LCFF Budget Overview for Parents

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

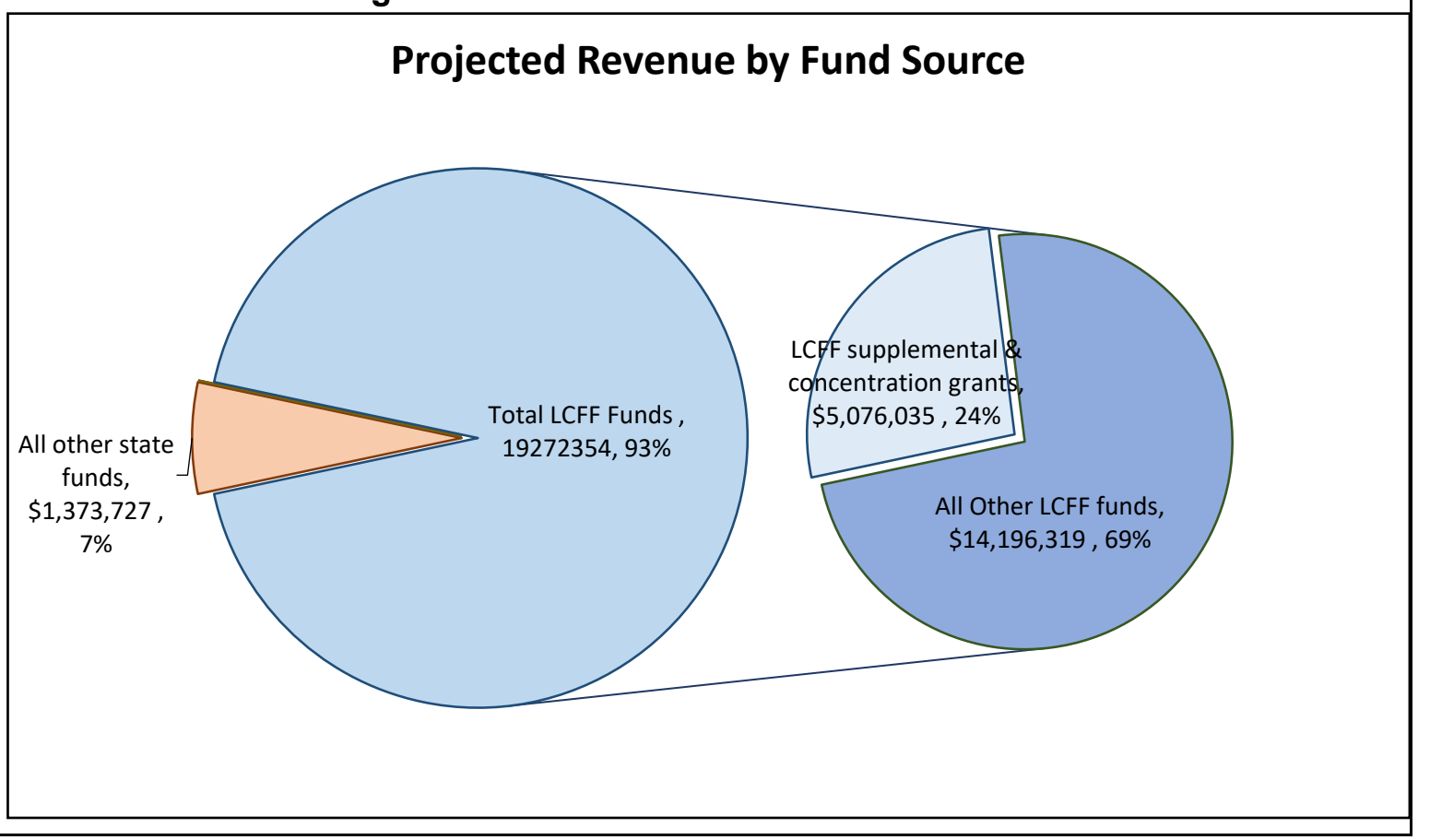
CDS Code: 36-67934-3630670

School Year: 2025-2026

LEA contact information: Christine Sundeen, Principal E: csundeen@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).

Budget Overview for the 2025-2026 School Year

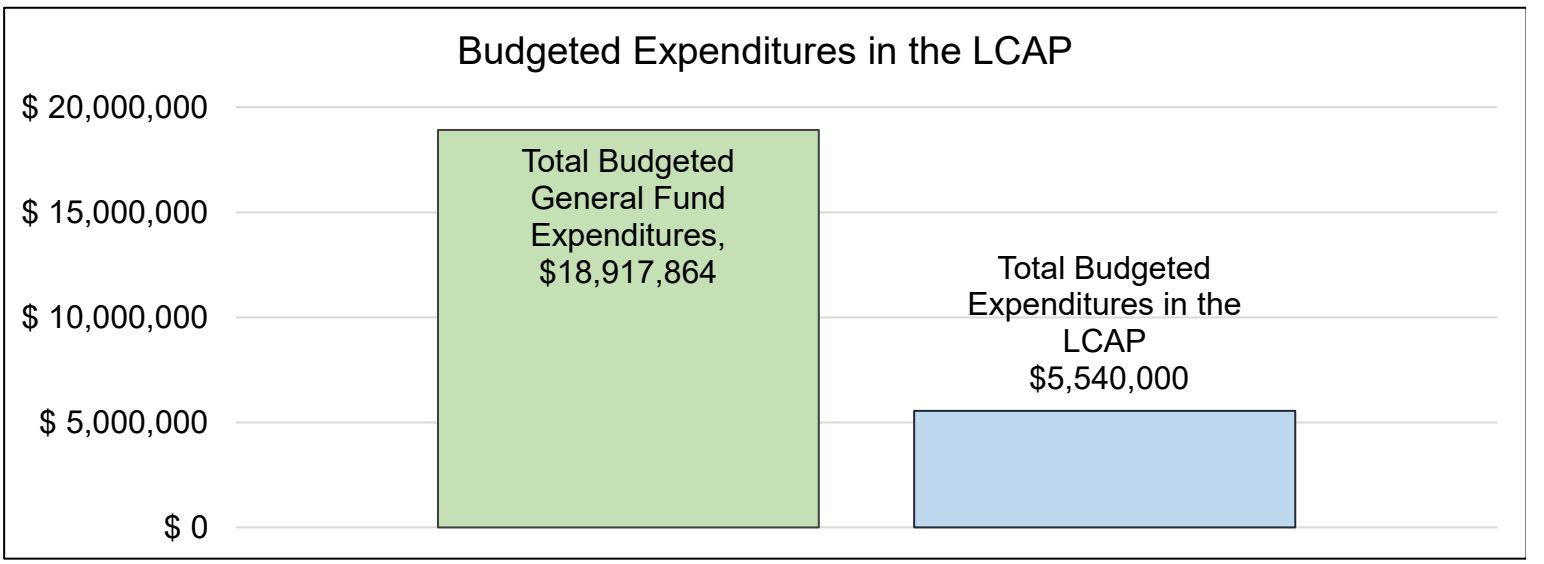


This chart shows the total general purpose revenue Options For Youth Victor Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options For Youth Victor Valley is $20,646,081.00, of which $19,272,354.00 is Local Control Funding Formula (LCFF), $1,373,727.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $19,272,354.00 in LCFF Funds, $5,076,035.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much Options For Youth Victor Valley plans to spend for 2025-2026. 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 $18,917,864.00 for the 2025-2026 school year. Of that amount, $5,540,000.00 is tied to actions/services in the LCAP and $13,377,864.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

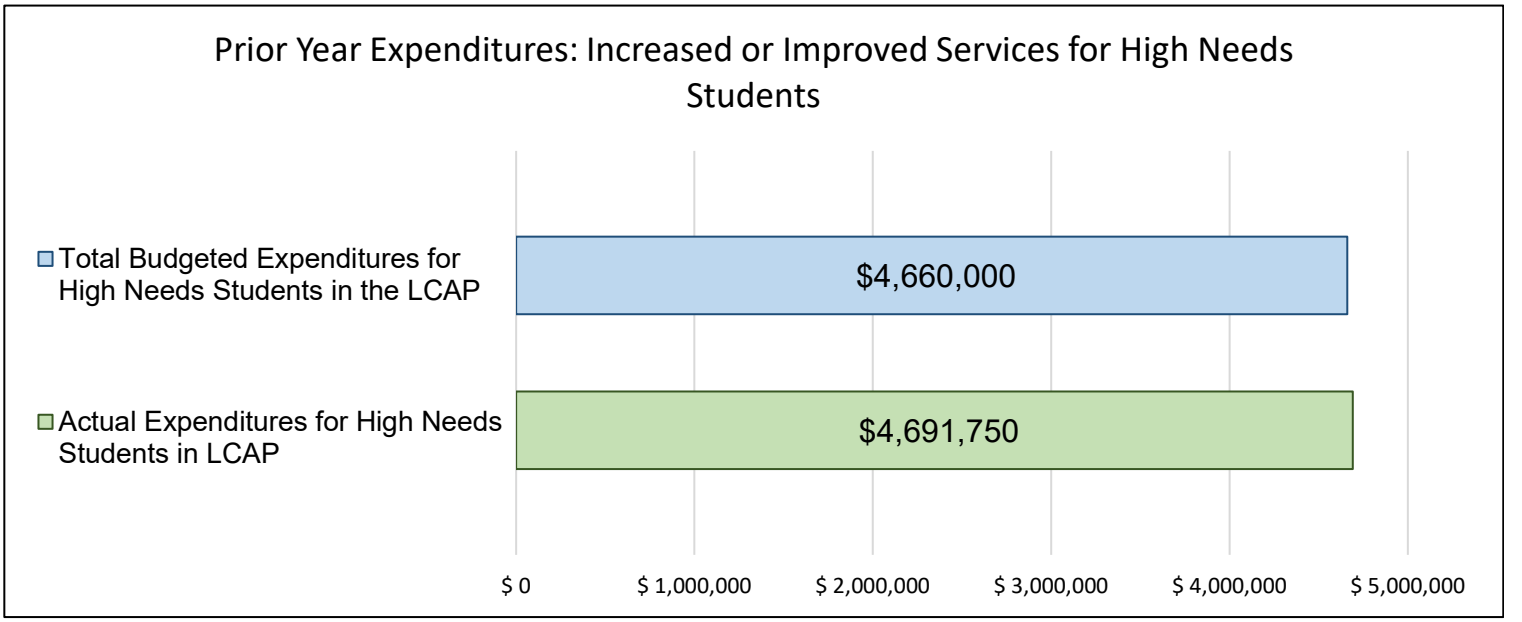
While the LCAP outlines actions aligned to student outcomes, the school's General Fund also supports critical operational needs not included in the LCAP. These include salaries for support staff, facility costs, licensing and compliance fees, general administrative expenses, and shared service fees paid to the charter

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Options For Youth Victor Valley is projecting it will receive $5,076,035.00 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 $5,090,000.00 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 2024-2025



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 2024-2025, Options For Youth Victor Valley's LCAP budgeted $4,660,000.00 for planned actions to increase or improve services for high needs students. Options For Youth Victor Valley actually spent $4,691,750.00 for actions to increase or improve services for high needs students in 2024-2025.

Local Control and Accountability Plan

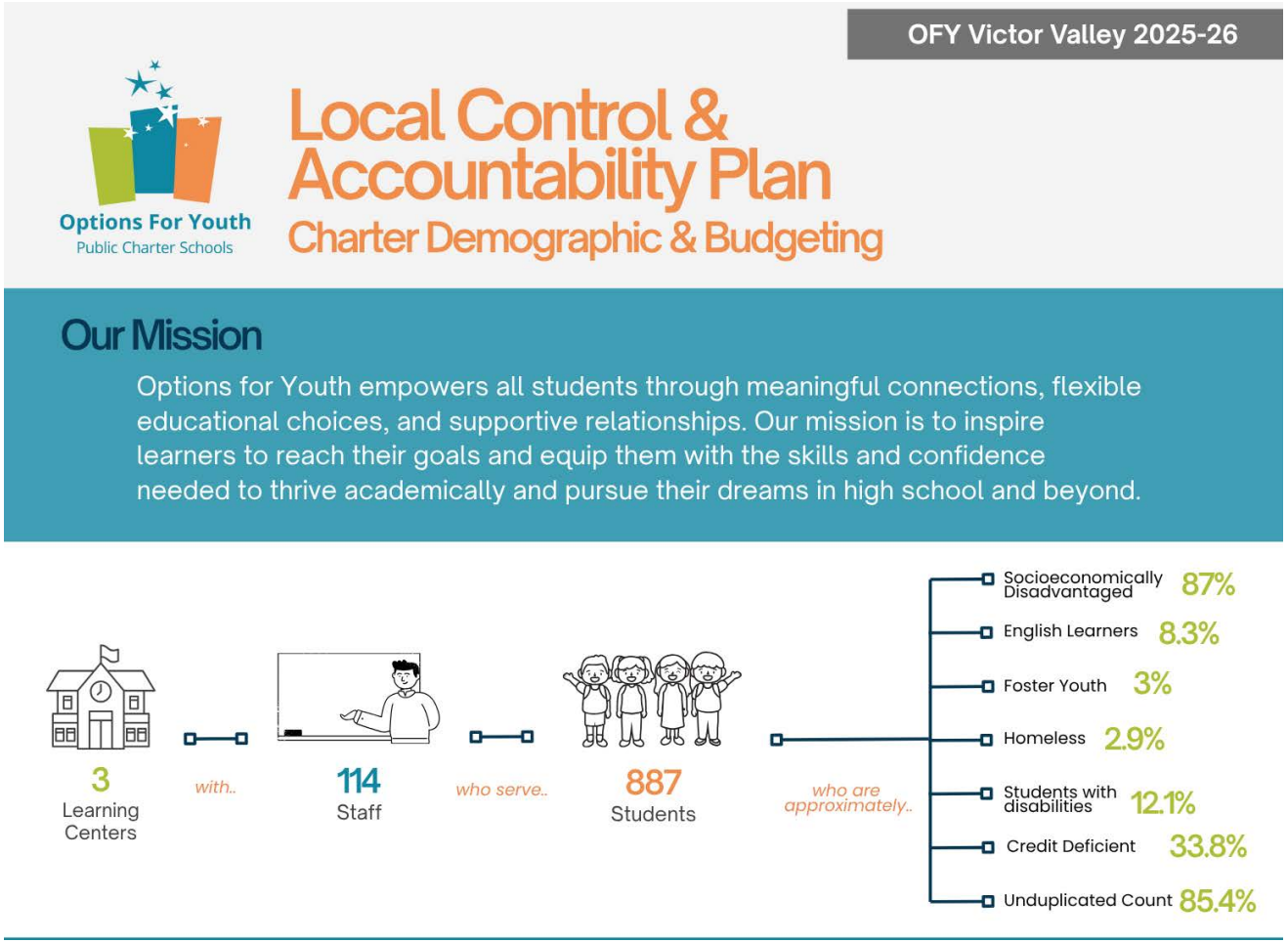
The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Options For Youth Victor Valley	Christine Sundeen, Principal	760-792-6905 csundeen@ofy.org

Plan Summary 2025-26

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.



General Information
Options for Youth – Victor Valley (OFY-VV) is an independent study public charter school serving students in grades 7–12 across San Bernardino County. The school is part of the Options for Youth network and operates under the supervision of Victor Valley Union High School District. Our program is designed to serve a diverse and mobile student population, with a high percentage of socioeconomically disadvantaged youth, English Learners (ELs), Students with Disabilities (SWDs), Foster Youth, and Homeless students. We offer a flexible, personalized learning model combining independent study, small group instruction, and online learning to meet students' academic and postsecondary goals.

Community and Student Demographics:

- Rising Economic Hardships: The Free and Reduced-Price Meal Program (FRMP) is 90.7%, reflecting the growing financial strain on families due to rising housing and living costs.

Meeting a Critical Community Need
OFY-VV plays a vital role in serving one of the most vulnerable student populations in our region. Many of the students who enroll with us face significant academic challenges, including being both below grade level and credit deficient. In 2023–24, we supported over 500 credit-deficient students. That number increased in 2024–25, with close to 550 students enrolling in need of academic recovery.

We don't just provide an alternative — we provide a lifeline. Over 70% of our students meet at least one high-risk indicator for DASS identification. These are youth who may otherwise be overlooked or left behind. OFY-VV exists to meet them where they are and help them re-engage, rebuild, and reclaim their path toward graduation and beyond.

- Graduation Rates and CSI Designation:
  - Identified as a Comprehensive Support and Improvement (CSI) school due to low 4-5-year graduation rates (34.7%).
  - DASS 1-year graduation rate improved to 84.6%, showcasing progress in credit recovery programs.
- Diverse Student Population: OFY-VV serves English Learners, homeless youth, foster youth, students with disabilities, LGBTQ+ students, and migrant students, ensuring equitable access to education and social-emotional support.

Educational Philosophy & Program
OFY-VV operates under a blended learning model that integrates personalized, self-paced, and flexible instruction to support at-promise youth. The school's approach includes:

- Individualized Learning Plans (ILPs): Developed in collaboration with students, parents, and teachers to address academic and social-emotional needs.
- Flexible Enrollment & Continuous Learning: Open-entry enrollment, year-round instruction, and self-paced learning allow students to recover credits and stay on track for graduation.
- Small Group & Online Instruction: Courses in core subjects and career pathways provide academic intervention and skill-building opportunities.
- Social-Emotional Learning & Support Services: Personalized counseling, career guidance, and partnerships with local agencies to address student needs beyond academics.

Commitment to Student Success
OFY-VV's personalized, student-centered approach provides at-risk youth with the tools, support, and confidence to overcome barriers and achieve academic, career, and life success. Through flexible learning options, strong student-teacher relationships, and community engagement, OFY-VV ensures that students graduate prepared for college, career, and lifelong learning.

Reflections: Annual Performance

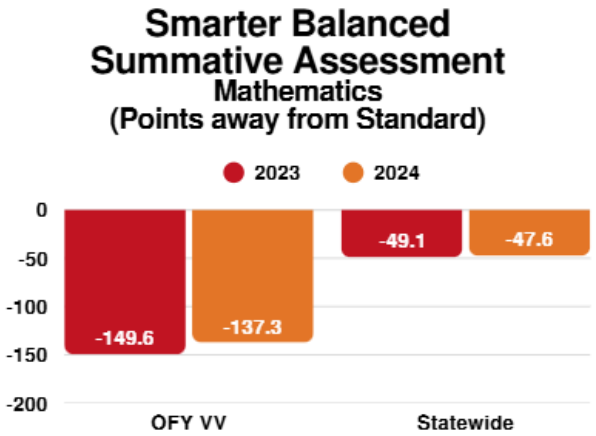
A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

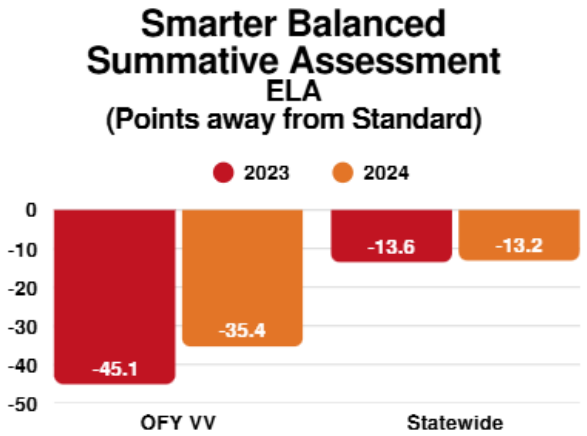
After reviewing the Fall 2023 California Dashboard results, OFY Victorville received a red or very low rating for Graduation Rates and College/Career performance indicators, as depicted in the accompanying infographic.

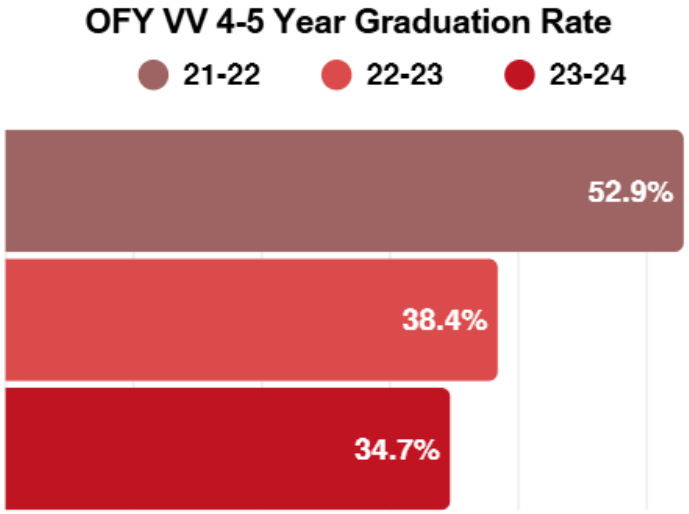
In light of this, the charter has developed targeted focus goals and corresponding actions to improve student outcomes in these areas. These initiatives will remain in effect until the conclusion of the 2024-27 LCAP cycle.

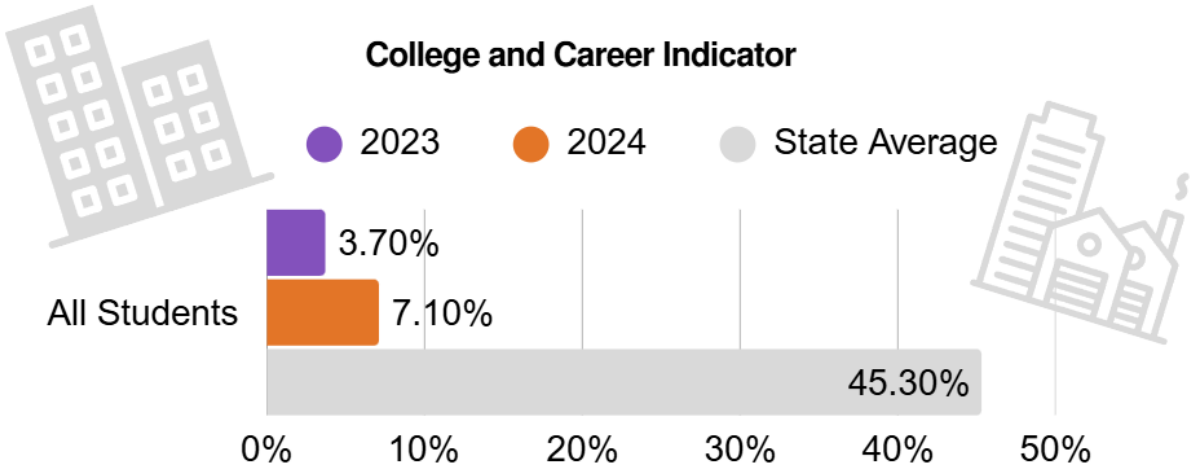
Goal #1, Actions 1 - 11
Goal #2, Actions 1 - 6
Goal #3, Actions 1 - 5

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.

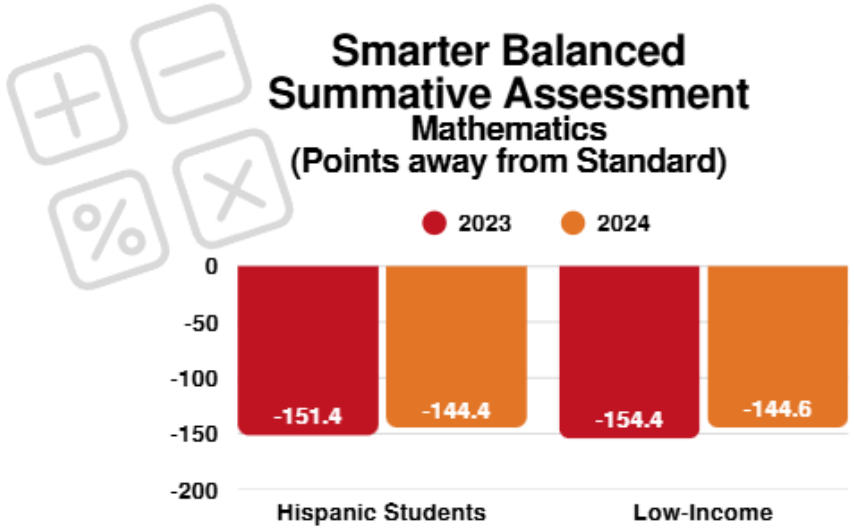








Math Performance Indicators: Based on the California Dashboard OFY VV students are performing in the very low level 151.8 below standard. Of the OFY-VV student population, Hispanic students and socioeconomically disadvantaged students seem to be trailing behind in Math. Hispanic students were 149.6 points 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. OFYVV 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. OFYVV 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.

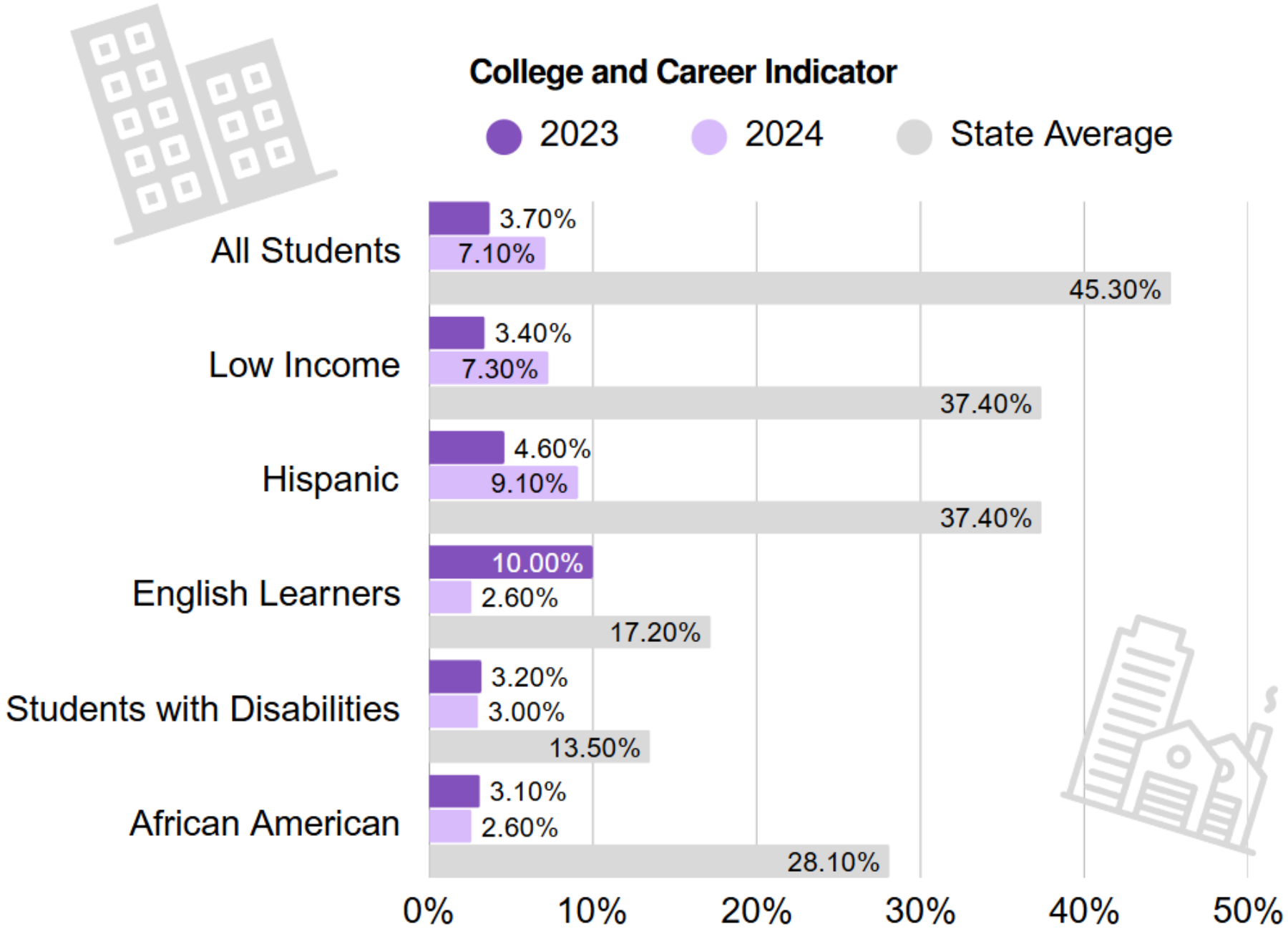


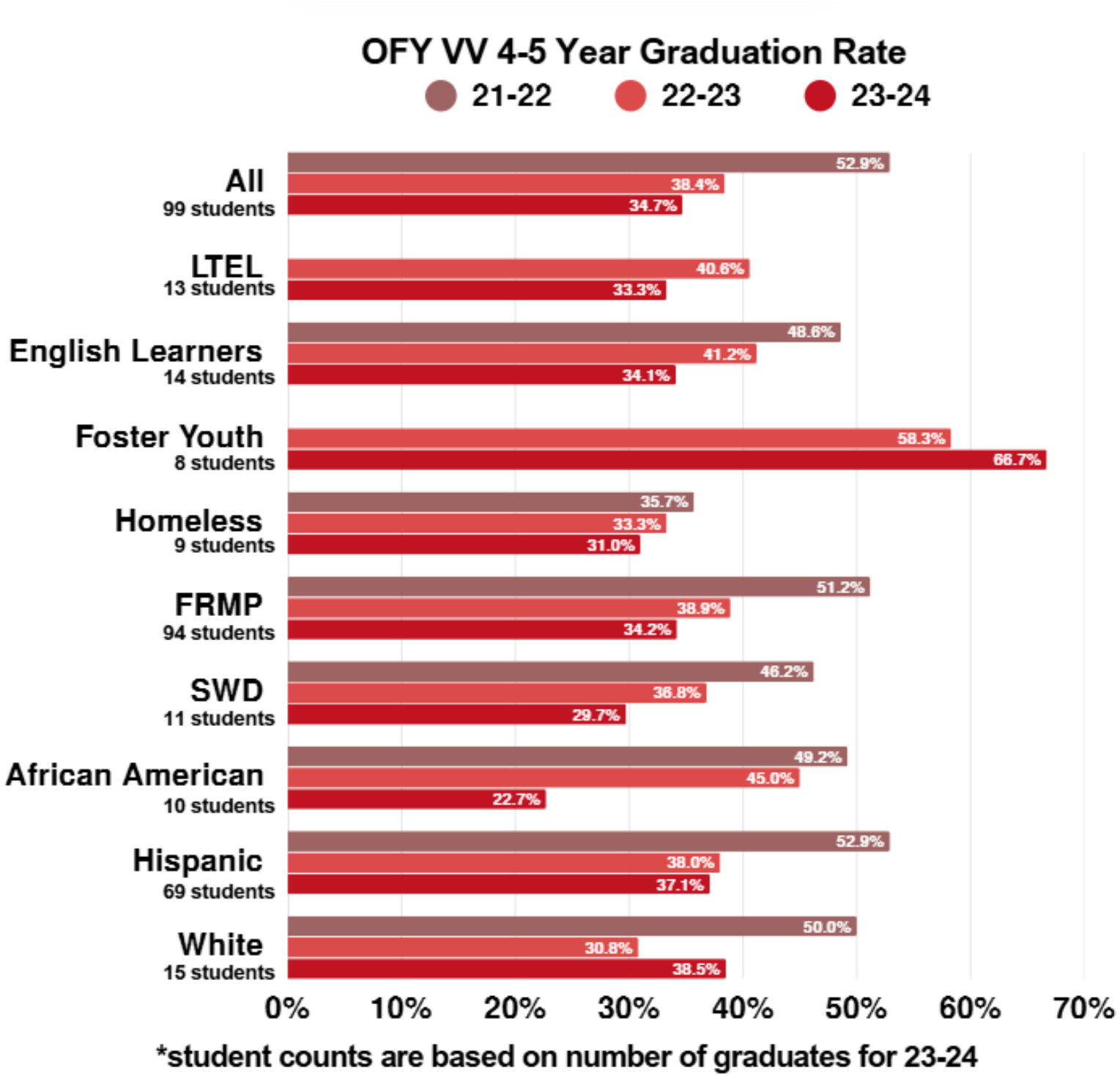
ELA Performance: Based on the California Dashboard OFY VV, students are performing in the low status level, 32.9% below standard. OFYVV had 26.32% of all students meet or exceed ELA SBAC standards (33.68% nearly met, 40% not met, 22.46% met, and 3.86% exceeded). For ELA SWD were 27.27% nearly met and 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.




OFY VV 4-5 Year Graduation Rate
21-22
22-23
23-24
All
99 students
52.9%
38.4%
34.7%
LTEL
13 students
40.6%
33.3%
English Learners
14 students
48.6%
41.2%
34.1%
Foster Youth
8 students
58.3%
66.7%
Homeless
9 students
35.7%
33.3%
31.0%
FRMP
94 students
51.2%
38.9%
34.2%
SWD
11 students
46.2%
36.8%
29.7%
African American
10 students
49.2%
45.0%
22.7%
Hispanic
69 students
52.9%
38.0%
37.1%
White
15 students
50.0%
30.8%
38.5%
0%
10%
20%
30%
40%
50%
60%
70%
*student counts are based on number of graduates for 23-24

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.

Upon review of the 2024 CA Dashboard and local data, OFY Victor Valley has determined its areas of strength as the following:

English Language Arts – Yellow Performance Level
ELA performance improved 9.7 points, boosting the overall status to 35.4 points below standard. However, subgroup data highlights:

- Socioeconomically Disadvantaged: 41.2 points below standard (↑ 11.3 points)
- Hispanic: 45.6 points below standard (↓ 3.7 points)

Mathematics – Orange Performance Level
Mathematics performance improved 12.3 points, yet remains 137.3 points below the standard, signaling the need for sustained intervention and support. Subgroup data highlights:

- Socioeconomically Disadvantaged: 144.6 points below standard (↑ 10 points)
- Hispanic: 144.4 points below standard (↑ 6.9 points)

Graduation Rate – Red Performance Level
With 34.7% of expected students graduated, there was a decline of 3.6%, increasing graduation rates remains a top priority. Decline in graduation rates is visible amongst the following subgroups:

- African American: 22.7% graduated (↓ 22.3%)
- English Learners: 34.1% graduated (↓ 7%)
- Hispanic: 37.1% graduated (maintained -0.9%)
- Long Term English Learners: 33.3% graduated (↓ 7.3%)
- Socioeconomically Disadvantaged: 34.2% graduated (↓ 4.7%)
- Students with Disabilities: 29.7% graduated (↓ 7.1%)

College/ Career- Orange Performance Level

There was an overall increase of 3.3% from last year in college and career readiness from 3.7% to 7.1% prepared for OFY VV students.

- African American students were 2.6% prepared and maintained from last year at .6%
- English Learner students were also 2.6% prepared and decreased 7.4%
- Students with disabilities were 3% prepared and maintained at .2%
- Hispanic students were 9.1% and increased by 4.5% from last year
- Socioeconomic disadvantaged students were at 7.3% for this year and increase by 3.9%

OFY Victor Valley has unexpended LREBG funds for the 2025-26 school year. LREBG funded actions are outlined in Goal 1 Actions 6 and 11.

The 2024 California School Dashboard highlights persistent challenges in Graduation Rates, Mathematics, and English Language Arts (ELA) at OFY Victor Valley. To address these critical areas, Learning Recovery Emergency Block Grant (LREBG) funds will be strategically allocated to provide targeted interventions, expanded learning opportunities, and student support services that directly contribute to academic recovery and increased student engagement.

These strategic actions ensure that LREBG funding is maximized to address the school's most pressing challenges, supporting students in achieving academic success and improving overall school performance.

By prioritizing literacy, mathematics, and graduation achievement, OFY Victor Valley is committed to closing opportunity gaps, improving student outcomes, and ensuring that every student graduate is well-prepared for postsecondary success.

Reflections: Technical Assistance

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

Framework underway as part of our identification for Differentiated Assistance (DA) due to low graduation rates among Hispanic students, Options for Youth – Victor Valley (OFY-VV) has partnered closely with the San Bernardino County Superintendent of Schools (SBCSS) to develop and implement a targeted improvement plan. Since February 2025, school leadership has engaged in **monthly technical assistance meetings** with our assigned SBCSS liaison to design, monitor, and refine a comprehensive strategy aimed at increasing 4- and 5-year cohort graduation rates.

The **Differentiated Assistance Plan** focuses on proactive systems that emphasize data-driven student tracking, enhanced communication with families, culturally responsive student support, and strategic academic interventions. OFY-VV has developed clear implementation milestones aligned with our LCAP goals, including:

- Establishing consistent tracking of **9th-grade entry dates and projected graduation timelines**
- Implementing **monthly bilingual parent engagement** through structured check-ins, automated reminders, and quarterly workshops
- Conducting **quarterly credit audits** to identify credit-deficient students and assign targeted supports
- Increasing **student accountability** through progress reports, one-on-one counselor meetings, and success workshops
- Expanding **credit recovery and dual enrollment opportunities** via night school, online coursework, and college partnerships
- Aligning efforts between **teachers and counselors** through monthly intervention meetings and professional development

- Ensuring **cultural relevance and accessibility** by providing Spanish-language materials and support staff

Throughout this process, SBCSS has provided valuable guidance in aligning the plan with the California School Dashboard indicators, LCAP goals, and our Compliance and Improvement Monitoring (CIM) efforts. County feedback has directly shaped our implementation timelines and informed our measurement of Key Performance Indicators (KPIs), including a 30% targeted increase in Hispanic graduation rates within two years.

Moving forward, we will continue monthly meetings with SBCSS, refine strategies based on Educational Partner feedback, and report ongoing progress through bi-monthly internal reviews. This partnership has been instrumental in strengthening our capacity to address equity gaps and implement sustainable practices that support the long-term success of all students—particularly our Hispanic learners.

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

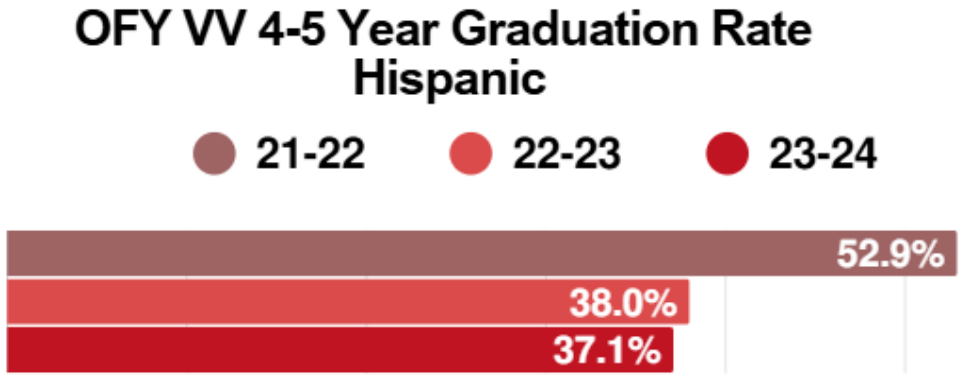
Support for Identified Schools

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

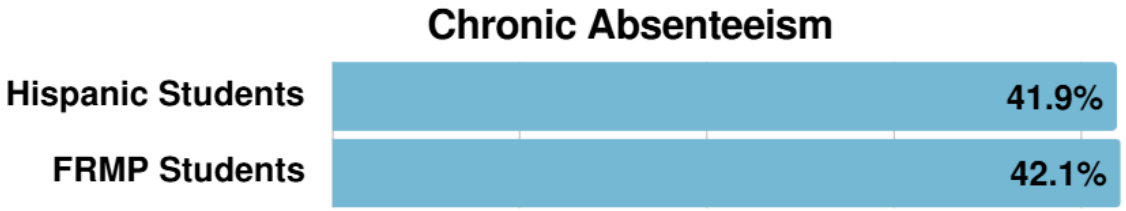
During the 2024–2025 school year, Options for Youth – Victor Valley (OFY-VV) remains identified for Comprehensive Support and Improvement (CSI) based on a 3-year average graduation rate of 42%, which is significantly below the ESSA threshold of 68%. This represents a 3.6% decline from the 2022–2023 graduation rate, despite isolated gains in one-year graduation outcomes. The updated CSI plan for 2024–2025 reflects our continued commitment to systemic improvement, enhanced Educational Partner collaboration, and the integration of new data gathered from our Comprehensive Needs Assessment (CNA).

According to the 2024 California School Dashboard and CNA findings, OFY-VV is performing at a low or very low level in the following indicators:

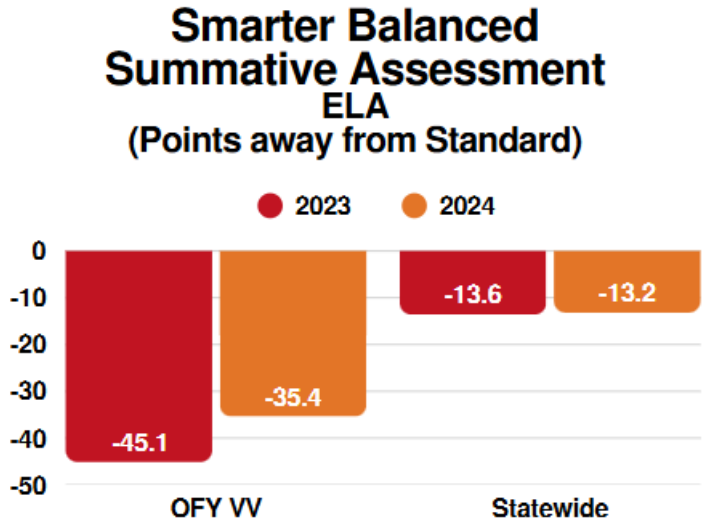
- Graduation Rate: 3-year average at 42%, with Hispanic students at 37.1%



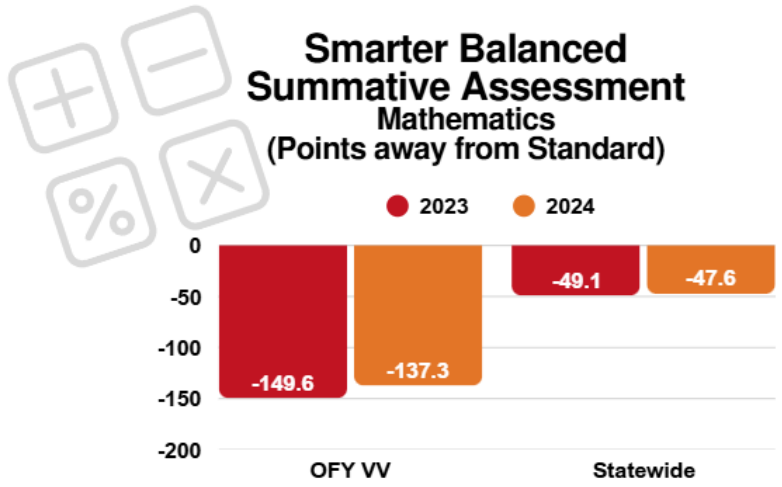
- Chronic Absenteeism: 41.9% for Hispanic students and 42.1% for FRPM students



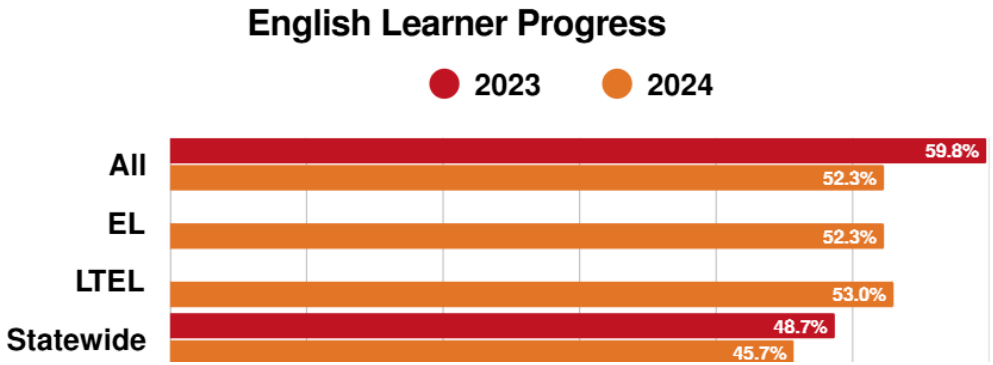
- SBAC ELA Performance: Students averaged 45.1 points below standard (a decline of 9.7 points from 2023)



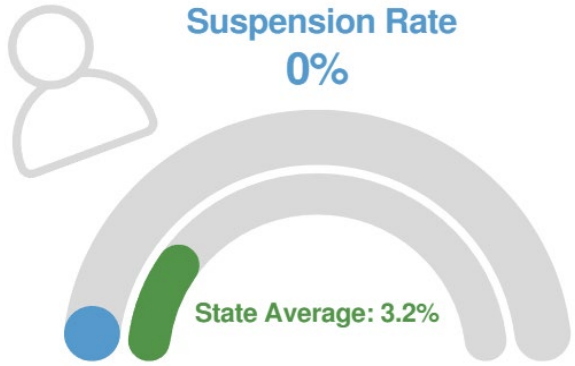
- SBAC Math Performance: Students averaged 137.3 points below standard (a decline of 12.3 points from 2023)



- English Learner Progress: 52.3% of ELs made progress toward English proficiency (a 7.4% decrease)



- Suspension Rate: Continues to be an area of concern based on subgroup disparities even with declines across the board



Despite these persistent challenges, OFY-VV continues to build on progress made during 2023–2024. The one-year graduation rate increased by 5.6%, from 79.6% to 85.2%, demonstrating that with targeted efforts, measurable gains are possible. The CSI plan for 2024–2025 has been revised to reflect implementation progress and sharpen focus on outcomes aligned to newly identified needs.

Plan Development and Educational Partner Engagement
The CSI plan was developed and refined in coordination with our monthly Differentiated Assistance meetings with the San Bernardino County Superintendent of Schools (SBCSS) beginning in February 2025. During these sessions, school leaders reviewed implementation data, Educational Partner feedback, and CNA findings. Progress on each component of the 2024-25 plan was evaluated, and necessary revisions were made based on outcome trends and county recommendations. The plan was also discussed with our School Site Council (SSC), Parent Advisory Council (PAC), DELAC, and broader educational partners throughout the spring.

<u>The refined CSI plan for 2024–2025 maintains its emphasis on:</u>
- Tracking and supporting students from 9th grade through graduation
- Implementing bilingual family outreach and graduation awareness strategies
- Expanding academic interventions and credit recovery programs
- Enhancing teacher-counselor alignment and early warning systems for struggling students
- Incorporating culturally responsive teaching and mentorship programs for Hispanic students

<u>LCAP Alignment</u>
OFY-VV has embedded the CSI plan directly into the 2024–2025 LCAP to ensure coherence and strategic alignment:
- LCAP Goal 2 aligns to CSI outcomes related to SBAC Math and Graduation Rate
- LCAP Goal 3 aligns to Graduation Rate and College/Career Indicator (CCI) improvements
- LCAP Goal 4 supports reductions in Chronic Absenteeism and improvements in student engagement

<u>Evidence-Based Interventions</u>
Educational partners selected evidence-based interventions grounded in Educational Partner input, state guidance, and local outcome analysis.
These include:
- Monthly counselor check-ins and individualized graduation plans
- Bilingual progress updates and automated outreach for families
- Academic workshops and SEL supports targeting Hispanic and EL subgroups
- Expanded access to Tools for Teachers and Interim Assessment Blocks (IABs) for ELA and Math
- Increased credit recovery options including night school and dual enrollment

<u>Instructional Capacity Building</u>
All instructional staff have received targeted professional development on using:
- CAASPP Tools for Teachers to integrate SBAC-aligned lessons and practice questions
- Renaissance Learning dashboards to interpret GLE progress and guide intervention groups
This has resulted in more consistent SBAC preparation embedded into instruction throughout the year.

Ongoing Review and Adjustment

OFY-VV will continue monthly progress monitoring with SBCSS and conduct bi-monthly internal reviews of CSI implementation and performance indicators. Adjustments will be made based on:

- Quantitative data (graduation rates, SBAC scores, absenteeism)
- Educational Partner feedback from surveys, PAC/DELAC, and site meetings
- Feedback from county and SELPA partners regarding SPED and EL student support

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:

According to the CA Dashboard for mathematics, OFY-VV ultimately had 2 groups of students score in the “very low” category for the 2024 school year. These include socioeconomically disadvantaged students, who scored 144.6 points below the standards, and Hispanic students, who scored 144.4 points below the standards. On average, for all students at OFY-VV, performance on the mathematics standards were considered very low.

- Between 2022-2023 and 2023-2024 the **all student** average for OFY VV increased for students **meeting** the math standards from 2.4% to 5.6% meets math standards according to the **SBAC**.
- Between 2022-2023 and 2023-2024 the **SPED average** for OFY VV increased for students **meeting** the math standards from 0% to 3.0% meets math standards according to the **SBAC.**
- Between 2022-2023 and 2023-2024 the **EL and LTEL** student average for OFY VV remained the same for students **meeting** the math standards from 0% to 0% meets math standards according to the SBAC.
- Between 2022-2023 and 2023-2024 the **FRMP** student average for OFY VV increased for students **meeting** the math standards from 1.9% to 4.1% meets math standards according to the **SBAC**.
- Between 2022-2023 and 2023-2024 the **White student** average for OFY VV increased for students **meeting** the math standards from 5.4% to 11.4% meets math standards according to the **SBAC**.
- Between 2022-2023 and 2023-2024 the **Black student** average for OFY VV increased for students **meeting** the math standards from 0% to 2.8% meets math standards according to the **SBAC**.
- Between 2022-2023 and 2023-2024 the **Hispanic student** average for OFY VV increased for students **meeting** the math standards from 2.4% to 4.3% meets math standards according to the **SBAC**.
- For the past 2 school years the OFY VV **Ren Star** for mathematics shows that our students perform at the **6th grade level** for mathematics based on the **GLE scores** of 6.2 and 6.6 for 2022-2023 and 2023-2024 respectively.
- For the past 2 school years the OFY VV **Ren Star** for mathematics shows that our **SPED students** perform at the **5th grade level** for mathematics based on the **GLE scores** of 4.8 and 5.2 for 2022-2023 and 2023-2024 respectively.
- For the past 2 school years the OFY VV **Ren Star** for mathematics shows that our **EL students** perform at the **5th grade level** for mathematics based on the **GLE scores** of 5.4 and 5.7 for 2022-2023 and 2023-2024 respectively.
- For the past 2 school years the OFY VV **Ren Star** for mathematics shows that our **Black students** perform at the **5th grade level** for mathematics based on the **GLE scores** of 5.5 and 5.8 for 2022-2023 and 2023-2024 respectively.

ELA:

According to the CA Dashboard for ELA, OFY-VV ultimately had 2 groups of students score in the “very low” and “low” categories for the 2024 school year. These include socioeconomically disadvantaged students under “low” at 41.2 points below the standards and Hispanic students under “very low” at 45.6 points below the standards. On average, for all students at OFY-VV, performance on the ELA standards was low.

- Between 2022-2023 and 2023-2024 the **all student** average for OFY VV increased for students **exceeding** the ELA standards from 4.9% to 7.6% meets ELA standards according to the **SBAC**.
- Between 2022-2023 and 2023-2024 the **EL student** average for OFY VV increased for students **meeting** the ELA standards from 0% to 3.2% meets ELA standards according to the **SBAC**.
- Between 2022-2023 and 2023-2024 the **Black student** average for OFY VV increased for students **meeting** the ELA standards from 27.3% to 30.6% meets ELA standards according to the **SBAC**.
- Between 2022-2023 and 2023-2024 the **Hispanic student** average for OFY VV increased for students **meeting** the ELA standards from 18.3% to 21% meets ELA standards according to the **SBAC**.
- For the past 2 school years the OFY VV Ren Star for ELA shows that our students perform at the **7th grade level** for ELA based on the **GLE scores** of 6.8 and 7.3 for 2022-2023 and 2023-2024 respectively.
- For the past 2 school years the OFY VV **Ren Star** for ELA shows that our **SPED students** perform at the **5th grade** level for ELA based on the GLE scores of 5.2 and 5.8 for 2022-2023 and 2023-2024 respectively.
- For the past 2 school years the OFY VV **Ren Star** for ELA shows that our **EL students** perform at the **5th grade** level for ELA based on the GLE scores of 5.7 and 5.9 for 2022-2023 and 2023-2024 respectively.
- For the past 2 school years the OFY VV **Ren Star** for ELA shows that our **Black students** perform at the **6th grade level** for ELA based on the **GLE scores** of 6.4 and 6.9 for 2022-2023 and 2023-2024 respectively.

SCIENCE:

- The OFY VV **all student** average for students **meeting** the **CAST** science standards increased between 2022-2023 and 2023-2024 from 4.5% to 8.7%
- The OFY VV **SPED student** average for students **meeting** the **CAST** science standards increased between 2022-2023 and 2023-2024 from 0% to 5.9%
- The OFY VV **White student** average for students **meeting** the **CAST** science standards increased between 2022-2023 and 2023-2024 from 0% to 18.2%
- Black, Hispanic, and White students increased in the average **met** science standards. However, the White student average significantly increased significantly compared to the other racial backgrounds.

GRADUATION RATES:

According to the CA Dashboard for graduation rates OFY-VV ultimately had 6 groups of students score in the “very low” category for the 2024 school year. These include the following: Long-term EL students at a 33.3% grad rate, EL’s at a 34.1% grad rate, socioeconomically disadvantaged students at 34.2% graduation rate, students with special needs at 29.7% grad rate, African American students at 22.7% grad rate, and Hispanic students at 37.1% grad rate. On average, for all students at OFY-VV, graduation rates were considered very low.

- The 4 to 5 years graduation rate for **all students** at OFY VV **decreased** from 38.4% to 34.7% between the 2022-2023 and 2023-2024 school years.
- The 4 to 5 years graduation rate for **Black students** at OFY VV **decreased** from 45% to 22.7% between the 2022-2023 and 2023-2024

school years.
- The 4 to 5 years graduation rate for **EL students** at OFY VV **decreased** from 42.1% to 34.1% between the 2022-2023 and 2023-2024 school years.
- The 4 to 5 years graduation rate for **SPED students** at OFY VV **decreased** from 36.8% to 29.7% between the 2022-2023 and 2023-2024 school years.
- The 4-5 year graduation rate for **Hispanic students** at OFY VV **decreased** from 38% to 37.1% between the 2022-2023 and 2023-2024 school years.
- **Graduation Rate**- OFY-VV DASS 1-year graduation rate is 85.2% for all students, 92.9% for ELL students, 85.2% for FRMP students, and 90.5% for SPED students. Students graduating who completed A-G requirements were 14.8% for all students, 7.4% for ELL students, 14.5%% for FRMP students, and 0% for SPED students.

COLLEGE AND CAREER INDICATORS:

According to the CA Dashboard for college and career readiness OFY-VV ultimately had 5 groups of students score in the "very low" category for the 2024 school year. These include the following: EL students at 2.6% prepared, Students with special needs at 3% prepared, African American students at 2.6% prepared, socioeconomically disadvantaged students at 7.3% prepared, and Hispanic students at 9.1% prepared. On average, for all students at OFY-VV, college and career readiness was very low.

- There was an **increase** in the percentage of students who were **prepared** for college and career compared to last year, from 3.7% (**9 students**) prepared for all students to 7.1% (**18 students**) prepared for all students (an **increase** of 3.4% and a double of 9 additional students).
- 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**
- 11.1% of all students who are prepared are prepared by means of **college credit course completion**
- 72.2% of all students who are prepared are prepared by means of **A-G completion**
- 16.7% of all students who are prepared are prepared by means of the **State of Biliteracy**
- A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **all students** compared to last year from 79.5% to 45%.
- A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **SPED students** compared to last year from 100% to 0%.
- A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **EL students** compared to last year from 100% to 33.3%.
- A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **FRMP students** compared to last year from 79.3% to 47.4%.
- A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **White students** compared to last year from 60% to 37.5%.
- A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **Black students** compared to last year from 66.7% to 14.3%.
- A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **FRMP students** compared to last year from 79.3% to 47.4%.
- A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **Hispanic students** compared to last year from 83.3% to 51.9%.

- Dual Enrollment **increased** by 1 % compared to last school year

CHRONIC ABSENTEEISM:
According to the CA Dashboard for chronic absenteeism OFY-VV ultimately had 2 groups of students score in the “very high” category for the 2024 school year which include socioeconomic disadvantaged students at 42.1% chronically absent and Hispanic students at 41.9% chronically absent. On average, for all students at OFY-VV, chronic absenteeism was very high.

CNA Root Cause Findings and Areas of Focus

Area of Focus #1:(Low Mathematics SBAC Scores)
Root Causes:
- This can be related to not enough students being placed in intervention math courses, such as “Math Readiness” and “Freckle.” These courses can provide students with elective credit, but students tend to select non-mathematical electives to fulfill their requirements.
- This can be related to not enough SGI Teachers using CAASPP resources in their instruction such as “Tools for Teachers” interim assessment questions, lessons, and other available resources that reflect the SBAC summative assessment.
- Lower GLE averages can be related to a lack of scaffolding in instruction and or current curriculum. There may be a lack of rigorous questioning and implementation of higher DOK levels.
- This can be related to an insufficient use of Star Ren data reports to help make decisions about our math initiatives. Increasing the diversity of the reports we select and or generate to determine meaningful conclusions can help improve this area in terms of decision making.

24-25 Mathematics Measurable Outcomes:
- For the 2024-2025 school year OFY-VV will increase the percentage of all students who meet or exceed the math standards to at least 7% or greater. This year OFY-VV surpassed our 5% goal for the 2027 school year with a meets/exceeds student average of 6.6%
- For the 2024-2025 school year OFY-VV will increase the percentage of EL students who meet or exceed the math standards to at least 1% or greater. This year OFY-VV remained the same as the previous year with 0% of EL students who met and/or exceeded the standards.
- For the 2024-2025 school year OFY-VV will increase the percentage of SPED students who meet or exceed the math standards to at least 7% or greater. This year OFY-VV increased to 6% from 3.5% the previous year.
- For the 2024-2025 school year OFY-VV will increase the percentage of Hispanic students who meet or exceed the mathematic standards on the SBAC to at least 6% or greater.
- For the 2024-2025 school year OFY-VV will increase the GLE average for EL students to 6.0 or greater between all three Star Ren assessment windows. This year the average GLE was 5.7.
- For the 2024-2025 school year OFY-VV will increase the GLE average for SPED students to 5.5 or greater between all three Star Ren assessment windows. This year the average GLE was 5.2.

2027 Mathematics 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:(Low ELA SBAC Scores)

Root Causes:

- This can be related to the lack of students being placed in intervention ELA courses such as "My Reading Path, Freckle or Achieve 3000."
- This can be related to not having enough SGI teachers using CAASPP resources in their instruction, such as "Tools for Teachers" interim assessment questions, lessons, and other available resources that reflect the SBAC summative assessment.
- Lower GLE averages can be related to a lack of scaffolding in instruction or the current curriculum. There may also be a lack of exposure to rigorous questioning and implementation of higher DOK levels.
- This can be related to an insufficient use of Star Ren data reports to help make decisions about our math initiatives. Increasing the diversity of the reports we select and or generate to determine meaningful conclusions can help improve this area in terms of decision making.

24-25 English Language Arts Measurable Outcomes:

- For the 2024-2025 school year OFY-VV will increase the percentage of all students who meet or exceed the ELA standards on the SBAC to at least 33% or greater. This year OFY-VV surpassed our 30% goal for the 2027 school year with a meets/exceeds student average of 31.3%
- For the 2024-2025 school year OFY-VV will increase the percentage of ELL students who meet or exceed the ELA standards on the SBAC to at least 5% or greater.
- For the 2024-2025 school year OFY-VV will increase the percentage of SPED students who meet or exceed the ELA standards on the SBAC to at least 18% or greater.
- For the 2024-2025 school year OFY-VV will increase the percentage of Hispanic students who meet or exceed the ELA standards on the SBAC to at least 30% or greater.

2027 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:(Low Science CAST Scores)

Root Causes:

- This can be related to not enough SGI Teachers using CAASPP resources in their instruction such as "Tools for Teachers" interim assessment questions, lessons, and other available resources that reflect the CAST summative assessment.
- This can be due to a lack of scaffolding in instruction and or current curriculum. There may be lack of rigorous questioning and implementation of higher DOK levels.

- This can be due to prioritizing SPED and EL students in the SGI classes. Continuing to offer more hands-on instruction can better support our SPED students.
- This can be due to an overall lower level performance of math and ELA that is impacting science scores.

24-25 Science CAST Measurable Outcomes:
- For the 2024-2025 school year OFY-VV will increase the percentage of all students who meet or exceed the science standards on the CAST to at least 10% or greater.
- For the 2024-2025 school year OFY-VV will increase the percentage of SPED students who meet or exceed the science standards on the CAST to at least 6.5% or greater.
- For the 2024-2025 school year OFY-VV will increase the percentage of Hispanic students who meet or exceed the science standards on the CAST to at least 8.5% or greater.

2027 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:(Low Student College & Career Preparedness)
Root Causes:
- This can be related to a lower rate of A-G completion for the majority of our student groups/demographics.
- Students are opting to graduate sooner with less credits to complete and a less rigorous course load
- This can be related to not enough students meeting both A-G completion and 1 other preparedness criteria.
- Not enough students receiving level 2 or 3 on either the math and/or ELA SBAC assessments
- Not enough students enrolled and completing CTE coursework or college courses that provide credit

24-25 College and Career Measurable Outcomes:
- For the 2024-2025 school year OFY-VV will increase the percentage of Black students who are prepared to 3.5% prepared based on meeting the A-G completion requirements and one other criteria for preparedness.
- For the 2024-2025 school year OFY-VV will increase the percentage of EL students who are prepared to 3.5% prepared based on meeting the A-G completion requirements and one other criteria for preparedness.
- For the 2024-2025 school year OFY-VV will increase the percentage of SPED students who are prepared to 3.5% prepared based on meeting the A-G completion requirements and one other criteria for preparedness.

2027 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:(Low Graduation Rates)

Root Causes:

- This can be due to a lack of an implemented system to track 9th grade entry dates for all students
- A lack of ensuring counselors and teachers are constantly informed of each student's expected 4- or 5- year graduation timeline
- Not leveraging student information systems (SIS) to generate real-time reports identifying students at risk of falling behind
- Not identifying students who are credit deficient sooner
- Not ensuring monthly bilingual communication during parent check-ins
- Not ensuring one-on-one student check-ins with counselors every semester to review progress and graduation timelines
- Lack of academic progress reports every month by all teachers
- Not providing student success workshops (time management and goal setting for example)
- Make night school and café nights accessible to more students and at more frequented times/days
- A lack of culturally relevant advisory groups to foster a strong sense of belonging and motivation among Hispanic students.
- Not ensuring teachers and counselors are meeting to review students who are not making sufficient progress.

24-25 Graduation Rate Measurable Outcomes:

- For the 2024-2025 school year OFY-VV will increase the percentage of the 4- to 5- year graduation rate for Hispanic students from 37.1% to 52.1% and then the following year (2025 to 2026) to 67.1% as outlined in OFY-VV's Differentiated Assistance (DA) Plan of a 30% increase in two years.

2027 Graduation Rate 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.

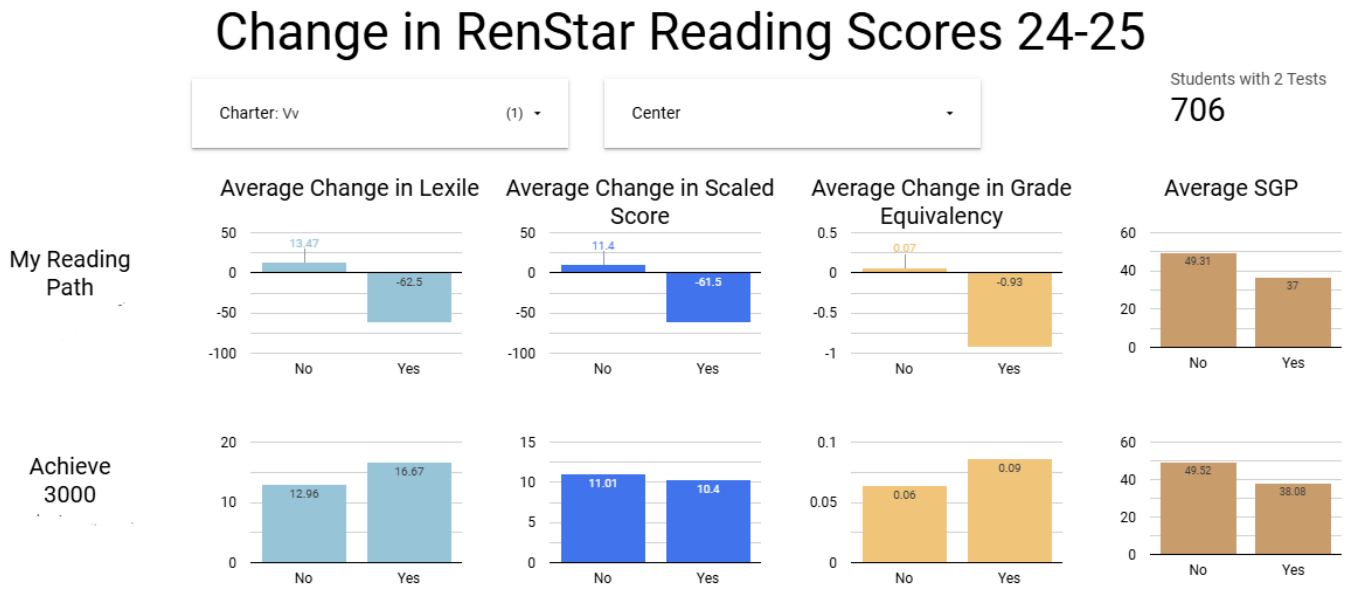
Data Utilized to conduct our Comprehensive Needs Assessment:

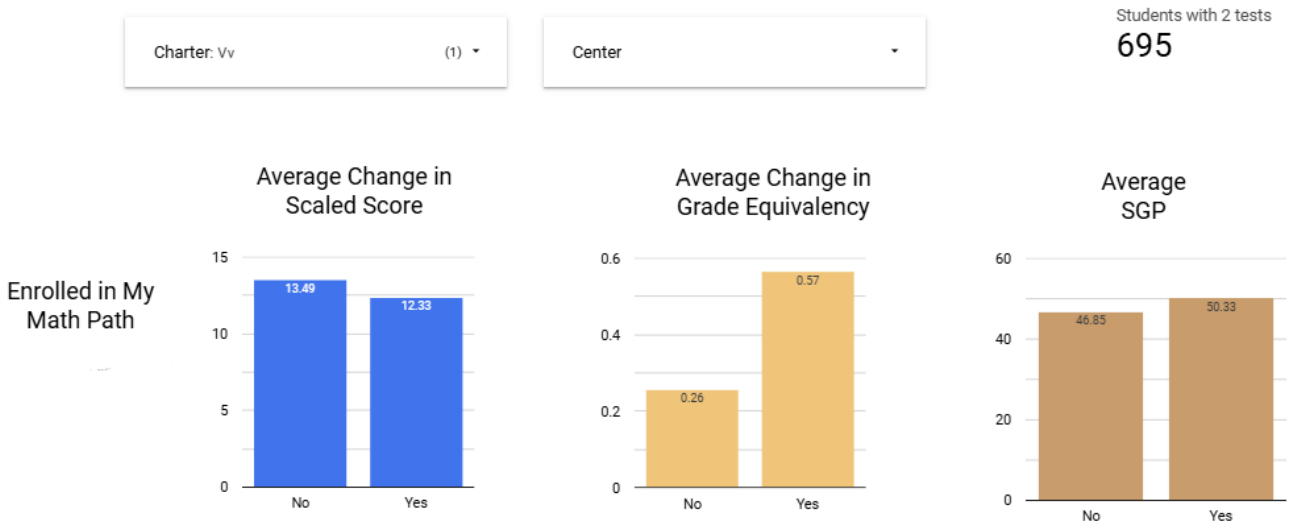
OFY-VV used data from the OFY VV school metrics dashboard on Tableau and the CNA data dive conducted with staff to collect and interpret data about the students. Data collected on Tableau included absenteeism, core course completion, English learner reclassification, A-G completion rates, and graduation 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, Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates)
- Chronic Absenteeism, SBAC ELA and Math)
- CAASPP data (ELA and Math)
- 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 and 2024-25 CSI plan and the positive student outcomes from our evidence-based interventions, we will continue with the same plan and EBIs into the 2025-26 school year. The School Leadership Team has reviewed the data, confirming the effectiveness of our current interventions, as illustrated in the infographic below. Areas identified for improvement, resource inequities, and evidence-based interventions were shared with the Parent Advisory Committee for their 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 2024-25 school year into the 2025-26 school year. These evidence-based interventions have been instrumental in improving key performance indicators, as measured by 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.





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 a 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. Math tutors and MISs 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. By utilizing math enrichment in conjunction with Exact Path, we aim to see our students' math performance data improve and for them to acquire 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.

Transfr: (https://tinyurl.com/3e2pycyt) OFY VV will be using this platform to assist learners in exploring hundreds of careers and career clusters. Students will work with educators to create plans for their future. On Transfr students can experience 36 VR simulations that enable the students to experience a 'day in the life' of their selected career. This feature is available in both Spanish and English to support more students. Additionally, Transfr assists students with career preparation specifically with foundational skills in for example, workplace safety and math and measurement so that students are more prepared to enter the workforce.

California Colleges Website: (https://www.californiacolleges.edu/#/work-study) This initiative will be led by our Career Pathways Coordinators (CPC's) and Counseling staff in order to ensure OFY VV students have more exposure and familiarity with post secondary plans and options. CPC's will lead students in one on one meetings in order to address student concerns and questions and follow up with the students at specific appointed times in order to ensure plans of OFY VV students. The meetings will include the following: Logging the student into their California Colleges Account Website, providing the student with a tour of the system's capabilities, and talking through the students' plans for after High School. Additionally, having them take the Career Interest Assessment (on the California Colleges Website), introducing different types of schools including 4-year colleges, 2-year colleges, vocational training, and certificates. CPC's will also help with the next steps in exploration and goal setting. (on the California Website) CPC can record the Career Path that the student engages with most in Student Trac. CPC 's will also provide an optional check-in each semester to help explore more or talk through questions the student may have. Lastly, the CPC can refer students to the counseling team as needed. To update the plan, they should add classes that align with their

interests.The outcome would be that students would be introduced to post-secondary plans sooner and be better prepared in their senior year to have a plan with the support of counselors.

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 2024-27 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.

The District English Learner Advisory Committee (DELAC) held a virtual meeting for Options For Youth - Victorville on January 30, 2025, from 4:05 PM to 4:34 PM. Ray Banaag, ELD Regional Coach, discussed the upcoming ELPAC tests, provided testing dates, and shared resources to support English Language Learners (ELL). He also reviewed the STAR Renaissance test and its role in reclassification, presenting qualifying scores and criteria for redesignation, which include ELPAC scores, teacher observations, and parent consultation. Reclassification rates at OFY-VV improved from 73% in 2022 to 95% in 2024. Chronic absenteeism rates were highlighted, with overall students at 41% and ELL students at 45%, and resources such as Studentrac access, teacher meetings, and free bus transportation were offered to address attendance issues. The ELD Master Plan was reviewed, outlining goals, methods, and resources to support ELL students in developing English proficiency. The meeting concluded without public input.

The District English Learner Advisory Committee (DELAC) held a virtual meeting on May 22, 2025, from 3:05 PM to 3:18 PM. The meeting began with introductions by Ray Banaag, EL Coach, who introduced key staff members, including Assistant Principals Cyndi Ramos and Victor Escobar, and EL Specialist Alma De Santos. Cyndi Ramos reviewed the Local Control and Accountability Plan (LCAP), explaining its purpose and presenting three goals specifically aimed at English Learners (EL) and Long-Term English Learners (LTEL). She highlighted the funding allocated for these goals, which includes programs like iLit for low-level EL students and the development of an Academic Language Development curriculum for LTELs. Cyndi Ramos explained to the participants in attendance that the LCAP goals will be publicly accessible on www.ofy.org.

During the public input session, participants were invited to ask questions and suggest additional uses for LCAP funding. A parent proposed purchasing grade-level texts and books to help ELL students improve their StarRen scores. The meeting concluded promptly at 3:18 PM.

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 (OFY-VV) will continue to monitor and evaluate the implementation and effectiveness of our CSI plan through structured quarterly monitoring cycles and an annual comprehensive analysis of implementation, progress, and impact on student learning. This ongoing evaluation process will ensure that interventions are data-driven, responsive, and aligned with student needs.

To support this, OFY-VV will continue collaborating with staff to review and analyze key data metrics, ensuring that progress monitoring leads to actionable insights that drive improvements in student outcomes. Chronic absenteeism will be tracked on a monthly basis, with interventions triggered when students fail to meet minimum academic progression goals. Teachers will work closely with students to ensure they stay on track for graduation by monitoring attendance, work completion, and overall progress. When students do not meet minimum requirements, targeted interventions will be initiated, including:

- Parent-teacher meetings to develop individualized support plans
- Additional tutoring and instructional appointments, including night school
- Personalized monthly academic plans
- Meetings with counselors for academic and social-emotional support
- Enrollment in remedial courses for core subject completion

Intervention specialists and area teachers at each site will provide additional support for students struggling with attendance and academic progress. The outcomes of these interventions will be systematically recorded and reported to the Assistant Principals at each school site.

Data-Driven Monitoring and Analysis

The effectiveness of the CSI plan will be monitored through the collection and analysis of multiple data sources, including:

- Monthly Student Progression (Credit attainment and course completion rates)
- Annual Core Completion Rates
- Renaissance Star (RenStar) Assessment Data (ELA & Math progress)
- Graduation Rates (One-year and four/five-year graduation cohorts)
- Chronic Absenteeism and Suspension Rates

- Student performance on CA Dashboard indicators, including English Learner Progress, Mathematics, and Language Arts

Quarterly, the leadership team will present a comprehensive data analysis to educational partners, including the School Site Council, Parent Advisory Committee (PAC), and District English Learner Advisory Committee (DELAC). Educational Partner feedback will be collected through surveys and engagement meetings, allowing for continuous refinement and improvement of the CSI plan.

Educational Partner Engagement and Involvement
OFY-VV is committed to fostering strong partnerships with families, staff, and the broader school community to support student success. The PAC and DELAC Committees will meet quarterly to review student performance data, provide input on the CSI plan, and suggest necessary adjustments. Committee members will receive training and a guidebook to ensure they have the resources needed to actively contribute to the development and revision of the CSI and LCAP plans.

Comprehensive Needs Assessment (CNA)
A Comprehensive Needs Assessment (CNA) will be conducted annually to identify student needs, address achievement gaps, and determine appropriate evidence-based interventions. The CNA will also assess the impact of learning loss interventions and support systems to ensure students can access and succeed in grade-level coursework.

Subject-Specific Monitoring and Support
<u>English Language Arts & Mathematics</u>
To improve student achievement in ELA and Math, OFY-VV will:
- Monitor progress in SBAC and RenStar assessments throughout the year.
- Track student engagement in intervention programs such as iLit, Achieve 3000, Exact Path, and core subject SGI (Small Group Instruction) courses.
- Evaluate student performance in SGI classrooms using assessment trackers collected in the fall and spring.
- Develop SBAC-focused action plans at each center, ensuring staff consistently utilize assessment data to inform instruction.
- Assign Assistant Principals to oversee center meetings and ensure alignment with established goals and protocols.
- Ensure students are continuously enrolled in core subject courses and offer Career Technical Education (CTE) and dual enrollment opportunities through Victor Valley College and Pathways College

<u>English Learners (ELs)</u>
English Learner students will receive ongoing support through:
- Weekly progress tracking by EL Specialists and the EL Coach.
- Regular unit completion reports and RenStar assessment data to monitor Lexile growth.
- Inclusion of EL students in SGI courses to provide additional instructional support.
- Collaboration between EL and SPED specialists with Direct Instruction (DI) and Independent Study (IS) teachers to ensure students receive the resources they need.
- Monitoring English proficiency rates and reclassification trends to assess intervention effectiveness.

<u>Chronic Absenteeism & Attendance Monitoring</u>
- Attendance will be monitored through StudentTrac, with IS Teachers tracking and documenting student participation.

- Instructional Coaches will oversee attendance tracking and intervention implementation.
- DI teachers will ensure students remain engaged in SGI courses, as reflected in SGI trackers.
- OFY-VV will continue following AB 130 regulations for synchronous and asynchronous instruction.

Career and College Readiness
To better prepare students for postsecondary success, OFY-VV has implemented both “Transfr” and the “California Colleges Website”, a career and education planning platform. The success of this program will be measured by:
- Student enrollment in A-G and/or CTE pathways.
- Participation in dual enrollment and Victor Valley College courses.
- Increased career exploration and planning through the California Colleges Website engagement.
- Career Pathways Coordinator (CPC) one on one meetings with tenth and eleventh graders monitored on a tracking system and implementation of student surveys

Ongoing Staff Development and Training
OFY-VV is committed to providing staff with the necessary resources and professional development opportunities to support student learning. Staff will receive:
- Regular data updates and training to analyze and interpret student performance trends.
- On-site coaching from instructional coaches to improve instructional strategies.
- Professional development sessions tailored to student intervention strategies.

Through continuous monitoring, data-driven decision-making, and Educational Partner collaboration, OFY-VV will refine and enhance its CSI plan to ensure sustained student success. By identifying and addressing barriers to learning, the LEA is committed to improving student achievement, increasing graduation rates, and reducing chronic absenteeism.

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
Charter Philosophy on Engaging Educational Partners	At OFY-Victor Valley, the engagement of Educational Partners is foundational to our LCAP planning and continuous improvement process. Our approach centers on: • Fostering Strong Relationships: We maintain open, transparent communication and value shared decision-making with students, families, staff, and the community. • Collective Responsibility and Cooperation: We believe each Educational Partner plays a vital role in helping students succeed. All partners are encouraged to actively support our goals. • Promoting Equity and Inclusivity: We elevate diverse voices, especially those of our English Learners, SPED students, and families from historically underserved communities. • Commitment to Continuous Improvement: Educational Partner input directly informs our analysis of student outcomes, actions, and resource allocation. We use feedback loops to refine strategies throughout the year.
Staff (teachers, principals, administrators, other school personnel)	OFY-VV staff participated in various engagement opportunities, including leadership meetings, departmental data dives, all-staff in-services, and collaborative planning aligned with our Comprehensive Needs Assessment (CNA). Staff reviewed SBAC, GLE, A-G, and graduation data, identified root causes of performance gaps, and suggested interventions. Meeting Dates: July 10, 2024, August 9, 2024, October 4, 2024, January 8, 2025, March 12, 2025, and April 16, 2025.
Students	Students engaged in LCAP development through PAC participation, focus group interviews, surveys, and counselor check-ins. Students provided input on school culture, interventions, and college/career opportunities. During PAC meetings, students discussed graduation timelines, elective options, and access to extracurricular activities and voiced appreciation for increased post-secondary planning. PAC Meetings with Students": September 26, 2024, November 21, 2024, February 24, 2025 and May 29, 2025 School Climate and LCAP Surveys: November 2024 and March 2025.
Parents/Guardians	Parents were involved through PAC/DELAC meetings, school events (Back-to-School Nights, FAFSA nights, etc.), and bilingual surveys. Feedback centered on improving graduation communication, EL student support, post-secondary planning, and culturally relevant outreach. Parents emphasized the need for clearer tracking of grad timelines and increased academic workshops. Engagement Events: August 15, 2024, October 19, 2024, January 30, 2025, and April 11, 2025.
Governing Board	The OFY-Victor Valley Governing Board reviewed academic, fiscal, and compliance data at regular meetings. Progress on LCAP goals and Differentiated Assistance (DA) status for graduation rates was discussed. Draft actions, budget updates, and metric performance were shared and adjusted based on board input. Board Meeting Dates: July 23, 2024, September 20, 2024, November 15, 2024, December 5, 2024, January 24, 2025, March 28, 2025, May 3, 2025, and June 27, 2025

PAC and DELAC	The PAC and DELAC were critical in shaping LCAP goals—particularly in response to our DA identification for low Hispanic graduation rates. Parents emphasized the importance of consistent communication in English and Spanish, early credit recovery plans, and student engagement via extracurriculars. PAC Meetings: September 26, 2024, November 21, 2024, February 24,2025 and May 29, 2025. DELAC Meetings: September 12, 2024, January 30, 2025, and May 22, 2025. Feedback from the meetings included: PAC – Commended the school's increased focus on individualized graduation planning and college readiness; requested more daytime workshops for working families. DELAC – Recommended adding EL-specific tutoring and expanding parent communication tools in Spanish; supported career exploration and field trip expansion. Request more grade level novels for students to read at home.
SELPA	On May 19, 2025, OFY-VV met with SELPA leadership to review SPED progress metrics, including SBAC math performance and graduation rate trends. The meeting aligned LCAP goals with the school's year-two CIM (Compliance and Improvement Monitoring) plan. Key outcomes included, enhancing math intervention for SPED students, and strengthening SPED family engagement through hybrid (in-person + virtual) meetings

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 (OFY-VV) remains committed to meaningful engagement with Educational Partners, ensuring their feedback directly informs the development of the 2024-27 LCAP. Building on the engagement processes from previous years, input from students, families, staff, and community members has shaped key goals, metrics, actions, and expenditures to better support student success.

Key Areas of Influence

Student Connectedness & Engagement

Educational Partners emphasized the importance of fostering a sense of belonging and engagement among students. In response, OFY-VV has strengthened efforts to enhance student connectedness by incorporating:

- Student groups and extracurricular activities
- Field trips and experiential learning opportunities
- Sports programs
- Social-Emotional Learning (SEL) events and activities

Student & Family Engagement

Staff Score: 4.63 / 5
Student Score: 4.22 / 5
Parent Score: 4.64 / 5

Overview:
This dimension evaluates how well the school promotes student participation and engages families in meaningful ways. It measures communication, extracurricular participation, and opportunities for involvement.

What Was Measured:
- Opportunities for student participation
- Family engagement in school events
- Communication between staff and families
- Student and family comfort in participating

Key Insights:
All three groups rated this dimension positively, with staff and parents closely aligned (4.63 and 4.64, respectively). Students provided a slightly lower score (4.22), indicating that while engagement efforts are well received overall, there may be room to increase visibility or accessibility of activities for students. Continuing to foster opportunities for involvement and open communication will further strengthen engagement across the school community.

Connection & Belonging

Staff Score: 4.64 / 5
Student Score: 4.41 / 5
Parent Score: 4.75 / 5

Overview:
This dimension explores how well students feel they belong and are accepted in their school environment. It evaluates emotional connections between students and teachers, feelings of inclusion, and whether students feel understood by their school community.

What Was Measured:
- Feelings of inclusion and belonging
- Staff efforts to connect with students
- Student enjoyment of school and peer support
- Supportive and welcoming school culture

Key Insights:
Parents rated this area the highest (4.75), highlighting strong home-school partnerships and a sense of inclusivity. Staff gave a similarly high score (4.64), reflecting commitment to fostering student connection. Students rated it slightly lower (4.41), which while still strong, may suggest opportunities to further elevate student voice and sense of belonging.

(Aligned with Goal 2 Action 6 Post Secondary Field trips, Goal 4 Action 2 Parent Involvement and Educational Partner Engagement, Goal 4 Action 3 Social Emotional Development Opportunities, Goal 4 Action 4 SWDs, Parent Involvement, and OFY Staff Collaboration for IEP Purposes and Goal 4 Action 5 SWDs Inclusion in Experiential Learning and SEL)

College & Career Readiness

Feedback highlighted the need for stronger post-secondary preparation. In response, OFY-VV has expanded initiatives such as:

- College & Career Fairs
- Senior transition programs
- FAFSA Nights and A-G informational events
- Dual enrollment opportunities
- Career pathway coordinators and industry panels
- Virtual reality career exploration
- Pathful career planning resources

(Aligned with Goal 2, Action 3: Post-Secondary Offerings & Dual Enrollment, Goal 2, Action 4: Post-Secondary Opportunities, and Goal 4, Action 2: Parent Involvement & Educational Partner Engagement)

Career Technical Education (CTE) Expansion

Educational Partners expressed a strong interest in increasing CTE offerings. OFY-VV will expand CTE pathways by introducing new, market-relevant programs and enhancing student support to improve engagement and completion rates.

(Aligned with Goal 3, Action 2: Enhanced CTE Pathways)

Tutoring & Academic Intervention

To address requests for expanded tutoring and intervention, OFY-VV has strengthened academic support services, including:

- Specialized instruction and interventions such as iLit
- Tutoring support and Homework Café Nights
- After-school and night school appointments
- Tailored support for Foster Youth, Homeless students, English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged students (FRMP)

(Aligned with Goal 1, Actions 1, 2, 6 & 11: Targeted English Learner (EL) Support, Foster Youth Support, Math and English Intervention Programs, English Intervention - ELA Tutors/ Intervention Specialists)

Math Support Enhancements

Based on feedback from students and parents, additional math intervention programs and qualified staff support have been incorporated to improve student math progression and overall achievement.

(Aligned with Goal 1, Action 6: Math and English Intervention Programs)

Social-Emotional Development

A significant portion of Educational Partners highlighted the need for increased social-emotional learning opportunities. To address this, OFY-VV has prioritized actions that create a safe, supportive learning environment and promote student well-being through:

- Experiential learning trips
- Sports and group activities
- SEL-focused initiatives

Social Emotional & Physical Safety

Staff Score: 4.60 / 5
Student Score: 4.60 / 5
Parent Score: 4.67 / 5

Overview:
This dimension measures perceptions of safety and emotional well-being within the school. It captures how secure students feel physically and emotionally, how respectful school interactions are, and whether staff are perceived as caring and supportive.

What Was Measured:

- Feeling safe from physical harm and bullying
- Respect among students and staff
- Support for students who are mistreated
- Positive emotional school cultur

Key Insights:
This dimension received high scores from all three groups, with parents rating it slightly higher (4.67). Staff and students showed strong alignment (4.60 each), indicating a shared confidence in the safety and emotional climate of the school. This level of consistency reflects well-established norms around respectful behavior, strong student-staff relationships, and attention to student well-being.

(Aligned with Goal 4, Action 3: Social Emotional Development Opportunities)

As a result, OFY-VV will continue utilizing these measures to assess progress and ensure alignment with both charter goals and state requirements for the 2024-25 academic year.

By integrating Educational Partner feedback into the LCAP, OFY-VV is committed to fostering a responsive and inclusive educational environment that meets the evolving needs of 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. o Increase ELA proficiency for LTEL's to at least 9% met and or exceeds standards. o 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 decision to establish this goal is driven by historical performance data and ongoing challenges in student achievement at Options for Youth - Victor Valley (OFY-VV). While incremental progress has been made, the data reveal persistent academic disparities that necessitate a targeted approach to improvement.

Data-Driven Need for Improvement
Recent assessment results indicate marginal gains in student performance:
- Math Proficiency: Increased from 3.6% for all students to 6.6%.in 2023
- ELA Proficiency: Increased from 26.4% for all students to 31.3%. in 2023

Despite these improvements, proficiency rates remain significantly below state benchmarks, particularly for targeted student groups:

- Long-Term English Learners (LTELs): 0% met or exceeded ELA standards.
- English Language Learners (ELLs): Increased from 0% (22-23) to 3.2% (23-24 ELA standards.

- Low Socioeconomic and Hispanic Students: Performance trends indicate persistent gaps requiring urgent attention.

These data points underscore the necessity of setting ambitious yet attainable academic goals. By 2027, OFY-VV aims to:
- Increase math proficiency to at least 5%
- Increase ELA proficiency to at least 30%

Consultation with Educational Partners
Through data dives, stakeholder engagement meetings, and educational partner feedback, recurring concerns have emerged regarding:
- Low CAASPP scores in Math & ELA across multiple years, particularly among African-American and ELL students.
- Academic underperformance in core subjects, impacting long-term success.
- Insufficient college and career preparedness metrics, highlighting the need for stronger foundational skills.

This goal reflects the prioritized needs identified through these discussions and aligns with stakeholder recommendations for increased interventions, targeted support, and enhanced instructional strategies.

Strategic Approach for Academic Growth
To address these challenges, OFY-VV will implement a structured approach focused on:
- Targeted Interventions: Additional tutoring, instructional support, and expanded access to intervention programs.
- Professional Development: Training for educators to improve instructional strategies, especially for high-need student groups.
- Continuous Monitoring & Support: Ongoing assessment of student progress to refine and enhance support strategies.

By prioritizing this goal, OFY-VV is committed to fostering an inclusive learning environment that equips all students—regardless of background—with the resources, support, and opportunities needed to achieve academic success.

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%	Met or Exceeded Standard for Math 2023-24 CAASPP Report: • All student level: 6.6% • Low SES: 4.44% • Hispanic: 5.29% • SWD: 6.06% • African American Students: 5.56%	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%	• All student level: 2.96%↑ • Low SES: 2.1%↑ • Hispanic: 1.74%↑ • SWD: 2.61%↑ • African American Students: 5.56%↑

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%	Met or Exceeded Standards for ELA (SBAC) 2023-24 CAASPP Report: • All student level: 31.25% • Low SES: 29.63% • Hispanic: 26.66% • LTELs: 0% • ELs: 3.23% • SWD: 14.71%	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 OFYVV will increase the percentage of SWD students who meet or exceed the ELA standards to at least 20%.	• All student level: 4.83%↑ • Low SES: 4.27%↑ • Hispanic: 2.4%↑ • LTELs: 5.88%↓ • ELs: 3.23%↑ • SWD: 2.53%↓

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)	Met or Exceeded the Science CAST Standards 2023-2024 CAASPP Report: 9.25% for all Students Met or Exceeded Standard for Science Middle School: The average percent of meet and or exceeds for science for only middle school was 7.76%	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	2.53%↑ for all Students Met or Exceeded Standard for Science Middle School: 3.55%↑

Metric# 4	Core Course Completion	Spring 2024 Internal Data: All student levels • 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.	Spring 2025 Internal Data: All student levels • Math - 6.9 units • English- 7.8 units • Science- 6.2 units • Social Science- 6.2 units African American Students • Math - 7.4 units • English- 8.3 units • Science- 6.4 units • Social Science- 6.2 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 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.	All student level • Math - 0.15↓ • English- 0.21↓ • Science- 0.62↓ • Social Science- 1.52↓ African American Students • Math - 1.15↑ • English- 1.23↓ • Science- 1.7↓ • Social Science- 2.68↓

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	Internal Data: 2024-2025 (All Windows) • Average GLE Math: 7.2 and growth: 1.5 for all students • Average GLE Reading: 8.9 and growth: 1.4 for all students • LTEL Average Reading GLE: 6.6 and growth: 1.9 • EL Average Reading GLE: 6.8 and growth: 2.0	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.	• Average GLE Math: 1.0↑ and growth: 0.6↑ for all students • Average GLE Reading: 2.1↑ and growth: 0.4↑ for all students • LTEL Average Reading GLE: 1.0↓ and growth: 1.9 ↑ • EL Average Reading GLE: 1.1↑ and growth: 0.9↑
Metric# 6	Reclassification Percentages	Internal Data Spring 2024: 100% reclassification rate	Internal Data Spring 2025: 91.7% reclassification rate	Not Applicable until 2026	Reclassification rates will be maintained at or above 50% annually.	8.3%↓
Metric #7	English Learner Progress Indicator (ELPI) Performance	Fall 2023 CA Dashboard: 59.8% making progress towards English language proficiency	Fall 2024 CA Dashboard: 52.3% making progress towards English language proficiency	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.	7.4%↓

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	Fall 2024 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	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	1. Professional Development: Maintained 5 Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: Maintained 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: Maintained 5 – Full Implementation and Sustainability ratings for all

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

Goal Analysis for 2024-25

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.

All actions associated with Goal 1, as outlined in the LCAP, were actively pursued and implemented by the LEA.

Successes
To address lower core academic performance on the SBAC, Opportunities for Youth Victor Valley (OFY VV) implemented Professional Learning Communities (PLCs) focused on data-driven student outcomes across subject areas. Each PLC was tasked with analyzing subject-specific data to identify areas for instructional improvement.

Through structured data reviews and feedback from the Victor Valley Union High School District (VVUHSD), PLC teams were able to define best practices and establish department-specific focus areas within their control. These teams committed to ongoing data collection and monitoring, evaluating the impact of selected interventions, strategies, and resources throughout the year.
A second PLC session, scheduled for Spring, provided an opportunity for departments to review their findings, analyze trends, and formulate plans for the subsequent academic year. To maintain momentum and ensure accountability, follow-up PLC meetings occurred 30, 60, and 90 days after the initial session, reinforcing alignment with identified focus areas.

Key PLC initiatives include:

- **ELA Department**: Focused on developing and assessing students' ability to articulate a **main claim**, using student samples collected throughout the year.
- **Science Department**: Emphasized social-emotional and academic learning outcomes related to **life science performance tasks**, leveraging student surveys and targeted assessment questions.
- **Math Department**: Addressed **math anxiety and parent engagement** through math night events, utilizing assessment data from Renaissance.

Additionally, tutors and Intervention Specialists formed their own PLC to support Math and ELA teachers by prioritizing foundational skills and content. They developed practice booklets aligned to the California Assessment of Student Performance and Progress (CAASPP), ensuring students had targeted materials at varying proficiency levels. In addition to determining the impacts of the life science performance tasks, science teachers also came together to develop and offer a chemistry course to ensure gaps in science content were addressed. Additionally, when science teachers came together they felt, after careful review, that “Beyond Labz” was not an effective tool for our students. The science teachers wanted to utilize space and earth standards across their science courses and ensure chemistry and other related science conference knowledge were integrated. These initiatives were accomplished in science department meetings and collaborations.

The PLC process has notably improved teacher collaboration and fostered a culture of professional vulnerability, enabling educators to exchange ideas, refine strategies, and build common ground in their shared mission to enhance student success. Teachers have also increasingly engaged with Tools for Teachers, utilizing CAASPP-aligned lesson plans, Interim Assessment Blocks (IABs), and performance tasks to familiarize students with SBAC and California Science Test (CAST) formats. Moreover, annual data dives provide staff with the opportunity to analyze multiple performance metrics, including those within the California School Dashboard, leading to informed discussions and root-cause analysis.

Additionally, the OFY VV EL Coach and EL Teachers attended a county-led workshop focused on supporting Long-Term English Learners (LTELs). Through this professional development, they gained valuable insights into the importance of providing LTELs with rigorous academic experiences while simultaneously developing their academic language proficiency.

One key takeaway was the need for enhanced sentence structure support, specifically in compound and compound-complex sentence development. The workshop emphasized the importance of lesson planning with LTELs in mind, incorporating higher Depth of Knowledge (DOK) levels, open-ended questions, and opportunities for complex student responses to foster deeper learning and language acquisition.
As a result of this training and subsequent collaboration among the EL department, the team established a targeted intervention plan for students:

- EL students who scored a 1, 2, or 3 on the English Language Proficiency Assessments for California (ELPAC), combined with low

STAR Renaissance scores, will be enrolled in the iLit course, a structured program designed to support English language development.
- Middle school students will also be enrolled in the iLit course as part of the mandatory English Language Development (ELD) class to ensure comprehensive support in language acquisition.

By implementing these strategies, OFY VV aims to create a data-driven, structured approach to improving LTEL outcomes, increasing academic rigor, and fostering language development in alignment with best practices.

Challenges
Despite progress, certain challenges remain:
- Implementation of Tools for Teachers: While the resource was introduced during professional development, some teachers have opted not to fully integrate it into their instruction. A broader commitment to implementation is necessary to assess its full impact.
- Achieve3000 Utilization: While Achieve3000 was introduced to middle school students, its participation rate for the 2024-2025 school year was only 2.3%, with a completion rate of 17.6%. Increased student enrollment in the program is necessary to conduct a meaningful impact analysis.
- Freckle Platform Limitations: While OFY VV provided regional training on Freckle, teachers experienced challenges in data sharing and multi-user access, limiting its effectiveness. Although the Special Education (SPED) department reported better success with Freckle, additional evaluation is required to determine its impact on SPED student outcomes.
- PLC Data Analysis Process: While subject-specific PLCs have successfully improved collaboration and inquiry cycles, additional refinement is needed to strengthen data-driven decision-making and outcome analysis.

OFY VV remains committed to improving instructional strategies, teacher collaboration, and student outcomes through structured PLCs and data-informed practices. Continued efforts will focus on expanding the integration of Tools for Teachers, increasing participation in Achieve3000, and optimizing the use of Freckle to ensure measurable student 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.

As of March 2025, OFY–Victor Valley has made meaningful progress toward the implementation of Goal 1 actions.

Actions supporting English Learners, LTELs, and professional development (Actions 1, 3, and 4) have been implemented effectively, with expenditures aligning closely to budget. Minor overages reflect increased demand for EL services.

Foster Youth Support (Action 2) is on track, with strong implementation of case management and academic supports.

Broad Course of Study, Math and English Interventions, and SBAC Success (Actions 5–7) have significantly exceeded their budgets, reflecting a high level of student need and resource investment in academic recovery.

Support for Students with Disabilities (Action 9) is underspent but has funds encumbered for planned services.

SBAC Committee (Action 8) remains underutilized and will require more focused activation.

Overall, Goal 1 actions have been largely effective in supporting targeted student groups, though some overspending signals the need for future budget realignment based on program demand.

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

OFY VV actions for goal 1 have proven to be effective and have demonstrated notable improvement across all core academic areas, as reflected in the most recent SBAC and CAST scores. The school has made substantial progress toward its 2027 academic goals, with some targets already surpassed within the past school year.

Mathematics Progress
According to the latest SBAC results, all student subgroups showed growth in math proficiency:

- The percentage of all students meeting or exceeding math standards increased from 2.96% to 6.6%.
- African American students demonstrated significant progress, rising from 0% to 5.56% in meeting or exceeding standards—surpassing the three-year goal of 5%.
- Students with disabilities and Hispanic students also exceeded their 2027 goal of 5%, marking a positive trend in math performance.

English Language Arts (ELA) Performance

- Low socioeconomic students and Hispanic students are nearing their three-year goal of 30% meeting or exceeding standards, currently at 29.63% and 26.66%, respectively.
- Students with disabilities experienced a slight decline over the past year, dropping from 17.24% to 14.71%, but remain on track toward the 20% goal set for the next three years.
- Long-Term English Learners (LTELs) have encountered challenges in ELA proficiency, with their percentage decreasing from 5.88% to 0%, indicating a need for targeted intervention to achieve their three-year goal of 9%.
- Conversely, English Learners (ELs) showed a positive trend, increasing 3.23% from 0%, successfully exceeding their three-year goal of 3% meeting or exceeding standards.

Science Achievement
The implementation of collaborative teaching strategies and enhanced data collection practices has contributed to overall growth in CAST performance, particularly among middle school students:

- The percentage of middle school students meeting or exceeding science standards increased from 4.21% to 7.76%, reflecting a 3.55% improvement.

Through strategic instructional practices, data-driven decision-making, and enhanced teacher collaboration, OFY VV continues to make significant strides in academic achievement. While certain subgroups require additional support to meet their respective benchmarks, the overall trajectory indicates strong progress toward 2027 goals and continued commitment to student success.

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.

OFY-VV remains committed to monitoring student academic performance with the objective of maintaining or exceeding its three-year goals for mathematics, science, and English Language Arts (ELA). The organization aims to ensure that all students, including their respective

subgroups, demonstrate consistent progress by increasing or maintaining a minimum of 5% growth to meet or surpass mathematics standards through 2027.Additionally, OFY-VV will uphold its three-year goal of achieving a 30% proficiency rate—meeting or exceeding the established standards—for all students until 2027. Specific targets for LTEL and EL students will also be maintained, with goals of 9% and 3% proficiency, respectively. Furthermore, OFY-VV will continue its efforts to sustain or improve science proficiency levels over the next several years, targeting a minimum of 6.5% proficiency among middle school students. For all students, the overarching science goal is to maintain or exceed a 15% proficiency rate in meeting or surpassing science standards. Through ongoing evaluation and strategic initiatives, OFY-VV remains dedicated to fostering academic growth and achievement across all subject areas.

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.	$150,000.00	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.	$150,000.00	Yes

Action #6	Targeted Math and English Intervention Programs and credit recovery (LREGB)	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. This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is designed to accelerate learning for students furthest from grade level through targeted intervention programs, including tutoring, small group instruction, extended day and specialized learning supports. **We will monitor effectiveness through the following LCAP metrics:** • LCAP Goal 1 Metric 1 - Math Achievement: Percentage of students meeting/exceeding math standards on the SBAC. • LCAP Goal 1 Metric 2 - ELA Achievement: Percentage of students meeting/exceeding ELA standards on the SBAC. • LCAP Goal 1 Metric 4 - Core Course Completion Research-Based Justification: The Institute of Education Sciences (IES) supports the implementation of tiered intervention systems and high-dosage tutoring as evidence-based strategies to close persistent achievement gaps."	$200,000.00	No
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.	$40,000.00	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.	$30,000.00	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 broader 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. 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. "This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is designed to accelerate learning for students furthest from grade level through targeted intervention programs, including tutoring, small group instruction, extended day and specialized learning supports. **We will monitor effectiveness through the following LCAP metrics:** • LCAP Goal 1 Metric 1 - Math Achievement: Percentage of students meeting/exceeding math standards on the SBAC. • LCAP Goal 1 Metric 2 - ELA Achievement: Percentage of students meeting/exceeding ELA standards on the SBAC. • LCAP Goal 1 Metric 5 - Renstar GLE: Performance and growth Research-Based Justification: The Institute of Education Sciences (IES) supports the implementation of tiered intervention systems and high-dosage tutoring as evidence-based strategies to close persistent achievement gaps.	$150,000.00	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 prioritize increasing the 4- to 5-year graduation rate stems from concerning trends identified in the California Department of Education Dashboard. Data from the 2024 CA Dashboard revealed a significant decline in the overall graduation rate, dropping from 38.4% to 34.7%. This decline signals an urgent need for targeted interventions to ensure that students, particularly those in historically underserved subgroups, receive the necessary support to complete their high school education.

Data-Driven Justification
A deeper analysis of local data highlights several key factors contributing to the decline:

- Disproportionate impact on specific student groups, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students.
- Barriers to credit recovery, limiting students' ability to stay on track for graduation.
- Lower engagement rates, as reflected in attendance and participation data.

Given these challenges, OFY-VV has set a focused goal to increase the graduation rate by the 2027 school year. This goal aligns with the LEA's broader mission of ensuring equitable access to education and post-secondary opportunities for all students.

Consultation with Educational Partners
Through stakeholder meetings, student and parent surveys, and staff feedback, educational partners consistently emphasized the need for:

- Expanded credit recovery opportunities to help students regain momentum toward graduation.
- Enhanced academic and social-emotional support to address non-academic barriers impacting student success.
- Stronger pathways for post-secondary readiness, ensuring students have clear plans beyond high school.

These discussions informed the decision to prioritize graduation rate improvement as a key focus area in the LCAP.

Strategic Approach for Improvement
To reverse this downward trend and increase graduation rates, OFY-VV will implement a multi-faceted strategy that includes:

- Targeted academic interventions, including tutoring, night school, and summer school options.
- Credit recovery expansion, with personalized learning plans to accelerate progress.
- Stronger student engagement initiatives, such as mentorship programs and wraparound support services.
- Enhanced post-secondary planning, providing clearer college and career pathways.

By committing to this goal, OFY-VV aims to not only increase graduation rates but also create a more inclusive and supportive learning environment where every student has the opportunity to thrive and successfully transition to life beyond high school.

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: 45% • Hispanic: 38% • EL: 41.2% • SWD: 36.8% • Low SES: 38.9%	Fall 2024 Dashboard: The 4 to 5-year graduation rate decreased from the 2023 to 2024 school year: • 38.4% to 34.7% Respectively . 2023 to 2024 Graduate Rate: • African American: 22.7% • Hispanic: 37.1% • EL: 34.1% • SwD: 29.7% • Low SES: 34.2%	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 students40% graduation rate • For Students with disabilities40% graduation rate • For Low socioeconomic students- 45% graduation rate	4 to 5-year graduation rate: 3.7%↓ • African American: 22.3%↓ • Hispanic: 0.9%↓ • EL: 7.1%↓ • SwD: 7.1%↓ • Low SES: 4.7% ↓

Metric# 2	DASS One Year Grad Rate	Fall 2023 CA Dashboard: 78.40%	Fall 2024 CA Dashboard: 85%	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.	6.6%↑

Goal Analysis for 2024-25

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.

All actions associated with Goal 2, as outlined in the LCAP, were actively pursued and implemented by the LEA.

Successes
Over the past school year, OFY-VV successfully implemented Pathful as a consultation tool, enabling Career Pathways Coordinators (CPCs) to guide students in exploring postsecondary plans and increasing awareness of college and career opportunities. The primary role of OFY-VV CPCs is to support students in all aspects of college and career readiness, connecting them to essential resources that align with their desired pathways. Additionally, CPCs work in close collaboration with school counselors to enhance student support and ensure they successfully follow through on their academic and career goals.

One significant achievement observed over the past year is the notable increase in student dual enrollment. Within a one-year span, the number of students participating in dual enrollment has doubled, rising from 13 students (1% of the student population) to 30 students (2.2%), successfully completing college courses. This growth reflects OFY-VV's ongoing commitment to expanding access to higher education opportunities and supporting students in their academic and professional aspirations.

Additionally, OFY-VV has taken significant steps to address actions 3, 4, and 5 by incorporating Career and Technical Education (CTE) cohorts in media arts, cosmetology, veterinary sciences, and certified nursing assistant (CNA) training. In the 2025-2026 academic year, the school plans to expand its offerings by introducing Early Childhood Education. OFY-VV has also provided students with numerous dual

enrollment opportunities at Victor Valley Community College and Pathways College. These opportunities include programs such as the Construction Cohort, which graduated 18 students, as well as coursework in Guidance 50 & 51, CT 90 & 91, MUSC 118, and Political Science 201 at Pathways College. Looking ahead, OFY-VV is excited to introduce Art 104 and Sociology 101 in the upcoming school year. This year, OFY-VV organized a field trip to Victor Valley College's Dream Big, Achieve More event, where 18 students engaged in academic program exploration, learned about campus resources, and gained valuable insights into college life. Additionally, OFY-VV hosted a Black Excellence Panel in honor of Black History Month, along with various activities across its sites. The panel featured distinguished speakers, including Regina Weatherspoon-Bell, Charlotte Allen, Justified, Terrance Stone, Tyjuan Pickens, Darrell Pickens, and Aaron Pickens, who shared inspiring perspectives on leadership, resilience, and success. In celebration of Hispanic Heritage Month, OFY-VV held a Hispanic Career Panel, offering students the opportunity to engage with local business owners and professionals. This event provided invaluable career insights, motivating students and broadening their perspectives on future opportunities. Lastly, OFY-VV introduced the "Preparing for Academic Career Excellence" (P.A.C.E.) course, designed to equip students with essential real-world skills such as time management and financial literacy. The course aims to strengthen students' soft skills, ensuring they are well-prepared to succeed in both college and professional careers. 37 students decided to take the course and 33 students successfully completed the course offering a more appropriate transition and introduction into OFY-VV's CREW program.

Challenges
Due to structural changes within the Pathful platform, OFY-VV was required to reassess its utilization of the program. The platform's shift toward a classroom-wide approach limited its effectiveness for individualized student consultations, which was its original intended use. As a result, OFY-VV made the strategic decision to discontinue Pathful and implement alternative programs that offer greater impact and alignment with student needs. A significant portion of OFY-VV students enroll with the primary goal of credit recovery, timely graduation, or transitioning back to their traditional schools. Given these academic priorities, fewer students have expressed interest in dual enrollment or Career and Technical Education (CTE) programs. Although the CTE program has expanded, many courses require a two-year commitment, presenting challenges for students seeking more flexible pathways to completion. Moving forward, OFY-VV remains dedicated to identifying and implementing programs that best support student success while accommodating their diverse academic objectives.

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.

As of March 2025, OFY–Victor Valley has made strong progress in implementing Goal 2 actions focused on postsecondary readiness.

Action 2: Postsecondary Planning is on track for full implementation by year-end, with significant encumbrances and ongoing expenditures supporting programs such as P.A.C.E., CREW, and college and career counseling services.

Action 3: Dual Enrollment is nearly fully expended, reflecting increased student participation through partnerships with local colleges. Actions 4 and 5 (Postsecondary Opportunities and Events) exceeded budget due to high turnout and expansion of activities such as FAFSA nights, military signing events, and career fairs.

Action 6: Field Trips is progressing as planned, with students participating in college tours and CTE-focused visits.

Action 1: Staffing for Unduplicated Pupils slightly exceeded budget but was essential to maintain staff supporting EL, foster youth, and low-income students.

Overall, Goal 2 actions have been effective in broadening student access to postsecondary resources. Adjustments to future budgets will reflect areas of high demand and program impact

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

The actions implemented under Goal 2 at OFY Victor Valley have shown **mixed effectiveness** in making progress toward the goal. While strategic interventions were enacted, the **California Dashboard reflects a decline in graduation rates** across all student subgroups over the four- to five-year period. Specifically:

- **All students:** decreased from 38.4% to 34.7%
- **African American students:** declined by 22.3%
- **Hispanic students:** declined by 0.9%
- **English Learners (EL):** declined by 7.1%
- **Students with Disabilities (SWD):** declined by 7.1%
- **Low Socioeconomic Status (SES) students:** declined by 4.7%

Despite these declines in graduation outcomes, the LEA has observed **positive progress in postsecondary readiness**, particularly in **dual enrollment participation**, which increased by 1.2%. This improvement demonstrates the effectiveness of targeted efforts to expand college access and alternative academic pathways.

Moving forward, OFY VV remains committed to refining its approach to increase graduation outcomes while continuing to strengthen programs that support long-term student success.

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.

Through OFY-VV’s reflection process, it has been determined that Pathful will no longer be utilized moving forward due to structural changes that no longer align with the school's needs.

Additionally, OFY-VV is committed to enhancing the intentional tracking and collection of data related to CPC and counselor-led postsecondary planning meetings (Action #2) to ensure effective follow-through and accountability. The P.A.C.E. course will also undergo review to assess the potential impact of offering two cohorts per semester instead of one, following its success in supporting the 33 students who completed the course.

To further strengthen the implementation of Action #2, OFY-VV will introduce a structured system for tracking 9th-grade entry dates for all students, ensuring that counselors and teachers remain consistently informed about each student's expected four- or five-year graduation timeline. The school will also leverage student information systems (SIS) to generate real-time reports identifying students at risk of falling behind academically.

Furthermore, OFY-VV will enhance its approach to monitoring student credit deficiency by conducting quarterly credit audits to identify and support students who require intervention. Individualized intervention plans will be developed, incorporating targeted academic support and credit recovery opportunities. Recognizing the importance of family engagement, OFY-VV plans to implement structured, ongoing bilingual communication through monthly parent check-ins and quarterly workshops focused on graduation requirements, available credit recovery options, and postsecondary pathways. Automated text, email, and phone call reminders will be introduced to ensure parents receive timely updates on academic progress, deadlines, and school events. Additionally, designated parent liaisons will facilitate clear and accessible communication regarding students' academic standing. To enhance student engagement and support, OFY-VV will require one-on-one student check-ins with counselors every semester to review academic progress and graduation timelines. Students will also receive academic progress reports every four weeks to foster accountability. Student success workshops will be conducted, covering essential topics such as time management, goal setting, and strategies for overcoming academic setbacks.

In an effort to improve graduation rates, OFY-VV will establish individualized graduation plans for all students, integrating structured credit recovery solutions as necessary. The school will also expand access to academic support services, including tutoring, small-group instruction, and structured intervention periods. Lastly, OFY-VV will increase the availability of night school, café nights, and online courses to better support credit-deficient students. Additionally, the school will strengthen its dual enrollment partnerships with Victor Valley College and Pathways College, enabling students to earn both high school and college credits simultaneously.

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 postsecondary 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.	$150,000.00	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.	$1,600,000.00	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.	$250,000.00	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.	$110,000.00	Yes
Action #5	Post-Secondary Events	Organize events and activities that engage students with postsecondary opportunities, such as college fairs, workshops, and guest speakers.	$100,000.00	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.	$60,000.00	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 need to prioritize college and career preparedness is driven by persistently low readiness rates across all student demographics, with particularly concerning trends among African American, Hispanic, English Learners (ELL), and Students with Disabilities (SWD). Only 7.1% of students are currently considered college and career-ready, a statistic that highlights significant gaps in readiness for post-secondary education and workforce opportunities.

Additionally, the graduation rate has declined from 38.4% to 34.7% in 2024, further underscoring the urgency to implement strategies that support students in completing high school with a viable pathway to success.

Data-Driven Justification
A review of California Department of Education Dashboard data and locally collected performance metrics has identified several key barriers to college and career preparedness:

- Low A-G course completion rates, limiting access to four-year universities.
- Insufficient participation and success rates in CTE pathways and dual enrollment courses.
- Poor SBAC performance in Math and ELA, reducing students' eligibility for post-secondary opportunities.

These challenges indicate the need for early intervention, increased academic support, and expanded access to career-focused learning experiences to ensure students graduate fully prepared for their next steps.

Consultation with Educational Partners
Feedback from students, families, educators, and community partners has reinforced the need for:

- More structured college and career exploration opportunities, including college fairs, FAFSA support, and career pathway planning.
- Greater access to dual enrollment and career technical education (CTE) programs to provide students with industry-recognized skills and credentials.
- Improved guidance and counseling services to support students in developing individualized post-secondary plans.

Educational partners emphasized that without targeted support and expanded program offerings, students—especially those from historically underserved backgrounds—will continue to face systemic barriers to post-secondary success.

Strategic Approach for Improvement
To increase college and career readiness, OFY-VV is committed to a multi-faceted approach, including:

- Expanding dual enrollment and CTE pathways to provide students with more opportunities to earn college credits and workforce certifications.
- Enhancing academic interventions to improve SBAC performance and A-G completion rates.
- Strengthening college and career advising, including financial aid workshops, career exploration programs, and mentorship opportunities.
- Providing experiential learning opportunities, such as internships, job shadowing, and industry panel events, to connect students with real-world career experiences.

By implementing these targeted actions, OFY-VV aims to significantly increase the percentage of students graduating college and career prepared, ensuring that every student—regardless of background—has the opportunity to thrive beyond high school.

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	Fall 2024 CA Dashboard: • All student level: 7.1% prepared • African American: 2.6% prepared • Hispanic: 9.1% prepared •Socioeconomically disadvantaged: 7.3% prepared • Students with disabilities: 3% prepared	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.	• All student level: 3.3%↑ • African American:0.6%↓ • Hispanic: 4.5%↑ •Socioeconomically disadvantaged: 3.9%↑ • Students with disabilities: 0.2%↓
Metric# 2	A-G Completion Rate	Spring 2024 Internal Data: A-G completion rates of all 12th graders: 8% A-G Completion rates of 12th graders who are SWD's it was: 0%	Spring 2025 Internal Data: A-G completion rates of all 12th graders: 12% A-G Completion rates of 12th graders who are SWD's it was: 5.6%	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	A-G completion rates of all 12th graders: 4%↑ A-G Completion rates of 12th graders who are SWD's: 5.6%↑
Metric# 3	Dual Enrollment Participation	Spring 2024 Internal Data: College course completion rate: .3%	Spring 2025 Internal Data: College course completion rate: 2.6% (35 students)	Not Applicable until 2026	Increase the rate of college course completion to 10% for all students.	2.3%↑
Metric# 4	CTE Pathway Completion Rate	Spring 2024 Internal Data: CTE Pathway completion rate: 1.66%	Spring 2025 Internal Data: CTE Pathway completion rate: 2.5%	Not Applicable until 2026	Increase CTE Pathway completion rates to 5% for all students.	.84%↑

Goal Analysis for 2024-25

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.

OFY-VV implemented several key initiatives under Goal 2 to strengthen postsecondary readiness, including the deployment of Career Pathways Coordinators (CPCs) who worked directly with students and counselors to enhance academic and career planning. While the presence of CPCs has positively influenced student engagement, there was no formal system in place to track the impact of this support on measurable student outcomes, representing a gap between planned monitoring and actual implementation.

Additionally, OFY-VV launched the Pathful program, which provides personalized college and career planning consultation, and the P.A.C.E. (Preparing for Academic & Career Excellence) course for 10th and 11th-grade students. This course offered exposure to postsecondary options through workshops, field trips, and hands-on learning experiences. However, systematic data collection and impact analysis for both initiatives were not implemented as originally intended, limiting the ability to evaluate effectiveness.

Despite these challenges, OFY-VV experienced notable **successes**:

- The **College and Career Indicator (CCI)** improved from 3.7% to 7.1%, reflecting a 3.4 percentage point increase in students identified as prepared.
- The school also **expanded Career and Technical Education (CTE) offerings** and **increased access to dual enrollment opportunities** through partnerships with local community colleges, providing students with broader pathways to postsecondary and workforce readiness.

These implementation efforts demonstrate meaningful progress in expanding opportunities, while also highlighting areas for improvement in monitoring and evaluation.

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.

Implementation of Goal 3 actions has supported expanded access to A–G courses, dual enrollment, small group instruction, CTE opportunities, and technology integration. Progress has been strong in key areas aligned with student needs.

- **Action 1: A–G Completion Support** exceeded its budget due to high student participation in tutoring and support services. This reflects increased academic recovery efforts to meet graduation and college eligibility requirements.
- **Action 2: Enhanced CTE Pathways** remains underutilized but is expected to increase by year-end as new CTE offerings are implemented and promoted to students.
- **Action 3: Dual Enrollment Expansion** is nearly fully expended, supporting strong student engagement in college courses through local partnerships.
- **Action 4: Small Group Instruction (SGI)** for A–G and SBAC prep exceeded budget, but high participation justifies the investment in academic intervention.
- **Action 5: 21st Century Technology Integration** is on track to be fully expended by the end of the school year. Funds have supported

classroom technology, student access to devices, and digital learning tools.

Summary: Goal 3 actions have been effectively implemented, with overspending in high-impact areas like SGI and A–G support. CTE participation will need increased outreach, while technology integration remains a strength with full expenditure anticipated.

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

The Fall 2024 California Dashboard reflects overall effectiveness of the implemented actions in improving college and career preparedness for multiple student groups.

At the all-student level, the percentage of students identified as prepared increased from 3.7% in Fall 2023 to 7.1% in Fall 2024, indicating substantial progress toward postsecondary readiness goals.

Hispanic students demonstrated a significant improvement, with preparedness rising from 4.6% to 9.1%, suggesting that the actions taken have been particularly effective for this group. Similarly, socioeconomically disadvantaged students saw an increase from 3.4% to 7.3%, reflecting the positive impact of strategies aimed at reducing barriers to college and career pathways.

In contrast, African American students experienced a slight decline in preparedness from 3.1% to 2.6%, highlighting a need for additional targeted support. Preparedness for students with disabilities remained relatively flat, decreasing slightly from 3.2% to 3.0%, indicating a continued need for tailored academic and support interventions for this subgroup.

Overall, these results suggest that while the actions implemented have been effective in improving outcomes for several key student groups, continued refinement and subgroup-specific strategies will be essential to ensure that gains are equitable across all populations.

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.

Based on reflections on prior practice, OFY-VV is implementing targeted changes to strengthen postsecondary planning and improve college and career readiness outcomes. These changes are grounded in a review of past implementation gaps and are designed to support measurable growth in preparedness indicators.

Planned Change: Structured Postsecondary Planning Framework
OFY-VV will adopt a more intentional and structured framework for individualized postsecondary planning meetings between Career Pathways Coordinators (CPCs), students, and counselors. This updated approach incorporates formal data tracking to improve follow-through and maintain support beyond each meeting.

Key changes include:
- Introducing college and career planning earlier in the high school experience.
- Facilitating one-on-one planning meetings with students in grades 10 and 11.
- Increasing utilization of the California Colleges platform.
- Tracking student goals and interests in a centralized system (Student Trac).

- Aligning discussions to CCI and LCAP-aligned topics such as:
    - A–G and CTE completion
    - Seal of Biliteracy
    - AP and dual enrollment opportunities
    - CREW participation and postsecondary pathway exploration

Students will participate in:
- Logging into and exploring California Colleges
- Completing the Career Interest Assessment
- Setting initial career goals and recording them in Student Trac
- Receiving referrals for counseling to support course alignment
- Optional semester check-ins for continued support

These changes are expected to:
- Improve early student exposure to postsecondary planning
- Enhance goal alignment by senior year
- Increase use of available tools and platforms
- Lead to measurable gains in CCI “Prepared” status

Planned Change: Expanded Access to the Seal of Biliteracy
OFY-VV will also expand access to the Seal of Biliteracy by implementing early engagement strategies at the middle school level. This includes:
- Encouraging parent and student participation in understanding Seal requirements
- Promoting early language proficiency awareness and preparation
- Issuing Certificates of Recognition to middle school students who meet criteria aligned with CDE expectations

This change aims to:
- Foster long-term language development
- Strengthen the pipeline to Seal attainment in high school
- Enhance college and career readiness for multilingual students

Together, these refinements reflect a proactive response to previous implementation gaps by improving structure, monitoring, and early engagement—ensuring students receive meaningful, personalized support that advances their postsecondary success.

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.	$100,000.00	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.	$60,000.00	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.	$85,000.00	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.	$1,300,000.00	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.	$200,000.00	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 establishment of this goal is rooted in a commitment to fostering a positive and supportive school climate that promotes both academic success and holistic student well-being. Research consistently shows that a strong school climate—characterized by positive relationships, emotional safety, and engagement—directly impacts student achievement, attendance, and overall satisfaction with the educational experience.

Sustaining Progress Through Targeted Actions
To build on existing progress and ensure long-term improvements in school climate, OFY-VV will implement strategic actions designed to enhance student connectedness, social-emotional development, and engagement. These actions include:

- Expanding student support programs that focus on mental health, social-emotional learning (SEL), and conflict resolution to create a more inclusive and emotionally supportive environment.
- Increasing opportunities for peer interaction and extracurricular involvement, including student groups, clubs, leadership programs, and experiential learning trips, to strengthen relationships and school connectedness.
- Enhancing mentorship and advisory programs, ensuring that every student has access to trusted adults and peer support systems that foster a sense of belonging and academic motivation.
- Monitoring school climate through surveys and student feedback, allowing the LEA to identify areas for growth and make data-driven adjustments to sustain improvements over time.

By prioritizing student relationships, emotional well-being, and engagement, these actions will ensure that OFY-VV continues to cultivate a positive, inclusive school culture where students feel valued, supported, and empowered to thrive.

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.	According to our climate survey report 79.4% of students feel positive regarding our school's social support for students.	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	14.4%↑
Metric# 2	Suspension Rates	Fall 2023 CA Dashboard: • 0.3% suspended at least one day	Fall 2024 CA Dashboard: • 0.1% suspended at least one day	Not Applicable until 2026	The charter will strive to maintain annual suspension rates at or below 1.5%.	0.2%↓
Metric# 3	Dropout Rates	Spring 2024 Internal Data: • Middle School: 5.7% • High School: 5.2%	Spring 2025 Internal Data: • Middle School: 2.4% • High School: 4.3%	Not Applicable until 2026	Maintain middle school and high school dropout rates below 5% annually.	• Middle School: 3.3%↓ • High School: 0.9%↓

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 practice is permitted in	Based on Fall 2024 CA Dashboard: Teaching Assignment Monitoring Outcomes: • Out Of-Field 32.4% • 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 practice is permitted in	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	• Out Of-Field 9%↑ • Ineffective Textbook Insufficiencies: Maintained 0 • Facilities Inspections: Maintained 100% • Number of Uniform Complaints: Maintained 0

		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.	California under the Education Code reference mentioned above for alternative settings. Using this report in the 2023-2024 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 2024-25

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.

OFY-VV has fully implemented all actions outlined under Goal 4, maintaining a strong focus on fostering a safe, supportive, and engaging learning environment for students and families. The school has successfully carried out initiatives related to school safety, parent engagement, student enrichment, and postsecondary readiness.

Successes

- **School Safety and Emergency Preparedness:**
  OFY-VV enhanced campus safety through the continued employment of **Safety Emergency Liaisons (SELs)**, responsible for implementing emergency protocols for events such as fires, break-ins, and natural disasters. The school also strengthened security by hiring **dedicated personnel** from Blue Nite Protection Services at each site.
- **Parent Engagement and Academic Support:**
  Teachers regularly held **student and parent conferences** to review academic progress, set goals, and share assessment data, encouraging families to take ownership of their students' academic success. Additionally, **Math Community Night**, led by the math department, provided interactive activities for students and parents to strengthen home-school connections.
- **Support for English Learner Families:**
  OFY-VV continued to engage English Learner families through **DELAC meetings**, offering opportunities to review the LCAP and provide input on school goals and resource priorities.

- **Postsecondary Preparation:**
  The **P.A.C.E. course** supported student development in soft skills such as financial literacy, communication, and responsibility, and served as a gateway to **CREW**, a program designed to help students navigate the college application process.
- **Student Enrichment and Extracurriculars:**
  Students participated in a variety of educational field trips—including **Blackbird Farm**, **Riley's Farm**, and **college campus tours** to CSUSB, University of Redlands, and multiple HBCUs. OFY-VV also provided **sports opportunities** such as soccer, flag football, softball, and esports.
- **National Honor Society and Talent Showcase:**
  The school's **National Honor Society** (20 members) led the planning and execution of the first **OFY-VV Talent Show**, hosted at the VVC Performing Arts Theater. The event featured student performances, cheer routines, and a celebratory finale attended by approximately 60 family and community members, showcasing school pride and creativity.

Challenges
While implementation was successful, student and parent participation in extracurricular events and enrichment activities has remained lower than anticipated. A small group of families consistently engage, while broader outreach has not resulted in increased attendance.

- To address this, OFY-VV recognizes the need to:
- Expand outreach efforts beyond social media and teacher conferences, using multiple communication methods to ensure families are well-informed.
- Proactively identify and inform new students about upcoming events and trips to promote broader inclusion and access to enrichment opportunities.

This reflection highlights strong implementation across all planned actions, with several notable successes, while also identifying concrete areas for improvement to increase participation and equity in engagement opportunities.

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.

As of March 2025, OFY–Victor Valley has made strong progress toward implementing Goal 4 actions focused on school safety, family engagement, and student well-being.

- **Action 1: School Safety** is on track to be fully expended by the end of the year. Funds supported site security enhancements and emergency preparedness through Blue Nite Protection and SELs.
- **Action 2: Parent Involvement** exceeded its budget due to expanded outreach efforts and engagement activities such as PAC/DELAC meetings, Math Nights, and student showcases.
- **Action 3: Social-Emotional Development** was significantly overspent, reflecting the high demand for SEL programming, student wellness resources, and mental health supports.
- **Action 4: Collaboration for SWDs and IEP Support** also exceeded its budget, driven by staff collaboration efforts, parent meetings, and compliance-related activities that support students with disabilities.
- **Action 5: SWD Inclusion in Enrichment and SEL** exceeded budget due to high student participation in inclusive field trips and experiential learning activities.

Summary: Goal 4 actions were highly effective in addressing student safety, engagement, and social-emotional needs. Overspending in multiple areas reflects the school's strong commitment to supporting all students, particularly SWDs and families, through inclusive and responsive programming.

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

During the 2024–2025 school year, OFY–Victor Valley fully implemented all actions associated with Goal 4, resulting in notable progress in fostering a safe, supportive, and engaging educational environment for students and families. The actions taken under this goal were largely effective, with documented improvements in school safety, parent engagement, postsecondary readiness, and enrichment opportunities.

• School Safety and Emergency Preparedness:
  – Highly effective due to continued employment of Safety Emergency Liaisons (SELs) and the addition of Blue Nite Protection Services personnel at all sites.
  – Emergency protocols for incidents such as fires, break-ins, and natural disasters were well-established and consistently reinforced.

• Parent Engagement and English Learner Family Support:
  – Moderately effective. Parent-student-teacher conferences, Math Community Night, and DELAC meetings provided important opportunities for collaboration and input.
  – However, engagement was limited to a small group of consistent participants; broader outreach has not significantly increased attendance.

• Postsecondary Preparation:
  – Effective implementation of the P.A.C.E. course and CREW program helped students develop soft skills and navigate the college application process.
  – These initiatives align with staff and student feedback indicating increased college and career readiness.

• Student Enrichment and Extracurricular Programs:
  – Successfully implemented field trips, sports teams, and creative opportunities such as the National Honor Society-led Talent Showcase.
  – Participation across the broader student body remains low, signaling a need for improved outreach and inclusivity.

Summary of Effectiveness:
  – Highly Effective: Safety protocols, SEL presence, and emergency preparedness.
  – Effective: Postsecondary preparation programs and student enrichment offerings.
  – Moderately Effective: Parent engagement and English Learner outreach.

Areas for Growth:
  – Expand communication beyond social media by including phone calls, text messages, and personal invitations.
  – Proactively inform new and less engaged students and families about events and enrichment opportunities.
  – Monitor participation data to identify underserved populations and adapt engagement strategies accordingly.

Overall, implementation of Goal 4 has been effective in building a positive and safe school culture, with specific strategies planned to increase the inclusivity and reach of family and student engagement efforts moving forward.

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.

Based on the reflection of 2024–2025 implementation outcomes, OFY–Victor Valley will retain the overarching focus of Goal 4 but make targeted adjustments to actions and strategies in response to identified challenges and feedback from educational partners.

1. Expanded Family Engagement Outreach:
While actions promoting family engagement were implemented with fidelity, participation levels indicated a need for broader and more inclusive outreach. To improve engagement:
• Additional communication methods such as personal phone calls, text messaging platforms, and direct email campaigns will be utilized alongside social media.
• Event flyers will be translated and distributed in both English and Spanish to increase accessibility for non-English-speaking families.
• A Family Engagement Calendar will be developed and distributed quarterly to ensure families have advance notice of events and opportunities.

2. Revised Metrics for Engagement Participation:
Metrics will be refined to better capture the effectiveness of engagement efforts. Instead of simply tracking event counts, new metrics will include:
• Number and percentage of unique families participating in school events.
• Student attendance at enrichment activities, disaggregated by subgroup.
• Survey feedback from families and students on perceived inclusivity and relevance of school-sponsored activities.

3. Inclusion of New Student Onboarding for Enrichment:
To address low student participation in field trips and extracurricular activities, OFY–VV will implement an onboarding session for new students. This will:
• Introduce them to available enrichment, sports, and college readiness opportunities.
• Ensure early awareness of upcoming events.
• Provide sign-up support during intake to increase early engagement.

4. Enhanced Targeting of Underrepresented Students:
New outreach strategies will specifically focus on English Learners, foster youth, and low-income students, who were underrepresented in enrichment programs. Staff will receive updated rosters and reminders to personally invite these students and families to participate in offerings that support postsecondary readiness and student well-being.

5. Sustained Postsecondary Preparation Programs with Increased Tracking:
The P.A.C.E. and CREW programs will continue with additional tracking mechanisms to monitor student participation and outcomes. Data from these programs will be used to refine the curriculum and better align with college and career readiness benchmarks.

These changes are intended to improve the inclusivity, visibility, and impact of Goal 4 actions in the 2025–2026 school year while maintaining the core priorities of safety, engagement, and readiness. Adjustments reflect OFY–Victor Valley's commitment to continuous improvement and equitable access for all students and families.

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.	$200,000.00	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.	$20,000.00	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.	$50,000.00	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.	$250,000.00	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.	$50,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,076,035	$600,504

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
35.76%	2.707%	$384,285.23	71.75%

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 Comprehensive Needs Assessment (CNA) and Resource Inequity Review to identify the unique needs, conditions, and circumstances of our unduplicated student groups, which include English Language Learners (ELs), Long-Term English Learners (LTELs), homeless students, foster youth, low-income students, and students with disabilities (SWD). These findings can be found in our CSI plan prompts and goal analysis sections of the LCAP. These assessments, along with educational partner feedback, have informed our approach to addressing disparities in academic performance, access to resources, and overall student success. While the actions outlined in this plan will be implemented schoolwide, they are principally directed toward these student groups to ensure they receive additional, targeted support beyond what is provided to all students. **Key Needs Identified in 2024-25** English Learners (ELs) and Long-Term English Learners (LTELs):EL and LTEL students continue to face challenges in language acquisition that impact their engagement with rigorous academic content. According to the 2024 CNA, only 52.3% of EL students made progress toward English language proficiency—a decline of 7.4% from the previous year. These students require expanded bilingual instructional supports, designated ELD instruction, increased access to translated academic materials, and family engagement strategies tailored to multilingual household **Homeless and Foster Youth:** OFY-VV's homeless and foster youth population experiences academic instability due to housing	**How the Action(s) Address Need(s):** **Goal 1 Action 5: Broad Course of Study** This action is principally directed toward homeless, foster, and low-income students, ensuring they have access to a comprehensive curriculum that meets diverse learning needs and interests. For English Learners (EL) and Long-Term English Learners (LTEL), this action provides varied opportunities for language development. For low-income students and foster youth, the enhanced curriculum—integrating "Bright Thinker" and other resources—aims to increase engagement and academic success in core subjects. By addressing these specific needs, the action supports the academic growth of unduplicated students while ensuring they have the resources necessary to succeed. **Goal 1 Action 6: Math and English Intervention Programs** This action is principally directed toward students struggling in math and English, including EL, LTEL, low-income, and foster youth. These students benefit from structured, evidence-based intervention programs tailored to their unique academic needs. The interventions provide language support for EL and LTEL students, while low-income students receive additional support to overcome barriers related to limited resources. Foster youth receive consistent academic support from math tutors and Intervention Specialists, ensuring they have equal access to success in these core subjects. **Goal 1 Action 7: SBAC Success Initiative** This action is principally directed toward students preparing for the SBAC (Smarter Balanced Assessment Consortium) exams,	**Metric 1: Math Achievement** Increase the percentage of students meeting or exceeding math standards on the SBAC by at least 5% **Metric 2: ELA Achievement** Increase the percentage of students meeting or exceeding ELA standards on the SBAC by at least 30%. **Metric 3: Science Achievement** Increase the percentage of students meeting or exceeding science standards on the CAST by at least 15%. **Metric 4: Core Course Completion** Maintain annual core course completion rates: • Math: 7.5 units • English: 7.5 units • Science: 7.0 units • Social Science: 7.5 units **Metric 5: Renstar GLE** Increase the average GLE to 6.7 for math and 7.4 for reading. **Metric 6: Reclassification Percentages** Maintain reclassification rates at or above 50% annually.

	insecurity, frequent transitions, and limited access to school-based supports. These students continue to demonstrate low graduation rates, credit deficiencies, and inconsistent school attendance. The CNA revealed that this group is especially at risk of chronic absenteeism and underperformance on local assessments. They require consistent academic case management, trauma-informed interventions, basic needs support, and targeted efforts to ensure school connectedness. **Low-Income Students (FRPM):** FRPM-eligible students comprise a significant portion of OFY-VV's enrollment and continue to face inequitable access to academic resources, digital tools, and enrichment opportunities. Chronic absenteeism for FRPM students is 42.1%, closely mirroring the charter average. SBAC performance in both ELA and Math continues to show scores well below standard for low-income students, emphasizing the need for intensive academic intervention, access to technology, and personalized learning supports. Increased access to tutoring, college readiness activities, dual enrollment, and CTE options is critical to bridging opportunity gaps. **Students with Disabilities (SWD):** The 2024 SBAC Math data shows that 91.57% of SWDs tested in the "Standard Not Met" range—highlighting a need for intensified academic intervention and inclusive instructional practices. While this marks a 2.89% improvement over the previous year, SWDs remain significantly underperforming across all state indicators. These students require expanded specialized academic instruction (SAI), assistive technology, collaboration between general and special education staff,	particularly EL and LTEL students, low-income students, and foster youth. EL and LTEL students receive targeted tutoring and practice assessments designed to improve their language and academic skills. Low-income students are supported with additional resources to prepare for these crucial assessments, which are vital for college and career readiness. Foster youth receive extended support outside regular school hours to address any learning gaps caused by their circumstances. This action is designed to ensure all students have the resources and support to perform well on the SBAC. **Goal 1 Action 8: SBAC Committee** This action is principally directed toward EL and LTEL students, low-income students, and foster youth, providing them with tailored strategies to improve SBAC performance. The SBAC Committee comprises educators who work together to develop strategies to support these students. For EL and LTEL students, the focus is on addressing language barriers to improve test performance. Low-income students benefit from targeted test prep and intervention strategies. Foster youth have a strong support network in place to ensure timely and effective academic interventions. The schoolwide implementation of this committee ensures that all students can benefit from collaborative, research-driven strategies. **Goal 1 Action 10: Middle School Science CAST** This action is principally directed toward middle school students, including EL and LTEL students, low-income students, and foster youth, by providing a robust science curriculum. EL and LTEL students benefit from scaffolded instruction	**Metric 7: English Learner Progress Indicator (ELPI) Performance** Ensure that at least 55% of English learners are making progress toward English proficiency. **Metric 8: Local Indicator - Priority 2: Implementation of State Standards** Maintain the Local Indicator - Priority 2 rating through annual self-reflection and review

	and increased access to transition services and postsecondary planning. **2024-2025 Data Trends** To ensure effective and equitable support for unduplicated pupil groups, OFY–Victor Valley continues to analyze and respond to key performance data: - SBAC ELA & Math Scores: Students on average are performing 45.1 points below standard in ELA (a decline of 9.7 points) and 137.3 points below standard in Math (a decline of 12.3 points). - Graduation Rates: The 3-year cohort average is 42%, with Hispanic students graduating at a rate of 37.1%, placing them in need of targeted support through the CSI and DA plans. - Chronic Absenteeism: Remains high, with rates at 41.9% for Hispanic students and 42.1% for FRPM-eligible students, requiring sustained efforts in family outreach, attendance interventions, and SEL integration. - EL Progress Indicator: Dropped to 52.3%, calling for immediate reinforcement of designated ELD time, teacher PD in SDAIE strategies, and improved EL monitoring systems. - College and Career Readiness: A-G completion and CTE participation remain limited. OFY-VV is expanding dual enrollment, CTE pathways, and work-based learning experiences in response. OFY–Victor Valley has directly linked each action in its 2024–2025 LCAP to the conditions, needs, and barriers affecting unduplicated pupils. Every goal and metric is designed to prioritize equity, close achievement gaps, and ensure principally directed services for the students who require the most support.	and language support to engage meaningfully with science content. Low-income students gain access to high-quality science education, fostering interest in STEM fields and building proficiency. Foster youth are provided with a structured, supportive learning environment that helps them succeed in science education. By implementing this action schoolwide, all students have access to a comprehensive science curriculum that prepares them for future academic success. **Why LEA-Wide?** The implementation of these actions on a schoolwide basis ensures that every student, particularly those in our unduplicated groups, benefits from a supportive and inclusive learning environment. While these actions are principally directed toward homeless, foster, and low-income students, providing them schoolwide promotes a culture of equity, inclusion, and belonging. This broad implementation ensures that all students—regardless of background—receive the necessary resources, academic support, and intervention strategies to thrive academically. It also fosters a sense of community that is essential for the overall well-being and success of each student, while specifically addressing the unique challenges faced by our unduplicated groups. By taking a schoolwide approach, the LEA ensures that these targeted interventions reach the students who need them most, promoting positive academic outcomes for all.	

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, conditions, and circumstances of our unduplicated student groups, which include English Learners (EL), Long-Term English Learners (LTEL), homeless students, low-income students, and foster youth. These reviews, combined with the 2024 California School Dashboard data, reveal several critical areas in need of focused intervention to support these students effectively. These findings can be found in our CSI plan prompts and goal analysis sections of the LCAP. **Key Needs Identified in 2024-25** **Language Acquisition and Academic** Engagement for EL and LTEL Students English Learners (ELs) and Long-Term English Learners (LTELs) continue to face challenges in both acquiring English proficiency and accessing rigorous academic content. According to 2024 CNA data, only 52.3% of EL students made progress toward English language proficiency—a 7.4% decline from the previous year. This underscores the critical need for specialized designated ELD instruction, integrated language support across content areas, bilingual materials, and family engagement strategies tailored to multilingual households. **Disparities in Graduation Rates Across Subgroups** OFY–Victor Valley's three-year average graduation rate is 42%, with Hispanic students at just 37.1%, and graduation rates for foster youth, homeless youth, ELs, and students with disabilities all below the state's ESSA threshold of 68%. Despite a positive increase in the one-	OFY-Victor Valley's actions are strategically designed to meet the unique needs, conditions, and circumstances of our unduplicated student groups, including African American students, English Learners (EL), Long-Term English Learners (LTEL), Hispanic students, homeless students, foster youth, students with disabilities (SWD), and students from low socioeconomic backgrounds. These actions are principally directed toward these groups and the ways in which they support the identified needs: **Hiring Qualified Personnel** • English Language Development (ELD) Initiatives: Hiring ELD teachers, intervention specialists, and tutors is essential to overcoming language barriers that impede academic performance for EL and LTEL students. This specialized support directly addresses their language acquisition needs and helps improve language proficiency, a critical factor for their academic success. • Post-secondary Planning Support: By hiring counselors and career pathways coordinators, we ensure low-income students, foster youth, and others from disadvantaged backgrounds receive the personalized guidance necessary to navigate career interests and postsecondary education pathways. This directly addresses their limited access to college and career resources and provides the necessary support for envisioning and achieving post-graduation goals. **Comprehensive Post-secondary Programs and Workshops**	**Metric 1: 4/5 Year Graduation Rate** By the 2027 school year, OF-VV aims for a 50% graduation rate for all students. • African American students: 40% • Hispanic students: 45% • EL students: 40% • Students with disabilities: 40% • Low socioeconomic students: 45% **Metric 2: DASS One-Year Graduation Rate** OF-VV aims to increase the DASS one-year graduation rate to 82% or higher by the 2026-27 school year, which will help improve overall 4/5-year graduation rates.

	year graduation rate (85.2%, up from 79.6%), these subgroup disparities point to the need for intensified intervention, proactive monitoring, credit recovery access, and stronger alignment between teachers, counselors, and support staff. **Postsecondary Readiness Barriers for Low-Income, Foster, and Homeless Youth** Students from low-income backgrounds, as well as foster and homeless youth, experience significant barriers to college and career readiness, including limited exposure to planning tools, advising resources, dual enrollment, and CTE programs. OFY–VV's CNA highlights low A-G completion rates and underutilization of college credit pathways. Targeted actions are required to expand access to dual enrollment, CTE, work-based learning, and mentoring, while increasing structured college and career planning support for these students. **2024-2025 Data Trends** As we move into the 2025-2026 school year, data trends will be reviewed to ensure that interventions are targeting the most pressing needs. **Graduation Rates** • **Hispanic students**: 37.1% 3-year cohort graduation rate • **African American students**: Graduation rate below the 68% ESSA threshold • **English Learners and LTELs**: Graduation rates continue to lag behind schoolwide averages • **Students with Disabilities (SWD)**: Subgroup shows persistently low graduation rates • **Low-Income students (FRPM)**: Subgroup mirrors the overall 3-year	These programs help equip students with tools and resources for future success, particularly benefiting low-income students and foster youth, who may lack access to such resources. By providing personalized guidance, we address the critical need for college and career readiness in these subgroups. **Dual Enrollment and CCAP Courses** Increasing access to dual enrollment opportunities, particularly for EL and LTEL students and low-income students, provides them with academic challenges and language support, improving their proficiency and readiness for postsecondary education. This action directly addresses the academic gaps that these students face and ensures equitable access to advanced learning opportunities. **Pathful Explore Program** This program, which helps students explore career interests and opportunities, is principally directed toward foster youth and low-income students, who typically lack access to career exploration resources. This addresses their lack of career guidance and motivational barriers by offering tailored assessments that help them develop a clearer sense of purpose and direction. **Engagement with Postsecondary Opportunities** Events such as college fairs, workshops, guest speakers, and postsecondary field trips are designed to inspire all students, but they are principally directed toward EL, LTEL, low-income students, and foster youth. These events allow these students to connect with resources and role models that they might not otherwise have access to, addressing their lack of exposure to	

	average of 42%, indicating ongoing systemic barriers These disparities in graduation outcomes highlight the need for focused interventions that track graduation readiness beginning in 9th grade and provide strategic academic and socio-emotional support throughout high school. **English Learner Achievement** • Only **52.3% of English Learners** made progress toward English language proficiency, a **decline of 7.4%** compared to the previous year. • Long-Term English Learners (LTELs) continue to perform significantly below proficiency in both ELA and Math, according to internal STAR and SBAC data. • These results call for stronger implementation of designated and integrated ELD, teacher professional development in SDAIE strategies, and improved monitoring systems for EL growth. **Low-Income Student Achievement** • **SBAC ELA performance**: Low-income students scored an average of **45.1 points below standard**, reflecting a decline of **9.7 points** from the previous year. • **SBAC Math performance**: The average score among low-income students was **137.3 points below standard**, showing a **12.3-point drop**. • Low-income students also experience **chronic absenteeism rates of 42.1%**, which contributes to low academic achievement and credit attainment.	postsecondary opportunities and helping them gain the motivation to pursue higher education and career goals. **Why LEA-Wide Implementation?** While these actions are principally directed toward unduplicated student groups, they are implemented on a schoolwide basis for several important reasons: • Inclusive Culture: Implementing these actions schoolwide ensures that every student benefit from a supportive and inclusive environment. It helps foster a school culture where all students, regardless of background, feel empowered to succeed. This inclusive approach not only addresses the unique needs of unduplicated students but also enhances the overall educational experience for all. • Overall Improvement: By addressing the needs of unduplicated student groups, these actions contribute to overall improvements in academic support, postsecondary planning, and career exploration. The goal of raising the 4 to 5-year graduation rates to at least 50% by 2027 can only be achieved by providing equitable access to these supports for all students. Schoolwide implementation ensures that these resources benefit every student, thus contributing to overall academic success. • Resource Optimization: Allocating resources on a schoolwide basis ensures efficient use of funds and personnel. Support services can be provided to all students in need, regardless of subgroup classification. This efficient approach	

	• To address these gaps, the school is expanding access to tutoring, college and career readiness programming, credit recovery, and dual enrollment opportunities. These actions are implemented schoolwide to ensure a supportive and inclusive environment for all students but are principally directed toward these specific unduplicated subgroups to provide them with targeted support and resources.	helps maximize the impact of available resources. • Equity and Access: Providing equitable access to quality education and support services ensures that all students, regardless of their background, have the opportunity to succeed. By implementing these initiatives schoolwide, OFY-Victor Valley ensures that every student has an equal opportunity to access resources that can address systemic barriers and close achievement gaps.	

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, conditions, and circumstances of our unduplicated student groups, which include English Learners (EL), Long-term English Learners (LTEL), homeless students, low-income students, foster youth, and students with disabilities (SWD). The findings from these reviews, coupled with the 2023 California School Dashboard data, highlight critical areas requiring focused intervention to effectively support these students. These findings can be found in our CSI plan prompts and goal analysis sections of the LCAP. **Key Needs Identified in 2024-25** • College and Career Readiness: Only 7.1% of students are deemed college and career-prepared, indicating a significant gap in readiness for postsecondary education and workforce opportunities. There are low A-G completion rates and SBAC performance suggest students are not gaining the necessary skills for college or career success. There us limited access to college courses and CTE pathways for disadvantaged students. • Graduation Rate Decline: The graduation rate dropped significantly from 38.4% in 2023 to 34.7% in 2024, underscoring the need for targeted interventions to improve academic success and graduation outcomes, especially for vulnerable student groups. • Disparities in Academic Performance: EL, LTEL, African American, Hispanic, homeless, foster youth, and SWD students face significant performance	The actions implemented by OFY-Victor Valley are strategically designed to address the unique needs, conditions, and circumstances 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 directly address these students' specific needs while being provided on a schoolwide basis to promote an inclusive and equitable educational environment. **Goal 3 Action 1: A-G Completion Support Program** <u>How It Addresses Need(s):</u> This action directly targets the critical need for improving college and career readiness and graduation rates. By using data to identify at-risk students early, we can provide strategic course planning and targeted interventions, which are crucial for ensuring that students meet A-G requirements. Enhanced support from school counselors and Career Pathways Coordinators (CPCs) offers personalized guidance to help students navigate their academic and career planning. Additionally, Pathful will be used to support post-secondary planning, providing a comprehensive strategy to guide students toward future success. <u>Why LEA-Wide?</u> This action is principally directed toward EL, LTEL, low-income, and foster youth students, who often face greater barriers in meeting A-G requirements. However, it is implemented schoolwide to ensure equitable access to the resources and support necessary for all students to succeed. By providing this program across the entire school, we create a supportive academic	**Metric 1: College and Career Preparedness Rate** Increase the College and Career Indicator (CCI) preparedness rate to 10% by 2027. All subgroups currently in the red on the Fall 2023 Dashboard will reach at least 5% preparedness. **Metric 2: A-G Completion Rate** Ensure 30% of 12th graders complete A-G requirements by graduation. **Metric 3: Dual Enrollment Participation** Increase college course completion to 10% for all students. **Metric 4: CTE Pathway Completion Rate** Raise CTE pathway completion to 5% for all students.

	gaps, with a need for targeted academic support and interventions to bridge these disparities. • Vocational and Career-Focused Education: There is a strong need for expanded CTE pathways, particularly for low-income and foster youth students, to provide practical skills and enhance post-graduation career opportunities. • Access to Technology and Digital Literacy: Low-income, foster youth, EL, and homeless students lack access to essential technology and digital resources, which hinders their ability to succeed in modern educational environments. • Support for Post-Secondary Planning: A lack of personalized guidance and academic planning for EL, LTEL, low-income, and foster youth students is preventing them from pursuing and achieving their post-graduation goals, whether they involve college or vocational training. **2024-2025 Data Trends** **A-G Completion Rate** • Current A-G completion rates remain extremely low across all student groups, with less than 5% of students meeting A-G requirements as of 2024. • EL, LTEL, foster youth, and low-income students are significantly underrepresented in A-G completion data. • **Target for 2025–2026**: Increase A-G completion among these groups by 10%, through expanded counseling services, clearer tracking systems, and improved access to A-G aligned courses in SGI and	environment for every student while addressing the specific needs of the unduplicated groups. **Goal 3 Action 2: Enhanced CTE Pathways** How It Addresses Need(s): Expanding and enhancing Career and Technical Education (CTE) pathways is crucial for addressing the need for vocational education and increasing student engagement. By introducing new pathways that align with current job market demands and strengthening support for existing ones, students can gain practical skills that directly enhance their employability and career readiness. This action is particularly beneficial for low-income students and foster youth, providing them with alternative pathways to success that align with their interests and strengths. Why LEA-Wide? While this action is principally directed toward low-income and foster youth students, it is implemented schoolwide to ensure that all students have access to diverse career pathways. This promotes equity in career preparedness, providing each student with the opportunity to engage in career-focused education and practical learning experiences that benefit their future. **Goal 3 Action 3: College Course Dual Enrollment Expansion** How It Addresses Need(s): Broadening access to dual enrollment opportunities directly addresses the need for college readiness and A-G completion. Partnerships with local colleges and virtual course offerings allow students to gain college credits while still in high school, providing early exposure to college-level coursework. This is	

	online formats.
	
	Dual Enrollment Participation
	• In 2024, dual enrollment participation among all students was under 2%, with even lower participation rates among EL, LTEL, and low-income students.
	• Barriers include limited awareness, lack of academic preparedness, and access issues for targeted populations.
	• **Target for 2025–2026**: Achieve a 1% increase in dual enrollment participation among EL, LTEL, and low-income students through:
	  ○ Stronger partnerships with Victor Valley College and Pathways College
	  ○ Expanded outreach and onboarding support
	  ○ Additional academic counseling to prepare students for success in college-level courses
	
	CTE Pathway Completion
	• As of the 2024 school year, CTE pathway completion is below 1% for both low-income and foster youth students.
	• Limited access to full CTE sequences and inconsistent alignment with student interests are contributing factors.
	• **Target for 2025–2026**: Increase CTE pathway completion among low-income and foster youth students by **5%**, through:
	  ○ Contracting with external CTE providers to offer more complete sequences
	  ○ Strengthening career exploration in ILPs and workshops
		especially beneficial for EL, LTEL, and low-income students, who may face barriers such as financial constraints and academic challenges in pursuing higher education.
		
		Why LEA-Wide?
		While this action is principally directed toward EL, LTEL, and low-income students, it is provided schoolwide to ensure equitable access to advanced academic opportunities for all students. Offering dual enrollment to every student guarantees that all learners, regardless of background, are given the tools they need to succeed in higher education.
		
		Goal 3 Action 4: Small Group Instruction (SGI) for A-G and SBAC Support
		How It Addresses Need(s):
		Offering Small Group Instruction (SGI) for core subjects and SBAC preparation provides targeted academic support, particularly for EL, LTEL, and SPED students. This action directly addresses the need for personalized instruction and test preparation to help these students meet A-G requirements and improve their SBAC scores. By providing small, focused learning environments, we are better able to meet the unique learning needs of these groups.
		
		Why LEA-Wide?
		Although this action is principally directed toward EL, LTEL, and SPED students, it is implemented schoolwide to ensure that all students who require additional support receive the necessary intervention. This promotes academic success for everyone, helping to raise performance across the board.
		
		Goal 3 Action 5: 21st Century Technology Integration	

	○ Embedding CTE support into academic counseling and graduation planning By addressing these key needs, OFY-Victor Valley can better support its unduplicated student groups and work toward closing achievement gaps, improving graduation rates, and preparing students for future success in both college and career paths.	How It Addresses Need(s): Maintaining access to classroom technology such as Chromebooks and hotspots for low-income, EL, foster, and homeless students addresses the critical digital divide that many students face. This action ensures that all students have the tools necessary for effective learning, especially those from disadvantaged backgrounds who may lack access to technology at home. This technological support helps foster digital literacy, which is essential for success in both college and career. Why LEA-Wide? While this action is principally directed toward low-income, EL, foster, and homeless students, it is implemented schoolwide to ensure that all students have access to the modern tools and resources needed for success in today's educational landscape. This ensures that no student is left behind in an increasingly digital world. By implementing these strategies collectively, OFY-Victor Valley 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, particularly those identified in the Fall 2023 CA Dashboard. These efforts are part of our ongoing commitment to closing the achievement gap and promoting educational equity across the charter.	

Goal 4 Action #1 Action #2 Action #3	Options for Youth Victor Valley (OFY-VV) conducted a Comprehensive Needs Assessment (CNA) and Resource Inequity Review to identify the needs, conditions, and circumstances of unduplicated student groups, including English Learners (EL), Long-Term English Learners (LTEL), homeless students, low-income students, foster youth, and students with disabilities (SWD). Findings from these reviews, along with the 2023 California School Dashboard data, highlight critical areas requiring targeted intervention to ensure these students receive the necessary support. While actions will be implemented schoolwide, they are principally directed toward these specific subgroups to provide equitable opportunities that go beyond those available to the general student population. These findings can be found in our CSI plan prompts and goal analysis sections of the LCAP. **Key Needs Identified in 2024-25** **English Learners (EL) & Long-Term English Learners (LTEL):** According to the 2024 CNA, only 52.3% of EL students made progress toward English language proficiency, reflecting a 7.4% decline from the prior year. Language barriers continue to affect both academic performance and social integration for EL and LTEL students. Families often struggle to engage with the school due to limited English proficiency. Targeted strategies, including designated ELD, bilingual family outreach, and teacher professional development in SDAIE methods, are essential to support students. **Foster Youth:** Foster students remain among the most	**School Safety** The Comprehensive School Safety Plan is principally directed toward the unique needs, conditions, and circumstances of EL students, Foster Youth, Homeless students, low-income students, and SWD by ensuring a safe and inclusive learning environment: • EL & LTEL Students: Multilingual safety training ensures that all students understand emergency protocols and feel secure in their learning environment. • Foster Youth & Homeless Students: Additional emotional and social support helps students facing instability feel safe and supported. • Low-Income Students: Access to personal protective equipment and hygiene supplies ensures that financial constraints do not impact student well-being. • Students with Disabilities (SWD): Safety measures are adapted to accommodate diverse needs, ensuring all students can fully participate in school activities. **Parent Involvement and Educational Partner Engagement** Parent workshops and engagement initiatives principally support EL, LTEL, low-income, and high-needs families by strengthening school-home connections: • EL & LTEL Families: Translation services and multilingual materials remove language barriers, fostering increased participation in their child's education. • Low-Income Families: Flexible scheduling and accessible engagement platforms ensure working parents can attend and benefit from school resources. • Foster Youth & Homeless Students: Collaboration with social workers and	**Metric 1: Interpersonal Relationships** By 2027, 75% of students will give positive feedback on the School Climate Survey. **Metric 2: Suspension Rates** Keep annual suspensions at or below 1.5%. **Metric 3: Dropout Rates** Keep middle and high school dropout rates below 5% each year.

	vulnerable, facing academic instability due to frequent placement changes and trauma-related challenges. The 2024 CNA highlights disproportionately low graduation rates and inconsistent attendance among this group. Foster youth require trauma-informed counseling services, academic case management, and consistent adult mentorship to build lasting relationships and re-engage in their learning. **Homeless Students:** Students experiencing homelessness face compounding barriers such as lack of basic necessities, frequent mobility, and disrupted schooling. Chronic absenteeism and credit deficiencies are prevalent in this subgroup. Schools must ensure wraparound services that include access to hygiene supplies, meals, counseling, transportation, and academic support. The McKinney-Vento liaison plays a critical role in maintaining educational continuity and access to services. **Low-Income Students:** With FRPM-eligible students comprising a significant percentage of the OFY–Victor Valley student population, equitable access to technology, academic intervention, and college/career preparation remains a central concern. These students experience high rates of chronic absenteeism (42.1%) and underperformance on SBAC exams (ELA: 45.1 points below standard; Math: 137.3 points below standard). Schools must provide expanded academic support, dual enrollment access, and targeted financial assistance for enrichment. **Students with Disabilities (SWD):** Although SBAC Math performance for SWD improved slightly (with a 2.89% decrease in	community organizations provides critical support and resources to families navigating instability. **Social-Emotional Development Opportunities** Programs fostering social-emotional skills and extracurricular participation are principally directed toward EL, LTEL, Foster Youth, Homeless students, low-income students, and SWD: • EL & LTEL Students: Language-inclusive programs support social integration and emotional well-being. • Foster Youth & Homeless Students: Counseling services and peer support programs address emotional challenges stemming from instability. • Low-Income Students: Financial assistance ensures equitable participation in extracurricular activities, eliminating cost barriers. • SWD: Social-emotional programs are adapted to meet diverse needs, fostering an inclusive and supportive environment. <u>Why LEA-Wide?</u> While these actions are principally directed toward unduplicated student groups, implementing them schoolwide ensures equitable access to resources while fostering a culture of inclusivity and support. By applying these initiatives across all students, OFY-VV: • Creates a Safe & Inclusive Learning Environment: Ensuring all students feel secure, regardless of background. • Promotes Academic & Social-Emotional Growth: Providing targeted interventions that help high-needs students while strengthening overall student success.	

	those scoring “Standard Not Met”), performance remains far below proficiency levels. SWDs require inclusive instructional strategies, access to assistive technology, and alignment between general education and special education teams. Strengthened collaboration and consistent IEP progress monitoring are essential to improving academic and social outcomes for this population. **2024-2025 Data Trends** **Graduation Rates, College/Career Indicator (CCI), and A-G Completion:** o 3-year average graduation rate: 42% (Hispanic students at 37.1%). o A-G completion remains below 5%, contributing to low CCI scores. o Targeted interventions are in place to improve tracking, support, and completion rates. **SBAC Performance in ELA and Math:** o ELA: 45.1 points below standard (9.7-point decline). o Math: 137.3 points below standard (12.3-point decline). o Need for stronger SBAC-aligned instructional support and preparation. **ELPAC Results for ELs and LTELs:** o 52.3% of ELs made progress toward English proficiency (7.4% decrease). o Focused implementation of designated ELD, bilingual supports, and LTEL monitoring required. **Course Completion (A-G, Dual Enrollment, CTE Pathways):** o A-G completion < 5%; Dual enrollment < 2%; CTE completion < 1%.	• Closes Achievement Gaps: Addressing disparities among African American students, ELs, Hispanic students, SWD, and low-income students, as identified in the Fall 2023 CA Dashboard. • Supports College & Career Readiness: Ensuring all students, particularly those facing barriers, have the tools and opportunities needed for success. By implementing these strategies schoolwide, OFY-VV promotes equity, increases access to resources, and ensures that the most vulnerable students receive the targeted support necessary for their success	

	○ 2025–26 targets: 10% increase in A-G, 1% increase in dual enrollment, 5% increase in CTE completion. **Chronic Absenteeism and Dropout Rates:** ○ Chronic absenteeism: 42.1%. ○ Attendance interventions and case management expanded for high-risk subgroups. **Social-Emotional and Behavioral Trends:** ○ Increased student need for mental health and trauma-informed support. ○ Expanded counseling, peer mentoring, and wraparound services implemented. **School Climate Survey Results:** ○ Moderate sense of staff support; concerns about safety and belonging persist. ○ Emphasis on inclusive programming and student engagement strategies. **Educational Partner Feedback:** ○ Requests for more bilingual outreach, graduation tracking support, and expanded CTE and extracurriculars. ○ Feedback directly informs LCAP goal and action updates. By ensuring these principally directed actions address the specific needs, conditions, and circumstances of unduplicated student groups, OFY-VV is committed to promoting equity, access, and academic success for all students.		

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 has identified the unique needs, conditions, and circumstances that impact OFY-Victor Valley's English Language Learner (ELL) students, significantly affecting their academic performance. A thorough analysis of Renaissance Star benchmark data and SBAC reports reveals that ELL students are performing below grade level in both English Language Arts (ELA) and math. These findings can be found in our CSI plan prompts and goal analysis sections of the LCAP. **Unique Needs Identified:** • Math Challenges: ELL students often struggle with math due to a fear of the subject, gaps in prior education, lack of targeted support, and a curriculum that may be too dense for language learners. • ELA Barriers: Many ELL students enroll below grade level, experience inconsistent enrollment in ELA courses, and have high rates of chronic absenteeism, all of which negatively impact their performance in both ELA and math. • Language Barriers: Limited English proficiency affects students' ability to access grade-level content, participate in discussions, and engage with instructional materials effectively. • Social and Emotional Needs: Many ELL students experience feelings of isolation, lack of confidence in academic settings, and difficulty engaging with peers and teachers due to language barriers. Educational Partner Feedback:	The following actions are principally directed toward meeting the unique needs of our English Learner (EL) and Long-Term English Learner (LTEL) student populations. These strategies are designed to ensure language acquisition, academic success, and progress toward reclassification by addressing specific barriers faced by these students. **Targeted EL Support** To address the linguistic and academic challenges faced by EL students, we will implement a comprehensive support system tailored to their needs to provide essential language development opportunities that are not necessary for their non-EL peers. Key components include: • Specialized designated instruction focusing on both language development and core academic content to bridge learning gaps. • Technology-based language learning tools embedded within the curriculum to provide interactive and adaptive support. • Individualized instructional strategies during the school day to specifically target each student's areas of need. • Ongoing progress monitoring through regular assessments, allowing for real-time instructional adjustments. These interventions are solely for EL students, as they directly address the language acquisition barriers that hinder academic progress. **EL/LTEL Professional Development** To ensure EL students receive effective instruction, we will provide targeted professional development for teachers. This training is	**Metric 2: ELA Achievement** By 2027, at least 30% of all students will meet or exceed ELA standards on the SBAC. • EL Students: At least 9% of LTELs and 3% of ELs will meet or exceed ELA standards. • Students with Disabilities (SWD): At least 20% will meet or exceed ELA standards. **Metric 4: Core Course Completion** Maintain annual unit completion rates of: • Math: 7.5 units • English: 7.5 units • Science: 7.0 units • Social Science: 7.5 units **Metric 5: RenStar Grade Level Equivalence** • By 2027, the average GLE will reach 6.7 in math and 7.4 in reading for all students. • LTEL Students: The average GLE will be 7.9 in reading and 7.0 in math. **Metric 6: Reclassification Percentages** Maintain an annual reclassification rate of at least 50%.

	• Teachers emphasized the need for professional development on strategies to support ELL students effectively. • Parents expressed the need for stronger communication and resources that help bridge language barriers at home. • Students highlighted the importance of individualized academic support, culturally responsive teaching, and increased access to language development resources. These findings underscore the critical need for targeted interventions and specialized support systems that directly address the unique needs, conditions, and circumstances of ELL students, ensuring equitable access to academic success.	principally directed toward educators working with EL students and is designed to: • Equip teachers with evidence-based strategies that support EL students' progress toward reclassification. • Strengthen instructional practices to make learning more accessible and engaging for ELs. This initiative is exclusive to EL educators, as it focuses on instructional methods specific to language acquisition and EL student success. **Dedicated LTEL Intervention and Professional Development** Recognizing the unique challenges of LTEL students, we will implement a specialized intervention strategy designed to accelerate their path to proficiency. This action is principally directed toward LTEL students, addressing their distinct need for sustained language development. Components include: • A curriculum tailored to advanced language skills, academic vocabulary, and literacy across subjects. • Professional development for EL Specialists, teachers, and support staff on best practices for supporting LTEL students, ensuring instruction is both effective and culturally responsive. Since LTEL students require differentiated support beyond what is needed for newly classified ELs, this approach is designed exclusively for their needs. By implementing these principally directed actions, we will create a structured, data-informed approach to meeting the needs of our EL and LTEL students. These strategies ensure equitable access to resources, fostering academic growth and language proficiency.	**Metric 7: English Learner Progress Indicator** Maintain a high ELPI rating, with at least 55% of English learners making progress toward proficiency.

Goal 1 Action #2	Through our Comprehensive Needs Assessment, including student achievement data and educational partner feedback, we have identified the unique needs, conditions, and circumstances that impact the success of Homeless and Foster students. These findings can be found in our CSI plan prompts and goal analysis sections of the LCAP. **Unique Needs Identified:** • Academic Support & Stability: Homeless and Foster students consistently perform below grade level in math and reading on school benchmark assessments. Their frequent school transitions and lack of academic consistency create barriers to learning, making it difficult to stay on track for graduation and post-secondary opportunities. • School Connectedness & Post-Secondary Readiness: These students often experience difficulty establishing a sense of belonging, which affects engagement and motivation. Many struggle to set and pursue post-secondary goals due to limited guidance, unstable living conditions, and lack of resources. • Addressing Instability & Resource Gaps: Due to unstable housing, financial hardships, and lack of basic resources, these students face higher dropout rates, lower graduation rates, and declining credit attainment. Their attendance and well-being are severely impacted, making it challenging to focus on academic success. To address these unique needs, we are implementing targeted strategies designed to provide stable learning environments, access to	The following actions are principally directed toward meeting the unique needs of Foster and Homeless Youth by providing targeted academic and post-secondary support. These strategies address their specific challenges related to academic performance, school stability, and future planning. **Academic Progress & Postsecondary Support** • Foster and 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 develop postsecondary plans. • This action is principally directed toward these students because they often experience educational disruptions and require personalized guidance to stay on track for graduation and college or career pathways. **Expanded Course Access & Curriculum Support** • Ensure a comprehensive curriculum with a broad range of core and elective courses to accommodate diverse interests and learning needs. • Utilize Bright Thinker to enhance curriculum offerings and provide additional resources for math, English, science, and history course completion. • These efforts are principally directed toward Foster and Homeless Youth, as their unstable living situations often lead to gaps in coursework and credit deficiencies that require flexible learning options. **Targeted Academic Interventions** • Implement structured intervention programs for students struggling in math and English,	**Metric 4: Core Course Completion** The charter will maintain annual course completion rates of: • Math: 7.5 units • English: 7.5 units • Science: 7.0 units • Social Science: 7.5 units **Metric 5: Renstar GLE** By 2027, the average GLE will increase to: • 6.7 in math • 7.4 in reading for all students

	essential resources, and individualized support services. While available schoolwide, these interventions are principally directed toward Homeless and Foster students to ensure they receive the specialized assistance necessary to overcome these barriers and achieve long-term academic success.	using evidence-based strategies to improve academic outcomes. • Use test prep materials from "Tools for Teachers" in all core courses to provide structured academic support. • Ensure all ELA teachers use the ERWC curriculum to strengthen reading and writing skills. • Provide math tutors and Math Intervention Specialists to assist students with foundational skills and coursework. • These interventions are principally directed toward Foster and Homeless Youth, as they frequently experience learning gaps due to school instability and require additional academic support to meet grade-level expectations and graduation requirements. By implementing these principally directed actions, we are ensuring that Foster and Homeless Youth receive the structured guidance, course accessibility, and targeted interventions needed to overcome educational barriers and achieve academic success.	

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 meet the increased or improved services requirement, we assessed the needs, conditions, and circumstances of Foster & Homeless Youth, English Learners (EL), and Long-Term English Learners (LTEL) across the charter. This analysis included student achievement data, language proficiency levels, academic performance trends, and feedback from educators and support staff. The following methodologies outline how each action contributes to the proportional percentage of improved services.

Foster & Homeless Youth Goal Setting (Goal 1, Action 2)
Estimated Allocations: 20% of Post-Secondary Counselors' time dedicated to Foster & Homeless Youth
Estimated Dollars: $175,000 (3.44% of the total to increase/improve services funding)
Methodology:

- Identified the number of Foster & Homeless Youth enrolled for at least 30 days.
- Scheduled one-on-one meetings per semester to assess academic standing and post-secondary readiness.

- Created personalized goal-setting plans with clear steps for achievement.
- Provided additional support and advocacy through collaboration with teachers and families.

Designated English Language Development (ELD) (Goal 1, Action 4)
Estimated Allocations: 50% of ELD Coaches' time directed toward EL increasing student support at $50,000. $100,000 will be allocated to conferences, staff development, meetings and collaborations with consultants.
Estimated Dollars: $150,000 (2.95% of the total to increase/improve services funding

Methodology:
- Maximized existing ELD curriculum with scaffolding strategies like sentence frames, visual aids, and peer practice.
- Ensured regular collaboration between ELD and content-area teachers to enhance instructional practices.
- Integrated technology and digital resources to support language acquisition.

Targeted English Learner (EL) Support (Goal 1, Action 1)
Estimated Allocations:
- 60% of 3 ELD teachers' time allocated to EL support.
- 10% for Skyrocket Services (EL compliance, consulting, PD).
- 5% for EL-focused school events.
- 10% for field trips to support social-emotional learning.
- 10% for EL curriculum development.

Estimated Dollars: $200,000 (3.94% of total increase/improve services funding).

Methodology:
- Implemented specialized instruction for language development and core academic skills.
- Used data-driven assessments to monitor progress and adjust instruction.
- Conducted family engagement workshops to support at-home learning.
- Hosted EL-focused cultural events and field trips to foster school connectedness.

EL Professional Development (Goal 1, Action 3)
Estimated Allocations:
- 50% of one ELD coach's salary for PD facilitation.
- 5% for Skyrocket Services (EL compliance, PD).
- 10% for professional development workshops.
- 10% for conferences on EL best practices.
- 10% for staff meetings focused on EL instructional strategies.

Estimated Dollars: $100,000 (1.97% of total increase/improve services funding).

Methodology:
- Provided ongoing professional development for EL teachers and staff.
- Ensured access to expert-led training on EL, LTEL, and reclassification strategies.

- Hosted conferences and staff meetings to share best practices and refine instructional methods.I

The cumulative contribution of these actions accounts for 12.3% of LCFF funding, supporting the overall 35.76% requirement for increased/improved services. Combined with LEA wide actions that are principally directed at our unduplicated student groups, these limited directed interventions ensure targeted support, monitored student progress, and implement effective strategies to enhance academic outcomes for our unduplicated student groups.

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 dedicated to improving academic success for unduplicated student groups through the strategic use of additional concentration grant add-on funding. As our unduplicated student enrollment exceeds 55%, we are committed to increasing the number of staff who provide direct services to students, ensuring they receive the necessary academic and social-emotional support to thrive.

This funding will be utilized to expand instructional support, enhance staff training, and retain key intervention personnel, directly benefiting English Learners (ELs), Low-Income students, and Foster Youth. Our approach includes:

1. Specialized Instructional Support (Goal 1, Action 1)
We will increase staff capacity to provide targeted academic interventions designed to close learning gaps for unduplicated students. Key strategies include:
- Integrated instruction for English Learners to support language acquisition within core subjects.
- One-on-one and small-group support to reinforce foundational skills in reading and math.
- Data-driven interventions to monitor progress and adjust instruction as needed.

2. Additional Staffing for Foster & Homeless Youth (Goal 1, Action 2)
Recognizing the unique challenges faced by Foster and Homeless Youth, we will expand staff support to ensure academic stability. This initiative includes:
- Dedicated staff members focused on supporting Foster and Homeless Youth in completing core coursework.
- Regular check-ins and progress monitoring to provide consistent academic guidance.
- Collaboration with counselors and teachers to ensure personalized learning plans are implemented effectively.

3. Retention of Intervention Teachers & Tutors (Goal 1, Action 6)
To support Low-Income students performing below grade level, we will retain intervention teachers and tutors who specialize in:
- Individualized tutoring in Math and English to accelerate learning.
- Targeted skill-building interventions aligned with student performance data.
- Providing additional instructional time to help students reach grade-level proficiency.

By strategically allocating concentration grant add-on funding toward staff expansion and retention, we are ensuring that our most vulnerable student populations receive principally directed and sustained academic support. Through these actions, Options for Youth Victor Valley remains committed to closing achievement gaps, improving educational equity, and fostering long-term student success.

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.

2025-26 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 %)
2025-26	$ 14,196,319	$ 5,076,035	35.756%	35.990%	71.746%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,140,000	$ 750,000	$ -	$ -	$ 5,890,000.00	$ 4,350,000	$ 1,540,000

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	All Schools	Ongoing	$ 150,000	$ 50,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
1	2	Foster Youth Support	FY, H	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	$ 100,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
1	5	Broad Couse of Study	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
1	6	Targeted Math and English Intervention Programs and credit recovery (LREGB)	EL, FY, H, LI, SWD	No	LEA-wide	All	All Schools	Ongoing	$ 200,000	$ -		$ 200,000	$ -	$ -	$ 200,000	0.000%
1	7	SBAC Success Initiative	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 40,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
1	8	SBAC Committee	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
1	9	Targeted Intervention and Support for Students with Disabilities	SWD	No			All Schools	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(LREGB)	EL, FY, H, LI, SWD	No			All Schools	Ongoing	$ 150,000	$ -	$ -	$ 150,000	$ -	$ -	$ 150,000	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	$ -	$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
2	2	Post-secondary planning	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ 1,500,000	$ 100,000	$ 1,600,000	$ -	$ -	$ -	$ 1,600,000	0.000%
2	3	Post-secondary Offerings/Dual Enrollment	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ 200,000	$ 50,000	$ 250,000	$ -	$ -	$ -	$ 250,000	0.000%
2	4	Post-Secondary Opportunities	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ 100,000	$ 10,000	$ 110,000	$ -	$ -	$ -	$ 110,000	0.000%
2	5	Post Secondary Events	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 100,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.000%
2	6	Postsecondary Field Trips	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 60,000	$ 60,000	$ -	$ -	$ -	$ 60,000	0.000%
3	1	A-G Completion Support Program	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ 50,000	$ 50,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.000%
3	2	Enhanced CTE Pathways	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 60,000	$ 60,000	$ -	$ -	$ -	$ 60,000	0.000%
3	3	College Course Dual Enrollment Expansion	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ 50,000	$ 35,000	$ 85,000	$ -	$ -	$ -	$ 85,000	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	$ 1,300,000	$ -	$ 1,300,000	$ -	$ -	$ -	$ 1,300,000	0.000%
3	5	21st Century Technology Integration	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ 150,000	$ 50,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
4	1	School Safety	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 200,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
4	2	Parent Involvement and Educational Partner Engagement	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
4	3	Social Emotional Development Opportunities	EL, FY, H, LI, SWD	Yes	LEA-wide	All	All Schools	Ongoing	$ -	$ 50,000	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
4	4	SWDs, Parent Involvement, and OFY Staff Collaboration for IEP Purposes	SWD	No			All Schools	Ongoing	$ 200,000	$ 50,000		$ 250,000	$ -	$ -	$ 250,000	0.000%
4	5	SWDs Inclusion in Experiential Learning and SEL	SWD	No			All Schools	Ongoing	$ -	$ 50,000		$ 50,000	$ -	$ -	$ 50,000	0.000%

2025-26 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
$ 14,196,319	$ 5,076,035	35.756%	35.990%	71.746%	$ 5,140,000	0.000%	36.207%	**Total:**	$ 5,140,000
								LEA-wide Total:	$ 4,515,000
								Limited Total:	$ 625,000
								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	All Schools	$ 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	$ 150,000	0.000%
1	5	Broad Couse of Study	Yes	LEA-wide	All	All Schools	$ 150,000	0.000%
1	7	SBAC Success Initiative	Yes	LEA-wide	All	All Schools	$ 40,000	0.000%
1	8	SBAC Committee	Yes	LEA-wide	All	All Schools	$ 30,000	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	$ 150,000	0.000%
2	2	Post-secondary planning	Yes	LEA-wide	All	All Schools	$ 1,600,000	0.000%
2	3	Post-secondary Offerings/Dual Enrollment	Yes	LEA-wide	All	All Schools	$ 250,000	0.000%
2	4	Post-Secondary Opportunities	Yes	LEA-wide	All	All Schools	$ 110,000	0.000%
2	5	Post Secondary Events	Yes	LEA-wide	All	All Schools	$ 100,000	0.000%
2	6	Postsecondary Field Trips	Yes	LEA-wide	All	All Schools	$ 60,000	0.000%
3	1	A-G Completion Support Program	Yes	LEA-wide	All	All Schools	$ 100,000	0.000%
3	2	Enhanced CTE Pathways	Yes	LEA-wide	All	All Schools	$ 60,000	0.000%
3	3	College Course Dual Enrollment Expansion	Yes	LEA-wide	All	All Schools	$ 85,000	0.000%
3	4	Small Group Instruction (SGI) for A-G and SBAC Support	Yes	LEA-wide	All	All Schools	$ 1,300,000	0.000%
3	5	21st Century Technology Integration	Yes	LEA-wide	All	All Schools	$ 200,000	0.000%
4	1	School Safety	Yes	LEA-wide	All	All Schools	$ 200,000	0.000%
4	2	Parent Involvement and Educational Partner Engagement	Yes	LEA-wide	All	All Schools	$ 20,000	0.000%
4	3	Social Emotional Development Opportunities	Yes	LEA-wide	All	All Schools	$ 50,000	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 4,800,000.00	$ 4,987,298.37

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	Targeted English Learner (EL) Support	Yes	$ 200,000	$ 202,746
1	2	Foster Youth Support	Yes	$ 175,000	$ 142,624
1	3	EL Professional Development	Yes	$ 100,000	$ 80,705
1	4	Dedicated Long-Term English Learner (LTEL) Intervention and Professional Development	Yes	$ 75,000	$ 80,521
1	5	Broad Couse of Study	Yes	$ 50,000	$ 206,232
1	6	Targeted Math and English Intervention Programs and credit recovery (LREGB)	Yes	$ 125,000	$ 180,734
1	7	SBAC Success Initiative	Yes	$ 20,000	$ 81,136
1	8	SBAC Committee	Yes	$ 20,000	$ 81
1	9	Targeted Intervention and Support for Students with Disabilities	No	$ 100,000	$ 136,550
1	10	Middle School Science CAST	Yes	$ 10,000	$ 8,295
1	11	English Intervention - ELA Tutors/ Intervention Specialists(LREGB)	No	$ 25,000	$ 118,287
2	1	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Yes	$ 100,000	$ 123,541
2	2	Post-secondary planning	Yes	$ 1,500,000	$ 946,059
2	3	Post-secondary Offerings/Dual Enrollment	Yes	$ 225,000	$ 243,280
2	4	Post-Secondary Opportunities	Yes	$ 10,000	$ 102,772
2	5	Post Secondary Events	Yes	$ 75,000	$ 156,383
2	6	Postsecondary Field Trips	Yes	$ 50,000	$ 29,066
3	1	A-G Completion Support Program	Yes	$ 60,000	$ 102,082
3	2	Enhanced CTE Pathways	Yes	$ 10,000	$ 2,839
3	3	College Course Dual Enrollment Expansion	Yes	$ 70,000	$ 69,618
3	4	Small Group Instruction (SGI) for A-G and SBAC Support	Yes	$ 1,500,000	$ 1,644,825
3	5	21st Century Technology Integration	Yes	$ 250,000	$ 111,632
4	1	School Safety	Yes	$ 25,000	$ 14,892
4	2	Parent Involvement and Educational Partner Engagement	Yes	$ 5,000	$ 29,070
4	3	Social Emotional Development Opportunities	Yes	$ 5,000	$ 132,617
4	4	SWDs, Parent Involvement, and OFY Staff Collaboration for IEP Purposes	No	$ 5,000	$ 20,721
4	5	SWDs Inclusion in Experiential Learning and SEL	No	$ 10,000	$ 19,991

2024-25 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)
$ 5,076,035	$ 4,660,000	$ 4,691,750	$ (31,750)	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	Targeted English Learner (EL) Support	Yes	$ 200,000	$ 202,745.67	0.000%	0.000%
1	2	Foster Youth Support	Yes	$ 175,000	$ 142,624.31	0.000%	0.000%
1	3	EL Professional Development	Yes	$ 100,000	$ 80,705.02	0.000%	0.000%
1	4	Dedicated Long-Term English Learner (LTEL) Intervention and Professional Development	Yes	$ 75,000	$ 80,520.52	0.000%	0.000%
1	5	Broad Couse of Study	Yes	$ 50,000	$ 206,232.06	0.000%	0.000%
1	6	Targeted Math and English Intervention Programs and credit recovery (LREGB)	Yes	$ 125,000	$ 180,733.71	0.000%	0.000%
1	7	SBAC Success Initiative	Yes	$ 20,000	$ 81,135.63	0.000%	0.000%
1	8	SBAC Committee	Yes	$ 20,000	$ 80.88	0.000%	0.000%
1	10	Middle School Science CAST	Yes	$ 10,000	$ 8,294.94	0.000%	0.000%
2	1	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Yes	$ 100,000	$ 123,540.67	0.000%	0.000%
2	2	Post-secondary planning	Yes	$ 1,500,000	$ 946,059.16	0.000%	0.000%
2	3	Post-secondary Offerings/Dual Enrollment	Yes	$ 225,000	$ 243,280.06	0.000%	0.000%
2	4	Post-Secondary Opportunities	Yes	$ 10,000	$ 102,771.87	0.000%	0.000%
2	5	Post Secondary Events	Yes	$ 75,000	$ 156,383.28	0.000%	0.000%
2	6	Postsecondary Field Trips	Yes	$ 50,000	$ 29,066.47	0.000%	0.000%
3	1	A-G Completion Support Program	Yes	$ 60,000	$ 102,082.19	0.000%	0.000%
3	2	Enhanced CTE Pathways	Yes	$ 10,000	$ 2,839.19	0.000%	0.000%
3	3	College Course Dual Enrollment Expansion	Yes	$ 70,000	$ 69,618.08	0.000%	0.000%
3	4	Small Group Instruction (SGI) for A-G and SBAC Support	Yes	$ 1,500,000	$ 1,644,824.74	0.000%	0.000%
3	5	21st Century Technology Integration	Yes	$ 250,000	$ 111,631.95	0.000%	0.000%
4	1	School Safety	Yes	$ 25,000	$ 14,892.23	0.000%	0.000%
4	2	Parent Involvement and Educational Partner Engagement	Yes	$ 5,000	$ 29,069.74	0.000%	0.000%
4	3	Social Emotional Development Opportunities	Yes	$ 5,000	$ 132,617.40	0.000%	0.000%

2024-25 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)
$ 14,196,319	$ 5,076,035	0.000%	35.756%	$ 4,691,750	0.000%	33.049%	$ 384,285.23	2.707%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: OFY-VV

Date Resource Inequity Review was conducted: 2/21/2025

Guidance and Instructions: As part of the CNA process schools must complete a Resource Inequities Review as part of their Comprehensive Needs Assessment.

Note: *Responses to questions 1 through 3* ***need*** *to be actionable. For purposes of resource inequity, actionable means something that is within your locus of control and you can implement an action/services/resource or etc. to help remedy the issue. As a reminder resource inequity identification is an LEA decision and is locally controlled and determined.*

1. **What actionable inequities were identified by the Charter during their Resource Inequity Review?**	1. Between 2022-2023 and 2023-2024 the **all student** average for OFY VV increased for students **meeting** the math standards from 2.4% to 5.6% meets math standards according to the **SBAC**. 2. Between 2022-2023 and 2023-2024 the **SPED average** for OFY VV increased for students **meeting** the math standards from 0% to 3.0% meets math standards according to the **SBAC.** 3. Between 2022-2023 and 2023-2024 the **EL and LTEL** student average for OFY VV remained the same for students **meeting** the math standards from 0% to 0% meets math standards according to the SBAC. 4. Between 2022-2023 and 2023-2024 the **FRMP** student average for OFY VV increased for students **meeting** the math standards from 1.9% to 4.1% meets math standards according to the **SBAC**. 5. Between 2022-2023 and 2023-2024 the **White student** average for OFY VV increased for students **meeting** the math standards from 5.4% to 11.4% meets math standards according to the **SBAC**. 6. Between 2022-2023 and 2023-2024 the **Black student** average for OFY VV increased for students **meeting** the math standards from 0% to 2.8% meets math standards according to the **SBAC**. 7. Between 2022-2023 and 2023-2024 the **Hispanic student** average for OFY VV increased for students **meeting** the math standards from 2.4% to 4.3% meets math standards according to the **SBAC**. 8. For the past 2 school years the OFY VV **Ren Star** for mathematics shows that our students perform at the **6th grade level** for mathematics based on the **GLE scores** of 6.2 and 6.6 for 2022-2023 and 2023-2024 respectively.

Source: Adopted by Los Angeles County Office of Education - LCAP/State & Federal Programs

	9. For the past 2 school years the OFY VV **Ren Star** for mathematics shows that our **SPED students** perform at the **5th grade level** for mathematics based on the **GLE scores** of 4.8 and 5.2 for 2022-2023 and 2023-2024 respectively. 10. For the past 2 school years the OFY VV **Ren Star** for mathematics shows that our **EL students** perform at the **5th grade level** for mathematics based on the **GLE scores** of 5.4 and 5.7 for 2022-2023 and 2023-2024 respectively. 11. For the past 2 school years the OFY VV **Ren Star** for mathematics shows that our **Black students** perform at the **5th grade level** for mathematics based on the **GLE scores** of 5.5 and 5.8 for 2022-2023 and 2023-2024 respectively. 12. Between 2022-2023 and 2023-2024 the **all student** average for OFY VV increased for students **exceeding** the ELA standards from 4.9% to 7.6% meets ELA standards according to the **SBAC**. 13. Between 2022-2023 and 2023-2024 the **EL student** average for OFY VV increased for students **meeting** the ELA standards from 0% to 3.2% meets ELA standards according to the **SBAC**. 14. Between 2022-2023 and 2023-2024 the **Black student** average for OFY VV increased for students **meeting** the ELA standards from 27.3% to 30.6% meets ELA standards according to the **SBAC**. 15. Between 2022-2023 and 2023-2024 the **Hispanic student** average for OFY VV increased for students **meeting** the ELA standards from 18.3% to 21% meets ELA standards according to the **SBAC**. 16. For the past 2 school years the OFY VV Ren Star for ELA shows that our students perform at the **7th grade level** for ELA based on the **GLE scores** of 6.8 and 7.3 for 2022-2023 and 2023-2024 respectively. 17. For the past 2 school years the OFY VV **Ren Star** for ELA shows that our **SPED students** perform at the **5th grade** level for ELA based on the GLE scores of 5.2 and 5.8 for 2022-2023 and 2023-2024 respectively. 18. For the past 2 school years the OFY VV **Ren Star** for ELA shows that our **EL students** perform at the **5th grade** level for ELA based on the GLE scores of 5.7 and 5.9 for 2022-2023 and 2023-2024 respectively. 19. For the past 2 school years the OFY VV **Ren Star** for ELA shows that our **Black students** perform at the **6th grade level** for ELA based on the **GLE scores** of 6.4 and 6.9 for 2022-2023 and 2023-2024 respectively. 20. The OFY VV **all student** average for students **meeting** the **CAST** science standards increased between 2022-2023 and 2023-2024 from 4.5% to 8.7%

	21. The OFY VV **SPED student** average for students **meeting** the **CAST** science standards increased between 2022-2023 and 2023-2024 from 0% to 5.9% 22. The OFY VV **White student** average for students **meeting** the **CAST** science standards increased between 2022-2023 and 2023-2024 from 0% to 18.2% 23. Black, Hispanic, and White students increased in the average **met** science standards. However, the White student average showed significant change of an increase compared to the other racial backgrounds. 24. The 4 to 5 years graduation rate for **all students** at OFY VV **decreased** from 38.4% to 34.7% between the 2022-2023 and 2023-2024 school years. 25. The 4 to 5 years graduation rate for **Black students** at OFY VV **decreased** from 45% to 22.7% between the 2022-2023 and 2023-2024 school years. 26. The 4 to 5 years graduation rate for **EL students** at OFY VV **decreased** from 42.1% to 34.1% between the 2022-2023 and 2023-2024 school years. 27. The 4 to 5 years graduation rate for **SPED students** at OFY VV **decreased** from 36.8% to 29.7% between the 2022-2023 and 2023-2024 school years. 28. The 4-5 year graduation rate for **Hispanic students** at OFY VV **decreased** from 38% to 37.1% between the 2022-2023 and 2023-2024 school years. 29. There was an **increase** in the percentage of students that were **prepared** for college and career compared to last year from 3.7% (**9 students**) prepared for all students to 7.1% (**18 students**) prepared for all students (**increase** of 3.4% and a double of 9 additional students). o 11.1% of all students who are prepared are prepared by means of **CTE pathways completion** o 11.1% of all students who are prepared are prepared by means of the **Smarter Balance** o 11.1% of all students who are prepared are prepared by means of **college credit course completion** o 72.2% of all students who are prepared are prepared by means of **A-G completion** o 16.7% of all students who are prepared are prepared by means of the **State of Biliteracy** 30. A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **all students** compared to last year from 79.5% to 45%. 31. A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **SPED students** compared to last year from 100% to 0%. 32. A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **EL students** compared to last year from 100% to 33.3%.

	33. A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **FRMP students** compared to last year from 79.3% to 47.4%. 34. A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **White students** compared to last year from 60% to 37.5%. 35. A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **Black students** compared to last year from 66.7% to 14.3%. 36. A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **FRMP students** compared to last year from 79.3% to 47.4%. 37. A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **Hispanic students** compared to last year from 83.3% to 51.9%. 38. Dual Enrollment **increased** by 1 % compared to last school year
2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	1. Low Mathematics SBAC Scores (Focus: FMRP, Homeless/ Foster SPED & EL Students) 2. Low ELA SBAC Scores (Focus: FMRP,Homeless/ Foster SPED, EL Students, & Hispanic Students) 3. Low Science CAST Scores (Focus: FMRP SPED & Hispanic Students) 4. Low Graduation Rates (Focus: Hispanic Students) 5. Low Student Preparedness for College and Career (Focus: FMRP, Hispanic, Black Students, EL Students, & SPED Students)
3. How does the Charter plan on addressing these inequities?	To address instructional and programmatic inequities across the Victor Valley region, Options for Youth is committed to ensuring equitable access to high-quality instruction, rigorous coursework, and academic support systems for all students, particularly those who are historically underserved. Our action plan includes the following strategies: 1. **Statewide Assessment Alignment and Instructional Support** ○ All **Direct Instruction (DI)** staff will be trained and held accountable for the **consistent integration of the CAASPP "Tools for Teachers"** website into their lesson planning and instruction. This includes: ■ Embedding **formative lessons, activities, and practice questions** aligned to California Standards.

- Incorporating **Interim Assessment Blocks (IABs)** into the instructional cycle to regularly monitor student progress and address learning gaps.
- Providing professional development to ensure DI staff effectively navigate and utilize these tools, supporting standards-based instruction across content areas.

2. **Student Preparation for State Testing**
    - Students will receive **targeted CAASPP preparation**, using “Tools for Teachers” resources to build familiarity with item types and expectations.
    - Dedicated CAASPP Prep sessions will be incorporated into SGI and DI formats to ensure **equity in exposure and practice** for all student subgroups.
3. **Strengthening Science Instruction**
    - Current science courses will be revised to include **increased cross-disciplinary standards**, such as reading, writing, and math integration, to reflect the multidimensional nature of the **California Science Test (CAST)**.
    - Data analysis will be used to identify specific science domain weaknesses and guide the selection of supplemental materials and instructional supports.
4. **Expansion of CTE Pathways**
    - OFY Victor Valley will **contract with a CTE support provider** to expand the number and type of **Career Technical Education (CTE) pathways** available to students.
    - New offerings will reflect regional labor market demand, with an emphasis on **equity of access** for all students, including English learners and students with disabilities.
5. **Increasing Access to SGI Core Courses**
    - To ensure all students have access to **teacher-led, standards-aligned core**

	instruction, we will increase the number of **Small Group Instruction (SGI) core classes** offered across subjects and grade levels. ○ This effort will reduce student reliance on independent study for foundational academic content and ensure alignment with UC/CSU A-G requirements where applicable. 6. **Expanding SGI for Middle School Students** ○ The SGI course model will be expanded for middle school students to provide **increased instructional support and engagement** during critical academic years. ○ This includes dedicated math, ELA, and science courses that align with state standards and prepare students for high school rigor. 7. **Ensuring Consistent Enrollment in Core Courses** ○ A **tracking system** will be implemented to monitor student course enrollment, ensuring every student is enrolled in core academic classes **throughout the duration of their enrollment**. ○ Student progress will be reviewed monthly to ensure they are completing these core courses at a consistent pace, allowing for timely intervention when needed. By implementing these targeted strategies, OFY Victor Valley is committed to **closing opportunity gaps**, improving academic outcomes, and ensuring equitable access for all students to the resources and instruction they need to succeed.
4. 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.	OFY Victor Valley is pursuing **concurrent enrollment partnerships with local community colleges to address ongoing resource inequities related to college and career readiness**. This strategy aims to **increase access to dual enrollment and Career Technical Education (CTE)** pathways, particularly for students who may not otherwise have access to these opportunities due to scheduling, transportation, or program availability constraints.

	Key Components of This Initiative Include: 1. **Concurrent Enrollment with Local Community Colleges** ○ We are collaborating with **Victor Valley College** and other local postsecondary institutions to establish formal **concurrent enrollment agreements** allowing our students to take **college-level courses while still enrolled in high school**. ○ This expands our instructional capacity by allowing students to engage in rigorous academic and career preparation programs **off-site**, particularly in areas where we lack in-house staffing or credentialed instructors. 2. **Addressing Equity Gaps in College and Career Readiness** ○ Dual enrollment opportunities will be prioritized for **underrepresented student groups**, including foster youth, English learners, low-income students, and students with disabilities. ○ These partnerships are a critical equity lever, allowing students to **earn college credit for free**, explore career interests, and build confidence in their ability to succeed in postsecondary education. 3. **Increasing Access to CTE Pathways** ○ Many community colleges offer **robust CTE programs** aligned with local labor market needs (e.g., healthcare, business, trades, and technology). Partnering with these institutions allows us to **expand the variety and depth of CTE offerings available** to our students. ○ Through concurrent enrollment, students can **earn certifications and credentials** that enhance their employability upon graduation, especially those who are not pursuing a traditional four-year college path. 4. **Reducing Geographic and Instructional Barriers** ○ By hosting some of these dual enrollment courses **off-site at community college campuses** or virtually, we reduce barriers for students who may attend smaller, resource-limited sites.

	○ Students gain **exposure to the college environment**, access to college support services, and are more likely to persist in postsecondary education after high school. 5. **Academic Advising and Support Systems** ○ OFY Victor Valley will provide **dedicated academic advising and counseling** to ensure students are placed in appropriate dual enrollment courses aligned with their academic and career goals. ○ Support structures, including tutoring, transportation assistance, and parent engagement, will be implemented to help students **successfully navigate the dual enrollment process**. By expanding these partnerships and removing institutional and logistical barriers to participation, OFY Victor Valley is committed to **closing the college and career readiness gap** and ensuring that all students, regardless of background or ZIP code, have access to meaningful, high-quality educational pathways that lead to long-term success.

Options For Youth
Public Charter Schools

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: OFY-VV School Year: **2024-2025**

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Note: *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)]*

Educational Partners Engaged in our Comprehensive Needs Assessment:

1. Staff- Our leadership team met with all staff (English, Math, Science, Counselors, SPED, Coaches, Support Staff and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses in our program.
2. Parents and Students- our DELAC and PAC committees have engaged in several data dives to collaborate with leadership to develop areas of focus for the program. This also included surveying all school stakeholders.
3. Leadership Team (Principal, Assistant Principals, and Assistant Principal of Instructional Operations)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program. This also includes collaborating with the San Bernardino Superintendent of Schools to help to determine our goals related to our high school graduation rates.

DATA SOURCES / PHASE 1: DATA COLLECTED & ANALYZED

Provide a description of the quantitative and qualitative data sources reviewed by educational partners.

Note: *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)*

The charter pulled data from multiple sources to analyze student performance. Data pulled included:

- ➔ California Dashboard performance data (Suspension, Graduation Rates, Chronic Absenteeism, SBAC ELA and Math)
- ➔ California Dept. of Education College and Career Data
- ➔ CAASPP data (ELA CAST and Math)
- ➔ Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Dropout rates)
- ➔ EL Reclassification Data
- ➔ A-G course enrollment & completion rates
- ➔ Stakeholder Surveys
- ➔ Star Renaissance Data (Lexile Growth, Student Growth Percentile, Urgent Intervention Data, Grade Level Equivalency (GLE)
- ➔ iLit, Achieve 3000 and Exact Path Data
- ➔ Student and Family Participation Rates in Events Data

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

RESULTS / PHASE 2: DATA DIVE SUMMARY TABLE

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

MATH:

- Between 2022-2023 and 2023-2024 the **all student** average for OFY VV increased for students **meeting** the math standards from 2.4% to 5.6% meets math standards according to the **SBAC**.
- Between 2022-2023 and 2023-2024 the **SPED average** for OFY VV increased for students **meeting** the math standards from 0% to 3.0% meets math standards according to the **SBAC.**
- Between 2022-2023 and 2023-2024 the **EL and LTEL** student average for OFY VV remained the same for students **meeting** the math standards from 0% to 0% meets math standards according to the SBAC.
- Between 2022-2023 and 2023-2024 the **FRMP** student average for OFY VV increased for students **meeting** the math standards from 1.9% to 4.1% meets math standards according to the **SBAC**.
- Between 2022-2023 and 2023-2024 the **White student** average for OFY VV increased for students **meeting** the math standards from 5.4% to 11.4% meets math standards according to the **SBAC**.
- Between 2022-2023 and 2023-2024 the **Black student** average for OFY VV increased for students **meeting** the math standards from 0% to 2.8% meets math standards according to the **SBAC**.
- Between 2022-2023 and 2023-2024 the **Hispanic student** average for OFY VV increased for students **meeting** the math standards from 2.4% to 4.3% meets math standards according to the **SBAC**.
- For the past 2 school years the OFY VV **Ren Star** for mathematics shows that our students perform at the **6th grade level** for mathematics based on the **GLE scores** of 6.2 and 6.6 for 2022-2023 and 2023-2024 respectively.
- For the past 2 school years the OFY VV **Ren Star** for mathematics shows that our **SPED students** perform at the **5th grade level** for mathematics based on the **GLE scores** of 4.8 and 5.2 for 2022-2023 and 2023-2024 respectively.
- For the past 2 school years the OFY VV **Ren Star** for mathematics shows that our **EL students** perform at the **5th grade level** for mathematics based on the **GLE scores** of 5.4 and 5.7 for 2022-2023 and 2023-2024 respectively.
- For the past 2 school years the OFY VV **Ren Star** for mathematics shows that our **Black students** perform at the **5th grade level** for mathematics based on the **GLE scores** of 5.5 and 5.8 for 2022-2023 and 2023-2024 respectively.
- According to the CA Dashboard for mathematics, OFY-VV ultimately had 2 groups of students score in the “very low” category for the 2024 school year. These include socioeconomically disadvantaged students, who scored 144.6 points below the standards, and Hispanic students, who scored 144.4 points below the standards. On average, for all students at OFY-VV, performance on the mathematics standards was considered very low.

ELA:

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

- Between 2022-2023 and 2023-2024 the **all student** average for OFY VV increased for students **exceeding** the ELA standards from 4.9% to 7.6% meets ELA standards according to the **SBAC**.
- Between 2022-2023 and 2023-2024 the **EL student** average for OFY VV increased for students **meeting** the ELA standards from 0% to 3.2% meets ELA standards according to the **SBAC**.
- Between 2022-2023 and 2023-2024 the **Black student** average for OFY VV increased for students **meeting** the ELA standards from 27.3% to 30.6% meets ELA standards according to the **SBAC**.
- Between 2022-2023 and 2023-2024 the **Hispanic student** average for OFY VV increased for students **meeting** the ELA standards from 18.3% to 21% meets ELA standards according to the **SBAC**.
- For the past 2 school years the OFY VV Ren Star for ELA shows that our students perform at the **7th grade level** for ELA based on the **GLE scores** of 6.8 and 7.3 for 2022-2023 and 2023-2024 respectively.
- For the past 2 school years the OFY VV **Ren Star** for ELA shows that our **SPED students** perform at the **5th grade** level for ELA based on the GLE scores of 5.2 and 5.8 for 2022-2023 and 2023-2024 respectively.
- For the past 2 school years the OFY VV **Ren Star** for ELA shows that our **EL students** perform at the **5th grade** level for ELA based on the GLE scores of 5.7 and 5.9 for 2022-2023 and 2023-2024 respectively.
- For the past 2 school years the OFY VV **Ren Star** for ELA shows that our **Black students** perform at the **6th grade level** for ELA based on the **GLE scores** of 6.4 and 6.9 for 2022-2023 and 2023-2024 respectively.
- According to the CA Dashboard for ELA, OFY-VV ultimately had 2 groups of students score in the “very low” and “low” categories for the 2024 school year. These include socioeconomically disadvantaged students under “low” at 41.2 points below the standards and Hispanic students under “very low” at 45.6 points below the standards. On average, for all students at OFY-VV, performance on the ELA standards was low.

SCIENCE:

- The OFY VV **all student** average for students **meeting** the **CAST** science standards increased between 2022-2023 and 2023-2024 from 4.5% to 8.7%
- The OFY VV **SPED student** average for students **meeting** the **CAST** science standards increased between 2022-2023 and 2023-2024 from 0% to 5.9%
- The OFY VV **White student** average for students **meeting** the **CAST** science standards increased between 2022-2023 and 2023-2024 from 0% to 18.2%
- Black, Hispanic, and White students increased in the average **met** science standards. However, the White student average significantly increased significantly compared to the other racial backgrounds.

GRADUATION RATES:

- The 4 to 5 years graduation rate for **all students** at OFY VV **decreased** from 38.4% to 34.7% between the 2022-2023 and 2023-2024 school years.

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

- The 4 to 5 years graduation rate for **Black students** at OFY VV **decreased** from 45% to 22.7% between the 2022-2023 and 2023-2024 school years.
- The 4 to 5 years graduation rate for **EL students** at OFY VV **decreased** from 42.1% to 34.1% between the 2022-2023 and 2023-2024 school years.
- The 4 to 5 years graduation rate for **SPED students** at OFY VV **decreased** from 36.8% to 29.7% between the 2022-2023 and 2023-2024 school years.
- The 4-5 year graduation rate for **Hispanic students** at OFY VV **decreased** from 38% to 37.1% between the 2022-2023 and 2023-2024 school years.
- According to the CA Dashboard for graduation rates OFY-VV ultimately had 6 groups of students score in the "very low" category for the 2024 school year. These include the following: Long-term EL students at a 33.3% grad rate, EL's at a 34.1% grad rate, socioeconomically disadvantaged students at 34.2% graduation rate, students with special needs at 29.7% grad rate, African American students at 22.7% grad rate, and Hispanic students at 37.1% grad rate. On average, for all students at OFY-VV, graduation rates were considered very low.

COLLEGE AND CAREER INDICATORS:

- There was an **increase** in the percentage of students who were **prepared** for college and career compared to last year, from 3.7% (**9 students**) prepared for all students to 7.1% (**18 students**) prepared for all students (an **increase** of 3.4% and a double of 9 additional students).
- 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**
- 11.1% of all students who are prepared are prepared by means of **college credit course completion**
- 72.2% of all students who are prepared are prepared by means of **A-G completion**
- 16.7% of all students who are prepared are prepared by means of the **State of Biliteracy**
- A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **all students** compared to last year from 79.5% to 45%.
- A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **SPED students** compared to last year from 100% to 0%.
- A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **EL students** compared to last year from 100% to 33.3%.
- A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **FRMP students** compared to last year from 79.3% to 47.4%.
- A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **White students** compared to last year from 60% to 37.5%.
- A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **Black students** compared to last year from 66.7% to 14.3%.

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

- A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **FRMP students** compared to last year from 79.3% to 47.4%.
- A-G completion for 12th grade students on the A-G planning guide at OFY VV **decreased** for **Hispanic students** compared to last year from 83.3% to 51.9%.
- Dual Enrollment **increased** by 1 % compared to last school year
- According to the CA Dashboard for college and career readiness OFY-VV ultimately had 5 groups of students score in the "very low" category for the 2024 school year. These include the following: EL students at 2.6% prepared, Students with special needs at 3% prepared, African American students at 2.6% prepared, socioeconomically disadvantaged students at 7.3% prepared, and Hispanic students at 9.1% prepared. On average, for all students at OFY-VV, college and career readiness was very low.

CHRONIC ABSENTEEISM:

- According to the CA Dashboard for chronic absenteeism OFY-VV ultimately had 2 groups of students score in the "very high" category for the 2024 school year which include socioeconomic disadvantaged students at 42.1% chronically absent and Hispanic students at 41.9% chronically absent. On average, for all students at OFY-VV, chronic absenteeism was very high.

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

Note: 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.

The following 5 areas of focus will be the charters' priorities in the upcoming school year:

1. **Low Mathematics SBAC Scores (Focus: SPED & EL Students & Hispanic Students)**
    a. The percentage of students who either **met and/or exceeded** the mathematics standards on the SBAC **increased by 3%** this year (23-24) compared to last year (22-23) from **3.6% for all students to 6.6%.** However, the total percentage of the population is still too low and must be improved. Specifically, there are groups whose improvement can help increase the average student met/exceeded standards rate for mathematics. For example, **EL students** have remained the same for both school years at **0% met and or exceeds** the math standards.
    b. Their scores are reinforced by an average **5.7 grade level equivalence** (GLE) score on the STAR Ren assessments which indicates mathematics skills and knowledge equivalent to that of the fifth grade. Additionally, although there was an increase of **2.8%** for **SPED students** on the math standards, they are still one of the lowest performing groups at **6% met and or exceeds the math standards compared to last year (22-23) of 3.5%**. The average SPED GLE is currently (23-24) at **5.2** which also indicates skills and knowledge at a fifth-grade level equivalency. We have not yet completed all Ren Star assessment windows to determine the current 24-25 school year average GLE for math and ELA.
2. **Low ELA SBAC Scores (Focus: SPED, EL Students, & Hispanic Students)**

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

a) The percentage of students who either **met and/or exceeded** the ELA standards on the SBAC **increased by 4.9%** this year (23-24) compared to last year (22-23) from **26.4% for all students to 31.3%.** However, the total percentage of the population is still too low and must be improved. Specifically, there are groups whose improvement can help increase the average student met/exceeded standards rate for mathematics. For example, the percentage of **SPED students** who either **met and/or exceeded** the ELA standards on the SBAC **decreased by 2.6%** this year (23-24) compared to last year (22-23) from **17.3% for SPED students to 14.7%.** Although there was an increase in the "meets" standards there was a drop in **SPED students** for the "exceeds standards." In addition, **EL students** showed an average **increase** in ELA met and exceeded standards **from 0% (22-23) to 3.2% (23-24).** Although this was an increase, the EL group shows to be our lowest performing group when it comes to the ELA standards according to the SBAC.

b) This data is reinforced with our Star Ren average GLE scores for both EL and SPED students. **EL students** have **slightly increased** between the past 2 years but still remain at the later year of the fifth-grade level from **5.7 to 5.9.** Likewise, **SPED students** show an average GLE change of **5.2 to 5.8** between both school years.

c) For the 23-24 school year **Hispanic students** were identified as very low or in the red zone for the California dashboard. On average all students for the 23-24 school **year scored 35.4 points below the ELA standards** with an overall 9.7 points increase from the previous year (22-23). However, for the Hispanic population there was an average of **45.6 points** below the ELA standards which was a decline from the previous year of **41.9 points** below the standards (**decline of 3.7 points**). The decline places Hispanic students as the only group in the red zone.

3. **Low Science CAST Scores (Focus: SPED & Hispanic Students)**

a.) The **all student** average for students taking the CAST science assessment **increased** between 22-23 and 23-24 from a combined meet/exceeds percentage of **6.7% to 9.3%** (increase of 2.6%). However, some of the school groups either showed little progress between both years or showed a low overall percentage of students who did not meet and exceed the standards compared to the rest of the school groups. For example, **Hispanic students** only showed an overall average **increase of about 0.6%** between years from **7.1% meets/exceeds to 7.7%**. Additionally, although **SPED students** showed a tremendous leap in their average meet/exceeds standards from **0% to 5.9%**, they still are the lowest performing group in this subject.

4. **Low Graduation Rates (Focus: Hispanic Students)**

a.) For the 23-24 school year cohort there were several groups that were placed in the red zone of the California dashboard. These groups included SPED, EL, LTEL, Black, low socioeconomic, and Hispanic students. However, the 23-24 school year cohort was made up of the following number of individual students per group:

- **SPED: 37 students (29.7% graduated)**
- **EL: 41 students (34.1% graduated)**
- **LTEL: 39 students (33.3% graduated)**
- **Black students: 44 students (22.7% graduated)**
- **Hispanic students: 186 students (37.1% graduated)**

b.) Of the 186 **Hispanic students** in the 23-24 school year cohort, only 69 graduated which is **37.1%,** a **decrease** of **0.9%** from last year. This population makes up the majority of the reoccurring cohorts and therefore must be prioritized in this area of graduation rates.

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

c.) The **Black student population** also saw a **significant decrease** in the graduation rate **from 45% in the 22-23 school year to 22.7%** in the 23-24 school year (**decrease of 22.3%**). This is a result of a change in the number of individual students in the population of Black students between both years and a change in the number of Black students graduating with a net change of 4 students considering both factors.

5. **Low Student Preparedness for College and Career & Low A-G Completion Combined:(Focus: Black Students, EL Students, & SPED Students)**
   a.) For the 23-24 school year there were 3 groups identified as very low in the red zone on CA Dashboard for Preparedness related to the college and career indicators. These groups include: Black students, EL students, and SPED students. Of the **Black students** only **2.6%** of the population were identified as prepared. Additionally, this group saw a decline in student preparedness between 22-23 and 23-24 school years of **0.6% from 3.1% to 2.6% prepared**. Of the **EL students** only **2.6%** of the population were identified as prepared. Additionally, this group saw a decline in student preparedness between 22-23 and 23-24 school years of **7.4% from 10% to 2.6% prepared**. Of the **SPED students** only **3%** of the population were identified as prepared. Additionally, this group saw a decline in student preparedness between 22-23 and 23-24 school years of **0.2% from 3.2% to 3.0% prepared**.
   b.) In the 23-24 school year **18 students were deemed prepared**. **15 of those students were Hispanic, 1 was Black, 1 was SPED, and 1 was EL**. **66.7%** (10 of 15 students) of the Hispanic prepared population were labeled prepared based on the A-G completion criteria which requires that students complete A-G coursework with a “C” grade or better. In combination with A-G course completion, students must meet one other criteria which can include the following: Completion of CTE pathway course with a “C-“ or better (**2 Hispanic students met or 13.3%**), achievement of a level 3 standard met on either the ELA or math SBAC and a level 2 standard nearly met for the other subject (**2 Hispanic students met or 13.3%**), achievement of a “C-“ or better where college credits are awarded (**2 Hispanic students met or 13.3%**), and achievement of a level 3 or standard met on the ELA SBAC which awards State Seal of Biliteracy (**3 Hispanic students met or 20%**). Based on this information, the best way to get more of our Black students, SPED students, and EL students prepared is to ensure they complete the A-G planning guide along with either completion of college credit courses (C or better), Achievement of a minimum level of 3 and 2 for both ELA and math SBAC assessments, or completion of a CTE pathway course (C or better). For the 23-24 school year the **1 EL and 1 Black student** achieved preparedness by A-G completion and college coursework credit. Ultimately the data points to the fact that most OFY-VV students will meet “prepared” through the A-G completion route which includes one other criteria.

ROOT CAUSE ANALYSIS / PHASE 3: MEASUREABLE OUTCOMES

Describe potential root causes of the prioritized needs or concerns. Please list Measurable Outcomes identified for each Root Cause.

Note: 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.

Area of Focus #1: (Low Mathematics SBAC Scores)
Root Causes:

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

- This can be related to not enough students being placed in intervention math courses, such as “Math Readiness” and “Freckle.” These courses can provide students with elective credit, but students tend to select non-mathematical electives to fulfill their requirements.
- This can be related to not enough SGI Teachers using CAASPP resources in their instruction such as “Tools for Teachers” interim assessment questions, lessons, and other available resources that reflect the SBAC summative assessment.
- Lower GLE averages can be related to a lack of scaffolding in instruction and or current curriculum. There may be lack of rigorous questioning and implementation of higher DOK levels.
- This can be related to an insufficient use of Star Ren data reports to help make decisions about our math initiatives. Increasing the diversity of the reports we select and or generate to determine meaningful conclusions can help improve this area in terms of decision making.

Measurable Outcomes:

- For the 2024-2025 school year OFY-VV will increase the percentage of all students who meet or exceed the math standards to at least 7% or greater. This year OFY-VV surpassed our 5% goal for the 2027 school year with a meets/exceeds student average of 6.6%
- For the 2024-2025 school year OFY-VV will increase the percentage of EL students who meet or exceed the math standards to at least 1% or greater. This year OFY-VV remained the same as the previous year with 0% of EL students who met and/or exceeded the standards.
- For the 2024-2025 school year OFY-VV will increase the percentage of SPED students who meet or exceed the math standards to at least 7% or greater. This year OFY-VV increased to 6% from 3.5% the previous year.
- For the 2024-2025 school year OFY-VV will increase the percentage of Hispanic students who meet or exceed the mathematic standards on the SBAC to at least 6% or greater.
- For the 2024-2025 school year OFY-VV will increase the GLE average for EL students to 6.0 or greater between all three Star Ren assessment windows. This year the average GLE was 5.7.
- For the 2024-2025 school year OFY-VV will increase the GLE average for SPED students to 5.5 or greater between all three Star Ren assessment windows. This year the average GLE was 5.2.

Area of Focus #2: (Low ELA SBAC Scores)

Root Causes:

- This can be related to the lack of students being placed in intervention ELA courses such as “My Reading Path, Freckle or Achieve 3000.”
- This can be related to not having enough SGI teachers using CAASPP resources in their instruction, such as “Tools for Teachers” interim assessment questions, lessons, and other available resources that reflect the SBAC summative assessment.
- Lower GLE averages can be related to a lack of scaffolding in instruction or the current curriculum. There may also be a lack of exposure to rigorous questioning and implementation of higher DOK levels.

- This can be related to an insufficient use of Star Ren data reports to help make decisions about our math initiatives. Increasing the diversity of the reports we select and or generate to determine meaningful conclusions can help improve this area in terms of decision making.

Measurable Outcomes:

- For the 2024-2025 school year OFY-VV will increase the percentage of all students who meet or exceed the ELA standards on the SBAC to at least 33% or greater. This year OFY-VV surpassed our 30% goal for the 2027 school year with a meets/exceeds student average of 31.3%
- For the 2024-2025 school year OFY-VV will increase the percentage of EL students who meet or exceed the ELA standards on the SBAC to at least 5% or greater.
- For the 2024-2025 school year OFY-VV will increase the percentage of SPED students who meet or exceed the ELA standards on the SBAC to at least 18% or greater.
- For the 2024-2025 school year OFY-VV will increase the percentage of Hispanic students who meet or exceed the ELA standards on the SBAC to at least 30% or greater.

Area of Focus #3: (Low Science CAST Scores)

Root Causes:

- This can be related to not enough SGI Teachers using CAASPP resources in their instruction such as “Tools for Teachers” interim assessment questions, lessons, and other available resources that reflect the CAST summative assessment.
- This can be due to a lack of scaffolding in instruction and or current curriculum. There may be a lack of rigorous questioning and implementation of higher DOK levels.
- This can be due to prioritizing SPED and EL students in the SGI classes. Continuing to offer more hands-on instruction can better support our SPED students.
- This can be due to an overall lower level performance of math and ELA that is impacting science scores.

Measurable Outcomes:

- For the 2024-2025 school year OFY-VV will increase the percentage of all students who meet or exceed the science standards on the CAST to at least 10% or greater.
- For the 2024-2025 school year OFY-VV will increase the percentage of SPED students who meet or exceed the science standards on the CAST to at least 6.5% or greater.
- For the 2024-2025 school year OFY-VV will increase the percentage of Hispanic students who meet or exceed the science standards on the CAST to at least 8.5% or greater.

Area of Focus #4: (Low Graduation Rates)

Root Causes:

- This can be due to a lack of an implemented system to track 9th grade entry dates for all students
- A lack of ensuring counselors and teachers are constantly informed of each student’s expected 4- or 5- year graduation timeline
- Not leveraging student information systems (SIS) to generate real-time reports identifying students at risk of falling behind

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

- Not identifying students who are credit deficient sooner
- Not ensuring monthly bilingual communication during parent check-ins
- Not ensuring one-on-one student check-ins with counselors every semester to review progress and graduation timelines
- Lack of academic progress reports every month by all teachers
- Not providing student success workshops (time management and goal setting for example)
- Make night school and café nights accessible to more students and at more frequented times/days
- A lack of culturally relevant advisory groups to foster a strong sense of belonging and motivation among Hispanic students.
- Not ensuring teachers and counselors are meeting to review students who are not making sufficient progress.

Measurable Outcomes:

- For the 2024-2025 school year OFY-VV will increase the percentage of the 4- to 5- year graduation rate for Hispanic students from 37.1% to 52.1% and then the following year (2025 to 2026) to 67.1% as outlined in OFY-VV's Differentiated Assistance (DA) Plan of a 30% increase in two years.

<u>Area of Focus #5:</u> (Low Student College & Career Preparedness)

Root Causes:

- This can be related to a lower rate of A-G completion for the majority of our student groups/demographics.
  - Students are opting to graduate sooner with less credits to complete and a less rigorous course load
- This can be related to not enough students meeting both A-G completion and 1 other preparedness criteria.
  - Not enough students receiving level 2 or 3 on either the math and/or ELA SBAC assessments
  - Not enough students enrolled and completing CTE coursework or college courses that provide credit

Measurable Outcomes:

- For the 2024-2025 school year OFY-VV will increase the percentage of Black students who are prepared to 3.5% prepared based on meeting the A-G completion requirements and one other criteria for preparedness.
- For the 2024-2025 school year OFY-VV will increase the percentage of EL students who are prepared to 3.5% prepared based on meeting the A-G completion requirements and one other criteria for preparedness.
- For the 2024-2025 school year OFY-VV will increase the percentage of SPED students who are prepared to 3.5% prepared based on meeting the A-G completion requirements and one other criteria for preparedness.

CONCLUSION: TRENDS & THEMES (Data Dive Summary Table)

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data. What trends were noticed over time in schoolwide, sub-group or grade level data?

During the course of the charter's Comprehensive Needs Assessment, the following key findings emerged:

Successes and Strengths:

1. OFY-VV has made academic improvements in core academic areas as seen on both the SBAC and CAST summative assessments. In mathematics there was a 3% increase to 6.6% met and/or exceeds standards for all students. There were improvements in mathematics for the following groups: SPED, FRMP, White, Black, and Hispanic students. At this point, OFY-VV has surpassed the 3-year goal of 5% for overall students meeting/exceeding the math standards.
2. Similarly, there was an increase of 4.9% to an overall student met and or exceeds ELA standards rate of 31.3%. Again, OFY-VV surpassed the 3-year goal of 30% met and or exceeds the ELA standards. There were improvements for the following groups: ELA, FRMP, White, Black, and Hispanic students.
3. Lastly, there was an improvement in the science standards of 2.6%. Currently, students have met and or exceeded the science standards at 9.3%. OFY-VV is closer to meeting the 3-year goal of 15% met and or exceeds the science standards. There were improvements for the following groups: SPED, FRMP, White, Black, and Hispanic students.
4. OFY-VV student preparedness has increased from 3.7% prepared to 7.1% prepared by way of A-G completion and 1 other criteria (SBAC, college course credit, CTE course credit, or Seal of Biliteracy).

Challenges and Concerns:

1. OFY-VV continues to struggle with the 4- to 5- year graduation rate for all students. Currently, the graduation rate is 34.7% which is a drop from the previous year (38.4%).
2. Currently, OFY-VV is on Differentiated Assistance (DA) for graduation rates of Hispanic students. Hispanic students were identified on the CA dashboard as a red categorical group in need if an intervention. Hispanic graduation rates decreased from 38% last year to 37.1% this year with a majority of the 12th grade cohort being Hispanic students.

Trends and Themes:

1. Although OFY-VV students have shown improvements in their math, science, and ELA standards there continues to be low A-G completion and rate of preparedness. Continuing to improve in these assessments and achieve a level 2 and 3 on either the SBAC ELA and or math assessments along with A-G completion will support an increased rate of preparedness and growth/improvement for the region. The overall low-grade level equivalency of the STAR Ren for math and ELA also reinforces the lower rates of exceeds and meets for the core academic assessments. Currently, OFY-VV students are performing on average equivalent to mid to late sixth graders in mathematics and early seventh graders in ELA.

Source: Adopted by Los Angeles County Office of Education - October 2024 LCAP/State & Federal Programs

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.
- **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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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 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).