000 (4.59% of the total to increase or improve services) of LCFF S/C Funding
Factors use for the determination of percentage and dollar breakdown:
Maintain regular communication with families about student progress and ways to support learning at home.
Offer parent workshops to educate parents on how to assist with language development and academic support.
Hold regular conferences to discuss student progress, set goals, and identify areas for improvement.
Host cultural events and activities to celebrate the diverse backgrounds of students, fostering a sense of community and encouraging pride in heritage while practicing English. Field trips to enhance social emotional learning and language acquisition.
Conduct ELPAC to monitor progress in language skills.
Use teacher-developed assessments and informal observations to gauge ongoing understanding and skills.
Regularly review monthly progress and hold data review meetings to adjust instructional strategies as needed.
Develop and update ALPs for EL and LTEL students, setting specific, measurable, achievable, relevant, and time-bound (SMART) goals.

Goal 1 Action 3: EL Professional Development
PD is an important cause in our efforts to strengthen the depth of knowledge and to support the retention and recruitment of these highly valued staff members that work with EL students. Staff having time allocated to professional development proves this commitment to their growth. A percentage of this action will be spent on Skyrocket fees for professional development, compliance support services and curriculum from thought leaders in the EL, LTEL and reclassification space. Conferences and staff meetings are an important tool in the chest of creating a community for staff that support EL students, as well as keep all staff up to date on newly accepted best practices.

50% EL coaches Salary, 5% Skyrocket Services 10% Staff Development,10% Conferences-10% Staff Meetings
Methodology:
Allocation: $100,000 (2.29% of the total to increase or improve services) for professional development, including 50% of one ELD coach’s salary, plus additional funds for professional development companies and conferences.
Rationale: Professional development enhances instructional strategies for EL students, ensuring effective teaching practices that directly improve EL outcomes. This targeted investment supports the proportional percentage calculation by equipping educators with necessary skills and knowledge.

The cumulative percentage of these limited actions account for 12.61% of LCFF funding and contribute to the overall 22% to increase or improve services. We’re confident that with LEA wide actions and funds that are principally directed at unduplicated student groups throughout the goals of our LCAP the target to increase or improve services is well within reach.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Options for Youth Victor Valley is committed to enhancing the academic success of our unduplicated student groups through the strategic use of additional concentration grant add-on funding. This funding, received for the unduplicated student group count exceeding 55%, will be utilized to provide comprehensive training for our staff and extend instructional time specifically tailored for English Learners, Low-Income students, and Foster Youth.

Options for Youth Victor Valley plans to employ these funds in a multifaceted approach to ensure our staff receives targeted training that directly impacts the academic success of our unduplicated student groups. This investment in professional development will also contribute to improved teacher retention. Key initiatives include:

1. Specialized Instructional Support- Staff will provide specialized instructional support aimed at aiding student progression, identifying learning gaps, and closing the achievement gap. Strategies such as integrated instruction for English Language Learners (ELL) will be implemented to ensure that our English Learners receive the support they need to thrive academically.

2. Additional Staffing for Foster Youth and Homeless Students- We will increase staffing to support Foster Youth and Homeless students in completing core academic coursework. This initiative aligns with Goal 1, Action 2 of our plan, which focuses on ensuring these students have the resources and support necessary to succeed academically.

3. Retention of Intervention Teachers and Tutors- To address the needs of Low-Income students performing below grade level, we plan to retain intervention teachers and tutors. This effort is part of Goal 1 Action 6, which aims to close the achievement gap in Math and English for Low-Income students.

Through these targeted actions, the LEA aims to create a supportive and effective learning environment that addresses the unique challenges faced by our unduplicated student groups. By investing in our staff and providing additional instructional support, we are confident in our ability to improve academic outcomes and close the achievement gap for our English Learners, Low-Income students, and Foster Youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.

California Department of Education
November 2023

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
24-25	$12,441,033	$4,354,736	35.003%	36.990%	71.993%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,660,000	$ 140,000	$ -	$ -	$ 4,800,000.00	$ 4,100,000	$ 700,000

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Targeted English Learner (EL) Support	EL	Yes	Limited	English Learners			$ 150,000	$ 50,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
1	2	Foster Youth Support	Foster/ Homeless	Yes	Limited	Foster Youth	All Schools	Ongoing	$ 100,000	$ 75,000	$ 175,000	$ -	$ -	$ -	$ 175,000	0.000%
1	3	EL Professional Development	EL	Yes	Limited	English Learners	All Schools	Ongoing	$ 50,000	$ 50,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.000%
1	4	Dedicated Long-Term English Learner (LTEL) Intervention and Professional Development	LTEL	Yes	Limited	English Learners	All Schools	Ongoing	$ 50,000	$ 25,000	$ 75,000	$ -	$ -	$ -	$ 75,000	0.000%
1	5	Broad Couse of Study	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 50,000	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
1	6	Math and English Intervention Programs	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ 100,000	$ 25,000	$ 125,000	$ -	$ -	$ -	$ 125,000	0.000%
1	7	SBAC Success Initiative	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
1	8	SBAC Committee	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
1	9	Targeted Intervention and Support for Students with Disabilities	SWD	No				Ongoing	$ 100,000	$ -	$ -	$ 100,000	$ -	$ -	$ 100,000	0.000%
1	10	Middle School Science CAST	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
1	11	English Intervention - ELA Tutors/ Intervention Specialists.	EL, FY, H, LI, SWD	No					$ 250,000	$ (225,000)	$ -	$ 25,000	$ -	$ -	$ 25,000	0.000%
2	1	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 100,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.000%
2	2	Post-secondary planning	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ 1,500,000	$ -	$ 1,500,000	$ -	$ -	$ -	$ 1,500,000	0.000%
2	3	Post-secondary Offerings/Dual Enrollment	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ 200,000	$ 25,000	$ 225,000	$ -	$ -	$ -	$ 225,000	0.000%
2	4	Post-Secondary Opportunities	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
2	5	Post Secondary Events	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 75,000	$ 75,000	$ -	$ -	$ -	$ 75,000	0.000%
2	6	Postsecondary Field Trips	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 50,000	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
3	1	A-G Completion Support Program	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ 50,000	$ 10,000	$ 60,000	$ -	$ -	$ -	$ 60,000	0.000%
3	2	Enhanced CTE Pathways	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing		$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
3	3	College Course Dual Enrollment Expansion	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ 50,000	$ 20,000	$ 70,000	$ -	$ -	$ -	$ 70,000	0.000%
3	4	Small Group Instruction (SGI) for A-G and SBAC Support	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ 1,500,000	$ -	$ 1,500,000	$ -	$ -	$ -	$ 1,500,000	0.000%
3	5	21st Century Technology Integration	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 250,000	$ 250,000	$ -	$ -	$ -	$ 250,000	0.000%
4	1	School Safety	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 25,000	$ 25,000	$ -	$ -	$ -	$ 25,000	0.000%
4	2	Parent Involvement and Educational Partner Engagement	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
4	3	Social Emotional Development Opportunities	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
4	4	SWDs, Parent Involvement, and OFY Staff Collaboration for IEP Purposes	SWD	No			All Schools	Ongoing	$ -	$ 5,000	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%
4	5	SWDs Inclusion in Experiential Learning and SEL	SWD	No			All Schools	Ongoing	$ -	$ 10,000	$ -	$ 10,000	$ -	$ -	$ 10,000	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 12,441,033	$ 4,354,736	35.003%	36.990%	71.993%	$ 4,660,000	0.000%	37.457%	**Total:**	$ 4,660,000
								LEA-wide Total:	$ 4,110,000
								Limited Total:	$ 550,000
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Targeted English Learner (EL) Support	Yes	Limited	English Learners		$ 200,000	0.000%
1	2	Foster Youth Support	Yes	Limited	Foster Youth	All Schools	$ 175,000	0.000%
1	3	EL Professional Development	Yes	Limited	English Learners	All Schools	$ 100,000	0.000%
1	4	Dedicated Long-Term English Learner (LTEL) Intervention and Professional Development	Yes	Limited	English Learners	All Schools	$ 75,000	0.000%
1	5	Broad Couse of Study	Yes	LEA-wide	All	All Schools	$ 50,000	0.000%
1	6	Math and English Intervention Programs	Yes	LEA-wide	All	All Schools	$ 125,000	0.000%
1	7	SBAC Success Initiative	Yes	LEA-wide	All	All Schools	$ 20,000	0.000%
1	8	SBAC Committee	Yes	LEA-wide	All	All Schools	$ 20,000	0.000%
1	10	Middle School Science CAST	Yes	LEA-wide	All	All Schools	$ 10,000	0.000%
2	1	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Yes	LEA-wide	All	All Schools	$ 100,000	0.000%
2	2	Post-secondary planning	Yes	LEA-wide	All	All Schools	$ 1,500,000	0.000%
2	3	Post-secondary Offerings/Dual Enrollment	Yes	LEA-wide	All	All Schools	$ 225,000	0.000%
2	4	Post-Secondary Opportunities	Yes	LEA-wide	All	All Schools	$ 10,000	0.000%
2	5	Post Secondary Events	Yes	LEA-wide	All	All Schools	$ 75,000	0.000%
2	6	Postsecondary Field Trips	Yes	LEA-wide	All	All Schools	$ 50,000	0.000%
3	1	A-G Completion Support Program	Yes	LEA-wide	All	All Schools	$ 60,000	0.000%
3	2	Enhanced CTE Pathways	Yes	LEA-wide	All	All Schools	$ 10,000	0.000%
3	3	College Course Dual Enrollment Expansion	Yes	LEA-wide	All	All Schools	$ 70,000	0.000%
3	4	Small Group Instruction (SGI) for A-G and SBAC Support	Yes	LEA-wide	All	All Schools	$ 1,500,000	0.000%
3	5	21st Century Technology Integration	Yes	LEA-wide	All	All Schools	$ 250,000	0.000%
4	1	School Safety	Yes	LEA-wide	All	All Schools	$ 25,000	0.000%
4	2	Parent Involvement and Educational Partner Engagement	Yes	LEA-wide	All	All Schools	$ 5,000	0.000%
4	3	Social Emotional Development Opportunities	Yes	LEA-wide	All	All Schools	$ 5,000	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,248,881.00	$ 3,389,321.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Additional EL Support	Yes	$ 50,000	$ 71,465
1	2	EL Individualized Support & Instruction	Yes	$ 350,000	$ 249,396
1	3	Foster Youth Support Services	Yes	$ 200,000	$ 68,070
1	4	EL PD	Yes	$ 85,000	$ 73,713
1	5	Social Emotional Support for Students with Disabilities (SWD)	No	$ 150,000	$ 83,708
1	6	Foster Youth and Homeless Student Core Course completion	Yes	$ 85,000	$ 15,363
1	7	SWD Professional Development	No	$ 95,000	$ -
1	8	Math and English Intervention	Yes	$ 150,000	$ 73,394
1	9	Science Couse completion	Yes	$ 35,000	$ 4,889
1	10	English Tutors (Title I)	No	$ 100,000	$ 139,446
1	11	PD for Leadership and Instuctional staff (Title II)	No	$ 36,553	$ 7,045
1	12	Targeted 1:1 Math support - LREBG	No	$ 200,000	$ -
1	13	Targeted Student Support and Learning Recovery - LREBG	No	$ 350,000	$ -
2	1	Targeted Small Group Instruction	Yes	$ 1,000,000	$ 958,583
2	2	Professional Development	Yes	$ 30,000	$ 41,039
2	3	Benchmark Assessments and Interventions	Yes	$ 110,000	$ 76,793
2	4	Broad Course of Study	No	$ 25,000	$ 196,483
2	5	21st Century Skills and Education Technology	Yes	$ 400,000	$ 81,305
2	6	STEM - Skills	Yes	$ 30,000	$ 1,952
3	1	CTE Program	Yes	$ 75,000	$ -
3	2	Dual Enrollment	Yes	$ 50,000	$ 26,425
3	3	Postsecondary Awareness	Yes	$ 1,000,000	$ 886,545
3	4	Post-Secondary Events	Yes	$ 100,000	$ 48,259
3	5	Career Pathways Coordinators (3) (Title I)	No	$ 200,000	$ 129,591
4	1	Parental Involvement and Educational Partner Engagement	Yes	$ 12,000	$ 317
4	2	Social Emotional Learning	Yes	$ 250,000	$ 47,760
4	3	Enrollment and Outreach	Yes	$ 50,000	$ 107,781
4	4	Parent and Family Engagement (Title I)	No	$ 25,328	$ -
4	5	Homeless / Foster Support Services (Title I)	No	$ 5,000	$ -

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 4,499,898	$ 4,062,000	$ 2,833,048	$ 1,228,952	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Additional EL Support	Yes	$ 50,000	$ 71,465.47	0.000%	0.000%
1	2	EL Individualized Support & Instruction	Yes	$ 350,000	$ 249,395.75	0.000%	0.000%
1	3	Foster Youth Support Services	Yes	$ 200,000	$ 68,069.88	0.000%	0.000%
1	4	EL PD	Yes	$ 85,000	$ 73,713.10	0.000%	0.000%
1	6	Foster Youth and Homeless Student Core Course completion	Yes	$ 85,000	$ 15,362.62	0.000%	0.000%
1	8	Math and English Intervention	Yes	$ 150,000	$ 73,393.59	0.000%	0.000%
1	9	Science Couse completion	Yes	$ 35,000	$ 4,889.39	0.000%	0.000%
2	1	Targeted Small Group Instruction	Yes	$ 1,000,000	$ 958,582.63	0.000%	0.000%
2	2	Professional Development	Yes	$ 30,000	$ 41,038.54	0.000%	0.000%
2	3	Benchmark Assessments and Interventions	Yes	$ 110,000	$ 76,792.81	0.000%	0.000%
2	5	21st Century Skills and Education Technology	Yes	$ 400,000	$ 81,304.72	0.000%	0.000%
2	6	STEM - Skills	Yes	$ 30,000	$ 1,952.48	0.000%	0.000%
3	1	CTE Program	Yes	$ 75,000	$ -	0.000%	
3	2	Dual Enrollment	Yes	$ 50,000	$ 26,424.70	0.000%	0.000%
3	3	Postsecondary Awareness	Yes	$ 1,000,000	$ 886,545.22	0.000%	0.000%
3	4	Post-Secondary Events	Yes	$ 100,000	$ 48,258.60	0.000%	0.000%
4	1	Parental Involvement and Educational Partner Engagement	Yes	$ 12,000	$ 316.67	0.000%	0.000%
4	2	Social Emotional Learning	Yes	$ 250,000	$ 47,760.14	0.000%	0.000%
4	3	Enrollment and Outreach	Yes	$ 50,000	$ 107,781.45	0.000%	0.000%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 12,853,545	$ 4,499,898	0.000%	35.009%	$ 2,833,048	0.000%	22.041%	$ 1,666,850.25	12.968%

Comprehensive Needs Assessment Summary / Addendum Document

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OPTIONS FOR YOUTH VICTOR VALLEY, INC.

Educational Partners

Who are the Educational Partners involved in the Comprehensive Needs Assessment?
How were Educational Partners involved in the Comprehensive Needs Assessment?

The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]

We gathered and arranged information from different sources like Tableau, the California Dashboard, Renaissance, and SBAC reports. The OFY Victorville team looked at this data together. We also worked with different school team members during a process called a CNA.

Several important people helped with this process:

Principal

- **Assistant Principal of Instructional Operations (APIO)**- Collected and organized data from Tableau to be reviewed by OFY staff, collected and organized Renaissance and CAASPP data and reports to be reviewed by OFY staff, facilitated a regional data dive that involved all instructional and administrative staff. In addition, organized and facilitated the LCAP survey to parents and students and consulted with PAC (Parent Advisory Committee).
- **Assistant Principal of Instructional Programs (APIP)**- Collected and organized data from Tableau to be reviewed by OFY staff, collected and organized Renaissance and CAASPP data and reports to be reviewed by OFY staff, facilitated a regional data dive that involved all instructional and administrative staff, organized and facilitated small PLC focus groups with the math, science ELA, and middle school teams.
- **2 Assistant Principals-** Involved in data dive and provided support with data collection and interpretation
- **Instructional Coach of Programs-** Involved in data dive and provided support with data collection and interpretation
- **EL Coach-** Involved in data dive and provided support with data collection and interpretation
- **Lead Special Education Specialist**- Involved in data dive and provided support with data collection and interpretation

Some other people who joined in and helped us understand the data and talk about how to improve were:

- **PAC (Parent Advisory Committee)**
- **Students**

DATA SOURCES / Phase 1 (Data Collected and Analyzed)

What data sources did Educational Partners review (qualitative and quantitative)?

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)

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Data was gathered from the following sources:

- ➔ California Dashboard data, including detailed/additional reports
- ➔ ELPAC data
- ➔ Tableau Dashboards (internal metrics)- graduation rates, core course completion, credit attainment, A-G participation and completion, SEL participation, progression, attendance, drop out rate, college and career data, math & ELA average scaled scores including growth and percentage increase, percentage of students who met or exceeded standards in math, ELA, and science CAASPP assessments. All data was reviewed and analyzed across the three most recent years where data was provided.
- ➔ CAASPP data from the state website
- ➔ Data dive staff responses (qualitative) regarding trends and patterns in the data
- ➔ Focus group (math, ELA, science, middle school) observations and analysis regarding CAASPP data
- ➔ LCAP survey- staff, parents, and students
- ➔ Back to school nights
- ➔ PAC (Parent Advisory Committee)
- ➔ DLAC (District English Learner Advisory Committee)
- ➔ Climate Survey

RESULTS / Phase 2 (Data Dive Summary Table)

What were the Area(s) of Focus (findings) of the data (just the facts, not opinions)?

Through our detailed evaluation of student academic data in the CNA process, here's what we've unearthed:

- There was a 4% increase in math CAST from this year to last year
- There was a 17% increase in SPED from this year to last year.
- CAASPP ELA is 40% or greater not met across years
- Math is lower than English across the board
- African American students need additional academic support because 0% are meeting the standards in mathematics for the past 2 years.
- For Science CAST we took a big leap downward compared to other years.
- ELL students are not Meeting or Exceeding Standards in ELA and Math (0% for both for the past 2 years).
- The percentage of African American students who met or exceeded science was better than last year.
- Hispanic students who took the CAASPP seem to have shown more growth compared to other subgroups.
- This year for Ren Star our homeless students' scaled score increased 0%.

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- The average scaled score for SPED students taking the ELA has increased every year since 2018/2019.
- 3.64% of all students met or exceeded the standards for the math CAASPP assessment (80.97% not met, 15.38% nearly met, 2.43% met, 1.21% exceeded standards)
- 26.42% of all students met or exceeded the standards for the ELA CAASPP assessment (39.84% not met, 33.74 nearly met, 21.54% met, 4.88% exceeded)
- 6.72% of all students met or exceeded the standards for the science CAASPP assessment (26.12% not met, 67.16% nearly met, 4.48% met, 2.24% exceeded)
- The average scaled score in Star Ren math for the 23-24 school year is 710.85 for the first testing window
- The average scaled score in Star Ren ELA for the 23-24 school year is 788.61 for the first testing window
- 3.7% of all students are college/ career prepared
    - 11.1% of all students who are prepared are prepared by means of CTE pathways completion
    - 11.1% of all students who are prepared are prepared by means of the Smarter Balance
    - 44.4% of all students who are prepared are prepared by means of college credit course completion
- The graduation rate is currently 38.4% and was 52.9% for the 22-23 school year. These rates are far lower than in the past.

This comprehensive evaluation, part of our CNA process, has shed light on areas where our students may require additional assistance, guiding us toward targeted support strategies for their academic growth

PRIORITIZED NEED

Based on the data dive and Areas of Focus that was identified, which needs are most critical? Which needs will have the greatest impact on student outcomes if addressed?

A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

In our CNA review process, we noticed a few important things:

- **Low CAASPP (Math & ELA) Scores:** This metric is low for all students but especially for our African-American and ELL students for multiple years. For both ELL and African-American students, the met or exceeded standards was at 0%.
    - ***Low Academic Performance in Math:*** Only 2.43% of the population met standards, and 1.21% exceeded standards. Additionally, the average core course completion in math is the lowest between courses at an average of 4.04 units turned in for the school year.

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- ***Low Academic Performance in English:*** Only 3.45% of the SPED students are performing at met or exceeds standards for the ELA CAASPP assessment. Additionally, the average core course completion in ELA is the lowest between courses and other student subgroups so far for this year at an average of 3.66 units of ELA completed for the school year for SPED students. Last year, the average completion for ELA SPED was 4.8 units.
- **Low CAASPP (Science) Scores:** This metric is low for all students, especially our FRMP middle school students.
- **Low College and Career Preparedness:** This metric for all students is 3.7% of all students are college and or career-prepared. This metric is low specifically for our Black, Homeless, ELL, and SPED students as it specifically pertains to CTE pathways completion, Smarter Balance minimally met standards, college credit course completion (dual enrollment), and state of the seal biliteracy.
- **A-G Completion and Low Graduation Rates:** This metric is 18.8% for all 12th graders graduating with A-G status for the 22-23 school year. This metric is low for our African American 12th graders graduating with A-G status at 6.5%. Additionally, graduation rates are low for foster, homeless, and SPED students. Last year's graduation rate was 52.9% and is currently at 38.4%.

ROOT CAUSE ANALYSIS / Measurable Outcomes Phase 3

What are the potential root causes of the needs or concerns the team has prioritized?
Please list the Measurable Outcomes identified for each Root Cause.

A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.

As we analyze the data on our students' progress, it's essential to understand the reasons behind the trends we've observed:

Low CAASPP (Math & ELA) Scores:
The charter school grapples with low SBAC test scores, particularly in math and ELA. This challenge is linked to insufficient enrollment in the Exact Path program for mathematics and reading. To address this, it is crucial for the LEA and teachers to actively promote and integrate the Exact Path program into the curriculum throughout the year. Allocating additional resources and time to SBAC practice questions within and outside regular classes is essential. Simultaneously, there is a notable underutilization of Renaissance student data, impacting informed decision-making at the charter school. A strategic action plan should be formulated to make Renaissance data easily accessible to educational partners, ensuring that instructional decisions are well-aligned with student Renaissance results, thereby improving SBAC exam outcomes.

Low A-G Graduation Rates:
A-G graduation rates, notably for English Language Learners (ELL) and Special Education (SPED) students, are concerning. To address this, teachers must proactively identify students aiming to meet A-G requirements early in their academic journey. Courses should be arranged and planned to facilitate these students in achieving A-G requirements promptly. It is critical to structure core subject courses strategically each

semester to prevent delays in meeting graduation requirements. Additionally, efforts should be directed towards increasing the number of attempts by ELL and SPED students to meet the A-G requirements. Placing these students in Small Group Instruction (SGI) classes with ample support can greatly enhance their completion of core subject courses.

Low Academic Performance in Math:
The charter school confronts challenges with low academic performance in math, including incomplete math courses. Specifically, all 9th-11th grade students are expected to complete a minimum of 10 math units per school year. However, a significant number of 11th-grade students have not progressed beyond Integrated Math 3. To address this, a clear goal should be established: 9th-grade students enrolled in and completing Integrated Math I, 10th-grade students enrolled in and completing Integrated Math II, and 11th-grade students enrolled in and completing Integrated Math III. Students entering the program with below-grade-level math knowledge should receive additional math support, such as My Math Path through Renaissance, scheduled appointments with the math intervention specialist or math tutor, and inclusion of math modules in independent study packets to bridge their deficiencies.

Low CAASPP (Science) Scores:
Addressing low science scores necessitates the incorporation of additional middle school science classes and instructors. The data indicates that students struggle across science domains, with earth and space science identified as the lowest performing area for middle school students. The plan involves integrating earth and space science standards interdisciplinary across life and physical science courses. Additionally, promoting the use of resources like "Tools for Teachers" on the CAASPP website is recommended. The lack of engagement with labs and inquiry-based activities significantly impacts middle school students' outcomes in the CAST. Therefore, there is a pressing need to increase resources and support for interactive learning opportunities in science education.

Trends / Themes - (Data Dive Summary Table)

What concerns or challenges were identified?
What trends were noticed over time in schoolwide, sub-group or grade-level data?

We've been sanalyzing how our students are performing, and understanding these trends helps us develop strategies to ensure every student at OFY Victor Valley gets the right support to succeed. Here's what we've found:

The data indicates that all students are struggling to meet and or exceed standards for math, ELA, and science. The data is further reinforced by lower scores on the Star Ren across assessment windows. Specifically, African-American students and ELL students are struggling to show both

growth between multiple years of assessment and that they are meeting CAASPP standards in general. Both subgroups are at 0% met/exceeded standards. In science, it seems that our middle school students are struggling to achieve the CAASPP standards as scores continue to decline for this group.In meeting with the science focus group, it was determined that the middle and high school students need to improve in their earth and space science domains. Additionally, there is a lower core course completion for English and math for all students across multiple years. The California dashboard indicates that we have a lower preparedness rate for our students for the college and career readiness indicator at 3.7%. This indicator is low due to our lower rate of CTE pathways completion, lower Smarter Balance assessment scores, our college credit course completion (dual enrollment), and our lower rate of biliteracy. Ultimately, trends noticed include the correlation between core course completion and the following: SBAC & CAST met/exceeded scores, level of preparedness for college and career, and A-G completion/graduation rate for all 12th graders. Offering additional CTE pathways courses and SGI core classes should help address the aforementioned metrics.

Our comprehensive analysis of student performance at OFY Victor Valley, grounded in consultations with focus groups, uncovers significant challenges. Across math, ELA, and science, data indicates that all students struggle to meet or exceed standards, as reflected in consistently lower scores on the Star Ren assessments. Particularly noteworthy is the difficulty faced by African-American and English Language Learner (ELL) students, who show limited growth and struggle to meet CAASPP standards, with both subgroups reporting 0% met/exceeded standards. In science, a concerning trend emerges among middle school students, where scores continue to decline, especially in the earth and space science domains.

Upon consultation with the science focus group, it was determined that middle and high school students need improvement in their earth and space science domains. Further analysis reveals lower core course completion rates in both English and math, spanning multiple years. According to the California Dashboard, our college and career readiness indicator stands at 3.7%, influenced by lower rates of completion in CTE pathways, lower Smarter Balance assessment scores, reduced completion of college credit courses (dual enrollment), and lower biliteracy rates.

Crucially, trends suggest a correlation between core course completion and various outcomes, including SBAC & CAST met/exceeded scores, preparedness for college and career, and A-G completion/graduation rates for all 12th graders. To address these challenges, our plan involves expanding offerings in CTE pathways courses and strengthening SGI core classes to enhance performance across these key metrics.

RESOURCE INEQUITY REVIEW ADDENDUM

Charter	Date Resource Inequity Review was conducted
Options For Youth Victor Valley, Inc.	**1/12/2024**

Guidance and Instructions: As an integral component of the Comprehensive Needs Assessment (CNA) process, schools are required to conduct a Resource Inequities Review. It is important to emphasize that responses to ***questions 1 through 3 should be actionable***. In the context of addressing resource inequities, ***"actionable" implies solutions*** that fall within your sphere of influence, enabling you to implement specific actions, services, resources, etc., to address and rectify the identified issues. It is crucial to note that the ***identification of resource inequities is a decision made at the LEA level***, ensuring that it remains under local control and determination.

• **What actionable inequities were identified by the Charter during their Resource Inequity Review?**	• There was a 4% increase in math CAST from this year to last year
	• There was a 17% increase in SPED from this year to last year.
	• CAASPP ELA is 40% or greater not met across years
	• Math is lower than English across the board
	• African American students need additional academic support because 0% are meeting the standards in mathematics for the past 2 years.
	• For Science CAST we took a big leap downward compared to other years.
	• ELL students are not Meeting or Exceeding Standards in ELA and Math (0% for both for the past 2 years).
	• The percentage of African American students who met or exceeded science was better than last year.
	• Hispanic students who took the CAASPP seem to have shown more growth compared to other subgroups.
	• This year for Ren Star our homeless students' scaled score increased 0%.
	• The average scaled score for SPED students taking the ELA has increased every year since 2018/2019.
	• 3.64% of all students met or exceeded the standards for the math CAASPP assessment (80.97% not met, 15.38% nearly met, 2.43% met, 1.21% exceeded standards)
	• 26.42% of all students met or exceeded the standards for the ELA CAASPP assessment (39.84% not met, 33.74 nearly met, 21.54% met, 4.88% exceeded)
	• 6.72% of all students met or exceeded the standards for the science CAASPP assessment (26.12% not met, 67.16% nearly met, 4.48% met, 2.24% exceeded)
	• The average scaled score in Star Ren math for the 23-24 school year is 710.85 for the first testing window
	• The average scaled score in Star Ren ELA for the 23-24 school year is 788.61 for the first testing window
	• 3.7% of all students are college/ career prepared
	  ○ 11.1% of all students who are prepared are prepared by means of CTE pathways completion
	  ○ 11.1% of all students who are prepared are prepared by means of the Smarter Balance
	  ○ 44.4% of all students who are prepared are prepared by means of college credit course completion
	• The graduation rate is currently 38.4% and was 52.9% for the 22-23 school year. These rates are far lower than in the past.

RESOURCE INEQUITY REVIEW ADDENDUM

Charter	Date Resource Inequity Review was conducted
Options For Youth Victor Valley, Inc.	**1/12/2024**

• **Which inequities are priorities for the Charter to address in their School Improvement Plans?**	1. Address Lower rates of met and/or exceeded scores on the CAASPP assessments for math, ELA, and science for all students. 2. Address lower rates of preparedness for the college and career indicator for all students by means of increasing smarter balance scores, CTE course completion, college course completion, and state of seal biliteracy for all students. 3. Increase core course completion for mathematics for all students. 4. Increase the rate of A-G completion for all students. 5. Increase the overall graduation rate for all students.
• **How does the Charter plan on addressing these inequities?**	1. Ensure all DI staff are utilizing the CAASPP state website resource “Tools for Teachers” lessons, activities, and interim assessment block practice questions in their instruction. 2. Ensure CAASPP prep is provided to students utilizing resources found on “Tools for Teachers.” 3. Increase cross disciplinary standards in the current science courses in order to address science domains where students are performing the weakest. 4. Contracting with a CTE support provider to offer more CTE pathways and classes. 5. Increase the number of SGI core classes offered. 6. Increase the number of middle school students in the SGI course format. 7. Ensure all students are enrolled in core classes at all times of their enrollment and are completing these courses monthly.
• **If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write “NA” in the textbox below.**	The charter is choosing to pursue concurrent enrollment partnerships with local community colleges to increase dual enrollment and CTE offerings off-site.

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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