LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Options for Youth - Victor Valley
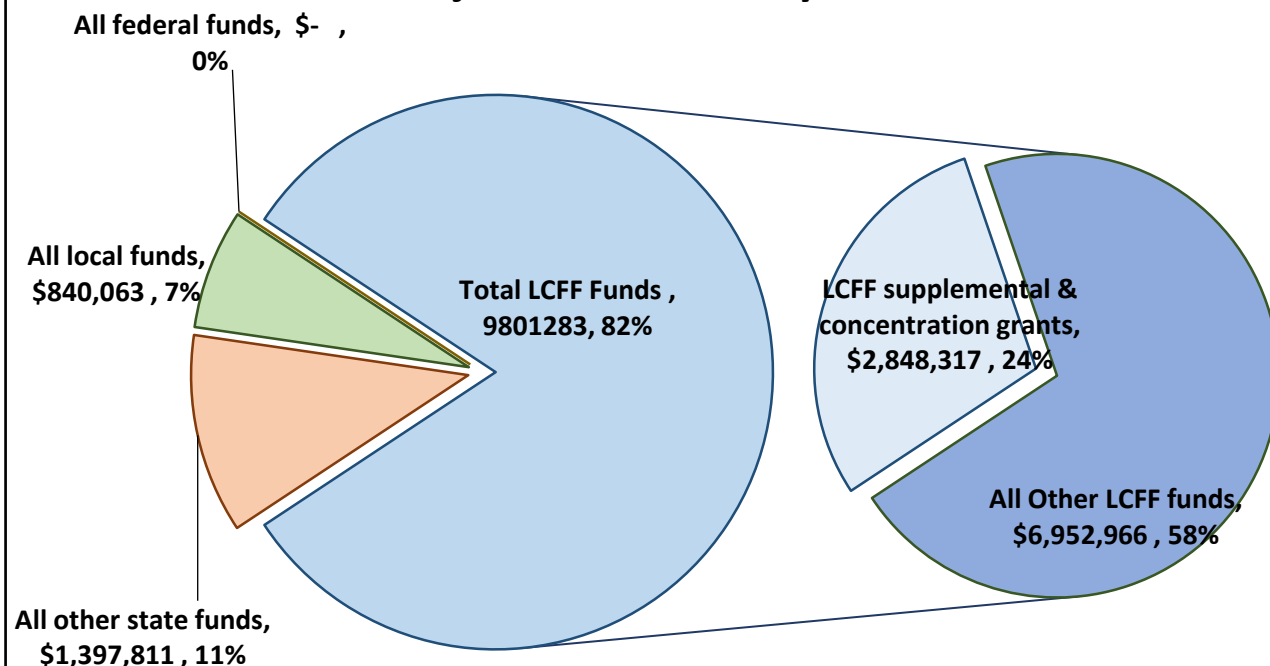
CDS Code: 36679343630670

School Year: 2021 – 22

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

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

Budget Overview for the 2021 – 22 School Year
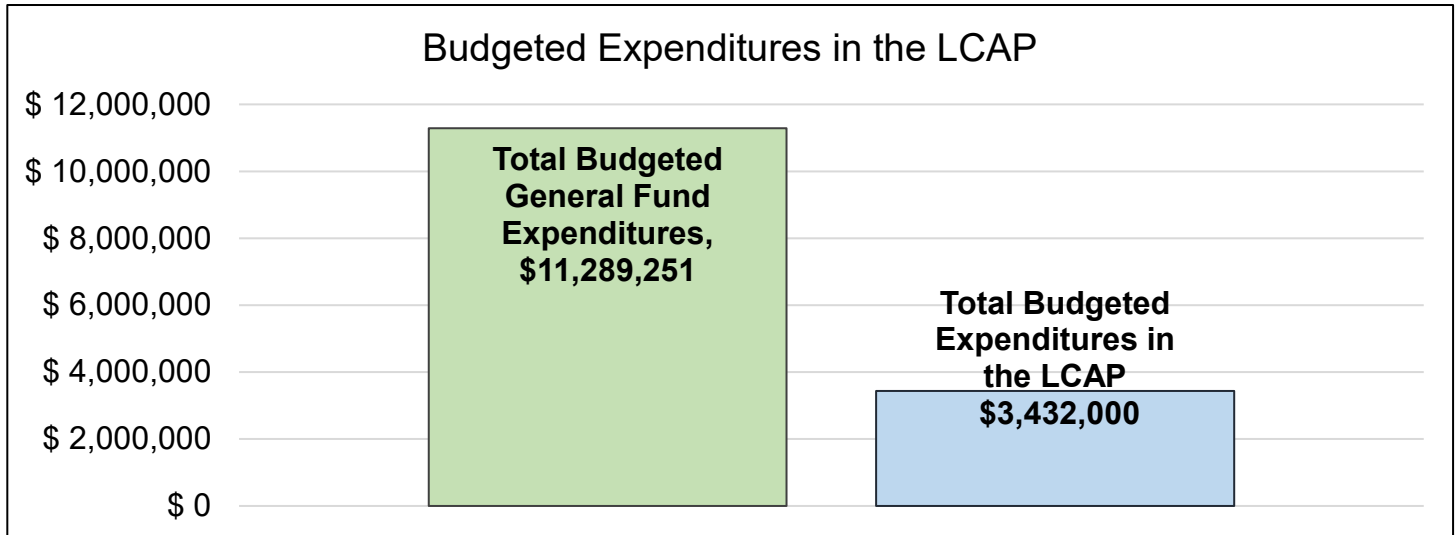
Projected Revenue by Fund Source

All federal funds, $- , 0%

All local funds, $840,063 , 7%

All other state funds, $1,397,811 , 11%

Total LCFF Funds , 9801283, 82%

LCFF supplemental & concentration grants, $2,848,317 , 24%

All Other LCFF funds, $6,952,966 , 58%

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

The total revenue projected for Options for Youth - Victor Valley is $12,039,157.00, of which $9,801,283.00 is Local Control Funding Formula (LCFF), $1,397,811.00 is other state funds, $840,063.00 is local funds, and $0.00 is federal funds. Of the $9,801,283.00 in LCFF Funds, $2,848,317.00 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.

Budgeted Expenditures in the LCAP

Bar chart showing:
- Total Budgeted General Fund Expenditures, $11,289,251
- Total Budgeted Expenditures in the LCAP $3,432,000

Y-axis scale: $0, $2,000,000, $4,000,000, $6,000,000, $8,000,000, $10,000,000, $12,000,000

This chart provides a quick summary of how much Options for Youth - Victor Valley plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Options for Youth - Victor Valley plans to spend $11,289,251.00 for the 2021 – 22 school year. Of that amount, $3,432,000.00 is tied to actions/services in the LCAP and $7,857,251.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
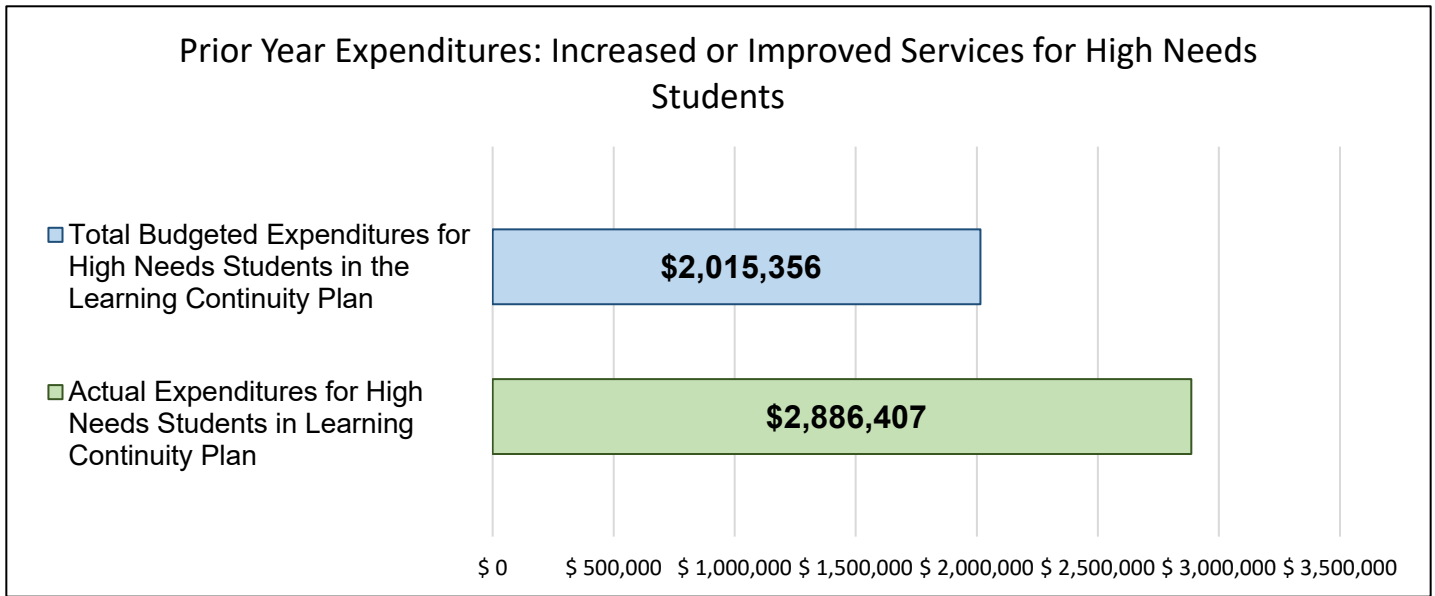
General Fund Budget Expenditures, for the 2021-22 year that are not included in the LCAP cover a number of operational and business costs. These costs include but are not limited to non-instructional staff salaries, other student information system upgrades and data tracking improvements, facilities and maintenance, rent, general business expenses (i.e. taxes and licensing costs), management fees, and district administrative fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Options for Youth - Victor Valley is projecting it will receive $2,848,317.00 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 $3,232,000.00 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 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

■ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: **$2,015,356**

■ Actual Expenditures for High Needs Students in Learning Continuity Plan: **$2,886,407**

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000 $ 3,000,000 $ 3,500,000

This chart compares what Options for Youth - Victor Valley budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Options for Youth - Victor Valley's Learning Continuity Plan budgeted $2,015,356.00 for planned actions to increase or improve services for high needs students. Options for Youth - Victor Valley actually spent $2,886,407.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).
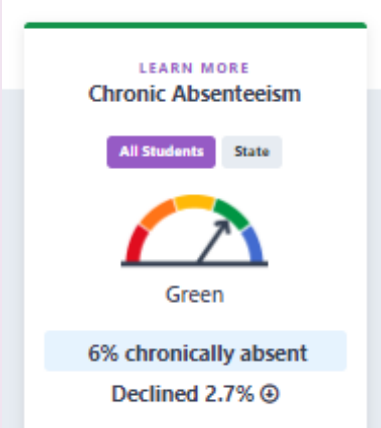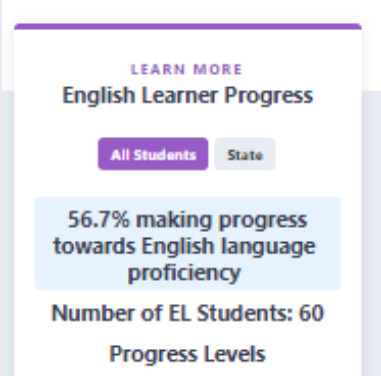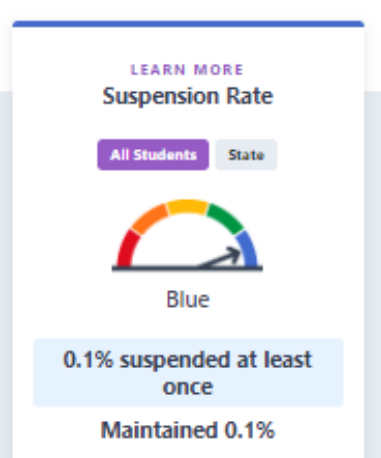
Goal 1

Credit completion towards graduation is accomplished through an overall reduction in absenteeism for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 6, 8
Local Priorities: Not Applicable

Annual Measurable Outcomes

Expected	Actual
On average student digital attendance will be maintained at or above 90% overall.	Student digital attendance was maintained at 97.70% for the 2019-20 school year. **Fall 2019 CA Dashboard Chronic Absenteeism Reported:**
80% foster youth students who have been enrolled for at least 30 days, will meet with their Student Advisor once a semester to ensure they are receiving resources needed inside and outside the center.	**90.48%** of foster youth enrolled 30 days or longer met with their student advisor once a semester and received resources needed inside and outside the center.
The charter aims to maintain current reclassification percentages at or above 20%	Of English Language Learners eligible for reclassification, **36.36%** were reclassified.

Expected	Actual
English learners will be offered additional designated and integrated specialized instruction and appointment times in ELD and Common Core State Standards in order to move toward reclassification.	English learners were offered additional and improved specialized instruction in ELD and Common Core State Standards in order to move toward reclassification. **Fall 2019 CA Dashboard EL Progress Reported:** LEARN MORE English Learner Progress All Students / State 56.7% making progress towards English language proficiency Number of EL Students: 60 Progress Levels
The Charter's drop-out rates will be maintained or below 5% for High School and Middle School.	2019-20 Middle school dropout rate = **2.69%** 2019-20 High school dropout rate = **3.90%.**
The charter aims to maintain its suspension rates at or below 1.5%.	The Charter's Suspension rate was maintained below 1.5%, ending the 2019-20 school year with less than **1%** suspended. **Fall 2019 CA Dashboard Suspension Rate Reported:** LEARN MORE Suspension Rate All Students / State Blue 0.1% suspended at least once Maintained 0.1%

Expected	Actual
The charter will pilot a new designated ELD curriculum, iLit by Pearson, tailored to improving EL student learning.	The Charter piloted a new ELD Curriculum, iLit. The charter will formally adopt this curriculum in the 20-21 school year. • iLit Pilot - Student Outcomes: o EL students that participated in the iLit curriculum pilot demonstrated a 3.6 grade level increase. o EL students that participated in the iLit curriculum pilot achieved Lexile Growth 60 points above all students. o EL students that participated in the iLit curriculum pilot read over 100,000 words, an increase of 2 times their average reading habits.
EL students will be offered interventions such as Achieve 3000 to help aid their mastery of course materials.	EL students were offered interventions such as Achieve 3000 to help aid their mastery of course materials.
For all students, student progression will be maintained at or exceed 84% overall.	For all students, student progression averaged **87.34%** overall. Subgroup Breakdowns: • EL = **90.48%** • Low income = **86.86%** • Foster Youth = **90.52%** • Students with Disabilities = **85.37%**

Expected	Actual
90% of teachers in their roles 90 days or longer will create a strategic and goal setting plan on common core state standards and performance standards.	**100%** of teachers in their roles 90 days or longer developed a strategic and goal setting plan on common core state standards and performance standards.

Actual (continued):

<u>**Fall 2019 CA Dashboard Local Indicator Submitted:**</u>

Policy & Program Support

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 and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

3 Initial Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

3 Initial Implementation

History - Social Science

2 Beginning Development

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

3 Initial Implementation

Health Education Content Standards

4 Full Implementation

Physical Education Model Content Standards

5 Full Implementation And Sustainability

Visual and Performing Arts

4 Full Implementation

World Language

4 Full Implementation

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Maintenance, retention and recruitment of instructional staff.	$2,203,867.50	$8,760,754.00
Materials to improve student achievement and engagement includes but is not limited to: • Healthy food options that align with our Wellness Program • School spirit wear • Transportation assistance	$36,731.13	$473,396.00
Professional Development opportunities includes but is not limited to: • Professional development opportunities for our Instructional staff to ensure they provide individualized, standards-aligned instruction. • Professional development coaching for newly hired staff. • Content specific conferences/trainings Staff training on Achieve 3000 and Accelerated Math	$73,462.25	$1,217,038.00
Student academic resources includes but is not limited to: • Online educational programs which include those that support EL reclassification Course textbooks and materials • Textbooks • Student Activity Workbooks • Achieve 3000 • Accelerated Math	$161,616.95	$537,017.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All programs were fully implemented. The impacts of COVID did not significantly affect our program due to the nature of our blended model which consisted largely of independent study programs.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: Implementation of the actions and services listed in LCAP Goal 1 helped the charter to increase its graduation rate from 72.6% to 76.2%. This was accomplished through the recruitment of intervention teachers, adding EL Support Staff for each school site, adding a Student Advisor to support the Foster Youth population, adding designated curriculum to support our ELL students, and using Restorative Justice Practices to reduce suspension rates. Implementing these actions and services led to growth in each category.

To facilitate these goals, the LEA sought to improve student well-being by incorporating more healthy food options in our Grab n Go lunch program, which was available to all students. Additionally, we used our Mustang Bucks student incentive program to give students the opportunity to "purchase" school spirit wear.

Student digital attendance was maintained at 97.70% for the 2019-20 school year which resulted in our having 6% Chronic Absenteeism which put us in the Green category on the California School Dashboard. Efforts to reduce our Chronic Absenteeism included professional development and coaching for staff to ensure they provided individualized, standards-aligned instruction. Instructional coaches met with teachers in PLCs quarterly to collaboratively improve instruction.

We set the goal that 80% of our foster students would meet with a school counselor within 30 days of enrollment and we met with over 90% of foster students. During this school year, we aimed to progress 20% of our English Language Learners to get reclassified and we reclassified 36.36% of our ELL students. We were able to make this goal by using multiple forms of designated ELD curriculum, specifically Achieve 3000 and iLit, to improve ELL learning. Additionally, we set the goal of 84% for overall student progression and beat that goal getting to 87.34%. This was partially due to our efforts of retaining students and teachers and ensuring that each school site had adequate supply of all course materials to allow for individualized instruction.

Challenges: A challenge we ran into during these implementations was around Chronic Absenteeism. While our Chronic Absenteeism was at 6% and we were in the Green, we decreased 2.7% from the prior year. This was likely caused by the change in learning format at the end of the school year due to COVID-19 and will be an area of concern for next year.

Goal 2

Students will receive support and instruction focused on social-emotional development in order to increase graduation rates and better prepare students for their post-secondary pathways.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6
Local Priorities: Not Applicable

Annual Measurable Outcomes

Expected	Actual
40% of students enrolled 30 days or longer will participate in extracurricular activities or complete a course designed to develop their social-emotional skills.	**41.66%** of students participated in extra-curricular activities or completed a course designed to develop their social-emotional skills.
The charter aims to increase its graduation rate average of 66.65%, to meet ESSA requirements of having a graduation rate at or above 67%	**76.2%** of seniors earned a diploma with us in the 2019-20 school year as reported by state released data in January 2021. 2-year graduation rate average (2018/19 & 2019/20) = **74.4%**
The charter will host at least one senior specific event.	The Charter hosted **3** senior events.

Date of Event	Event	Title of event
1/24/2020	Senior Event	Senior Breakfast
11/22/2019	Senior Event	Senior Social
10/23/2019	Senior Event	Senior Awards/Information for upcoming events

Expected	Actual
The charter will host at least 5 family engagement events	The Charter hosted **6** family engagement events. Dates and titles of each event are listed below: | Date of Event	Event	Title of event
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10/29/2019	College and Career Fair	College and Career Fair
1/17/2020	Engineering and Design Challenge	Engineering and Design Challenge
10/9/2019	Family Engagement Event	Back To School Night
12/6/2019	Family Engagement Event	Victorville Christmas Parade
1/10/2020	Family Engagement Event	Student Awards Breakfast
9/10/2019	Family Engagement Event	Back to School Night
8/1/2019	Other	Orientatin Night for Direct Instruction Classes
1/24/2020	Senior Event	Senior Breakfast
11/22/2019	Senior Event	Senior Social
10/23/2019	Senior Event	Senior Awards/Information for upcoming events	 **Fall 2019 CA Dashboard Local Indicator Submitted:** **Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.** The LEA works hand in hand with the English Language Development Coach to provide equal opportunities for the Bilingual Scholars at OFY Victorville. The EL Specialist Team's focus is to ensure student growth in Reading and Language Arts. OFY Victorville has begun the development of our DELAC committee for the 2019-20 school year. The LEA commits to working with the Special Education Departments once a week to ensure they are receiving constant support. The LEA helps facilitate IEP meetings and conferences with parents who have concerns. Additionally, the LEA meets with the leadership team (Assistant Principals, Coaches, and Lead Special Edcation Specialists) twice a month to ensure that the team is aware of all changes in curriculum, operations, and community events. OFY Victorville participates in many community events throughout the year. These community events are available to all students and staff which allows us to establish strong relationships with students, families, and staff. The LEA can improve on providing additional resources for parents and families that speak a language other than English. The LEA can provide informational flyers for parents in many different languages. This will help bridge the language barrier gap and will allow more families to engage in school events.
The charter will host an Engineering and Design Challenge.	The Charter hosted its Engineering and Design Challenge on 1/17/20.

Expected	Actual
Field trips exploring post-secondary opportunities will be offered.	Students were offered opportunities to attend a field trip, which explored post-secondary offerings. Field Trip offerings are listed below: • CSULA and University of Laverne 9/24/19 • HBCU College Tour 11/4/19 to 11/9/19 • Garner Holt Regional Engineering and Design Challenge-1-24-20 • Pathways to Success Career Fair 2/20/20 • WUE College Tour 3/2/20 to 3/6/20
The charter will host a College and Career Fair.	The Charter hosted a College and Career Fair on 10/29/2019

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Events for student success includes but is not limited to: • Graduations • Senior events • Award Banquets • School dances Sports events Charter-level • Social events • Night school Café nights	$58,769.80	$575,027.00
School programs including but not limited to: • Student groups (i.e. student leadership, etc.) • Sports programs (including transportation & equipment) • Experiential learning camps (including transportation) • Field trips (including transportation)	$88,154.70	$498,915.00
School programs including but not limited to: • Community events/outreach • Family engagement events • Back to school night/Open house	$36,731.13	$473,396.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All programs were fully implemented. The impacts of COVID did not significantly affect our program due to the nature of our blended model which consisted largely of independent study programs.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Implementation of events for student success was done through several different avenues. Events for student success that were implemented in the 2019-2020 school year included award banquets, celebrations for academic accomplishments ,senior nights, graduation, school dances and more. Some of these events due to COVID 19 were moved to Drive-Thru or virtual events. Implementing these types of events provided opportunities for parents and students to be in our learning centers and engage with our school community outside of appointment times in support of fulfilling students' needs in reaching their graduation and post-secondary goals. Implementation of school programs offered included experiential learning camps, field trips, sports, and student leadership groups, which increased student engagement in their school experience. All of these offerings provided either academic coursework or social-emotional development as a well-rounded educational experience supporting the improvement of student outcomes. OFY Victorville has sports programs that run year around. We offer a Pathways experiential trip once per month, and we have college tours and day field trips throughout the year. Implementation of stakeholder engagement events offered parents a gateway into becoming a vital partner in their students' academic success. Additionally, these events were utilized as a platform for promoting positive perceptions of the school environment amongst all stakeholders. OFY Victorville held a total of four stakeholder engagement events throughout the year. Efforts to increase graduation rates by providing intentional support in social-emotional development led to our charter achieving a 76.2% graduation rate and a two-year graduation rate of 74.4%. We were able to accomplish this goal by incorporating and increasing participation in extracurricular activities and increasing parental engagement.

We set the goal of 40% of students would participate in extracurricular activities and we exceeded this goal by assigning students additional coursework, providing more students with field trips with social-emotional development and college preparation foci, and hosting events such as an Engineering Challenge and a College and Career Fair. Additionally, we sought more parental engagement by increasing the number of events parents could be involved in. These included the previously mentioned Engineering Challenge and College and Career Fair, as well as back to school night, participation in the local Christmas Parade, awards breakfasts, and a senior social.

Successes: For this year, we set goals focused on social-emotional development to increase and prepare students for their post-secondary pathways. To accomplish this overarching goal, we created smaller goals around social-emotional activities such as extracurricular activities to include field trips, graduating, senior-specific events, family engagement events, Engineering and Design Challenge, and College and Career Fair. We met all of these goals. Deserving extra attention was that we hosted three senior-specific events and arranged and hosted a community College and Career Fair at the County Fairgrounds.
Challenges: A challenge we will continue working to overcome is the parental participation at engagement events. Rarely was parental participation more than 10% of the total participation. Better advertising of these events could lead to more participation in the future.

Goal 3

Students will receive support and instruction through individualized, rigorous curriculum and will be offered resources to positively affect their progression in core courses.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8
Local Priorities: Not Applicable

Annual Measurable Outcomes

Expected	Actual
The average distance of student scores from "standard met" on the 2020 ELA and math SBAC will be at the "Maintained" level of change or increased.	Due to the COVID-19 pandemic, Senate Bill 98 and State law has suspended the reporting of state and local indicators on the 2020 Dashboard. Academic Indicator: No reports due to suspension of California's English language arts and mathematic assessments.

Students will be offered additional specialized support and instruction to aid in their progression and completion of core courses.

Students were offered additional specialized support and instruction to aid in their progression and completion core course.

Fall 2019 CA Dashboard Local Indicator Submitted:

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals. All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college-and-career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished. The Student Activity Workbooks are created by the curriculum department, which also works to ensure that all curriculum is aligned with the Common Core standards. As of the 2018-2019 school year all high school English courses, Integrated Math I, Integrated Math II, and Physical Science are aligned with Common Core or NGSS. In addition, the Biology course is continuing to be developed to be aligned to NGSS. In addition, our facilities department ensures that our science classrooms are compliant with the wet lab requirements. OFY Victorville also has online courses, which are facilitated by teachers through both APEX and Edmentum Learning Management System (LMS) platforms. Through APEX and Edmentum, students have access to over 45 core courses and 50 elective courses. 86% of the offered courses are UC A-G approved and 90% contain SDAIE inclusive practices or strategies.

Additional Comments

The academic model encourages student-driven achievement of learning goals. Students continually improve their academic performance and develop positive attitudes about learning and school through engaging in State Standards-aligned curriculum coupled with personalized instructional support. Professional Learning Communities (PLCs) and professional development have been implemented in both English and Math and occur regularly throughout the year. ELD curriculum is aligned to ELA state standards, and ELD staff are regularly trained on the delivery of the curriculum. CTE Construction has been implemented to support student growth. The Health curriculum has been updated to meet the new state standards and is fully implemented. Instructional Coaches meet with staff on a regular basis and support each teacher with their professional learning needs. All English teachers have been certified to teach ERWC college-ready courses. The charter adopted a new researched-based ELD curriculum, iLit by Pearson, tailored to improving EL student learning in the 2018-19 school year and will pilot it with our EL students in 2019-20 school year.

Teachers will be equipped to provide individualized, standards-aligned instruction through access to Professional Development opportunities.	Teachers were equipped to provide individualized, standards-aligned instruction through access to Professional Development opportunities.
	Fall 2019 CA Dashboard Local Indicator Submitted:

Policy & Program Support

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 and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

| 4 | Full Implementation |

English Language Development (Aligned to English Language Arts Standards)

| 3 | Initial Implementation |

Mathematics – Common Core State Standards for Mathematics

| 4 | Full Implementation |

Next Generation Science Standards

| 3 | Initial Implementation |

History - Social Science

| 2 | Beginning Development |

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

| 5 | Full Implementation And Sustainability |

English Language Development (Aligned to English Language Arts Standards)

| 4 | Full Implementation |

Mathematics – Common Core State Standards for Mathematics

| 4 | Full Implementation |

Next Generation Science Standards

| 3 | Initial Implementation |

History - Social Science

| 3 | Initial Implementation |

Expected	Actual
	Professional Development Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. English Language Arts – Common Core State Standards for English Language Arts **5** Full Implementation And Sustainability English Language Development (Aligned to English Language Arts Standards) **4** Full Implementation Mathematics – Common Core State Standards for Mathematics **5** Full Implementation And Sustainability Next Generation Science Standards **3** Initial Implementation History - Social Science **2** Beginning Development
Students will complete on average at least 5 Social Studies and Science credits, and 4 Math and English credits in the school year.	On average, students completed the following number of credits per core subject during the school year: • Math = 4 credits • English = 4 credits • Science = 5 credits • Social Studies = 5 credits
The charter will track and analyze Renaissance Star Scaled Scores and a baseline will be established.	The Charter tracked and analyzed student Renaissance Star **Scaled Scores below is baseline data collected:** • The baseline for Math is 723 for all students as an average across grades 7-12 • The baseline for English 781 for all students as an average across grades 7-12

Expected	Actual
Charter aims to increase overall Lexile growth for English learners through specialized instruction and interventions.	EL students in all grade levels had an average Lexile increase of 17 points over 2 testing periods. | Charter	Grade	Average FALL Lexile Scores	Average WINTER Lexile Scores	Increase/Decline
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Options For Youth - Victor Valley	12	787	690	-97
	11	716	804	88
	10	834	830	-5
	9	806	697	-109
	8	656	780	124
	7	583	686	103
Average of all grade levels		730	748	17	
Access to individualized, rigorous curriculum will be increased by contracting out to develop, revise, adopt, adapt and/or create curriculum.	Access to individualized, rigorous curriculum was increased by adding and/or revising the following courses in the course catalog: • Common Core English curriculum was revised for all grade levels • Edmentum classes were added to increase the course options on our virtual platform

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Education technology resources includes but is not limited to: • Software • Online educational programs and curriculum for all students • Technology • Chromebooks & Kindle's • Data tracking software - EDI, student track, reporting, tableau, IT support • Edmentum & APEX	$220,382.75	$750,136.00
Curriculum maintenance and development includes but is not limited to: • Salaries • Contracts • Curriculum development and maintenance • Learning management system • Digital Platform migration and maintenance • Edmentum	$58,769.80	$713,908.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All programs were fully implemented. The impacts of COVID did not significantly affect our program due to the nature of our blended model, which consisted largely of independent study programs.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Through the implementation of our actions/services listed for LCAP goal 3, the charter was able to meet its expected measurable outcomes through several different avenues, which included but were not limited to:

The LEA implemented a Math Curriculum that aligned with our chartering district. The LEA trained all Direct Instruction English teaching staff on ERWC Curriculum. Teachers utilized Ren Star test data to better assess student academic needs.
Curriculum maintenance and development including but not limited to: Salaries, Contracts, Curriculum development and maintenance - this involves alignment to Common Core Standards and adjusting our curriculum offerings yearly based on needs for our student population. The learning management system, Digital Platform migration and maintenance, adjustment to the LMS have been made to our report features to better inform

our data. This system has allowed staff and our school to track data more easily and to provide information on how students are doing in their coursework in real time. We have also begun a pilot program with Edmentum in order to find an online curriculum option that would allow students to learn in different modalities and take alternate courses. Educational technology resources including but not limited to Software, Online educational programs, Technology, Chromebooks, Data tracking software. Achieve 3000, Edmentum, RenStar, StudentTrac, and Tableau. Training has been provided to staff especially in relation to Tableau, RenStar and Edmentum. Instructional program maintenance and development including but not limited to: Program design and implementation, Retention, Recruitment and maintenance of our instructional program including staff, recognizing innovative needs. The introduction of Edmentum as our online curriculum platform at the beginning of the year proved invaluable, when we had to switch to a virtual platform at the end of the school year.

Successes: Efforts to support individualized, rigorous curriculum included ensuring students focused on core course completion, benchmark monitoring through Renaissance Star tests, and offering varied curriculum. We established benchmark levels in both English and math, which will be used to monitor progress. Additionally, we added Edmentum as an Online Educational Opportunity. This online platform offers many other courses we would otherwise have been unable to offer in person.

Challenges: The LEA did encounter challenges with core course completion. While this was a focus, there was difficulty-achieving success in the virtual format. Our core course completion rate dropped from 7.8 for English, 7.28 for math, 6.7 for science, and 5.8 for social studies to 5.1 for English, 5.0 for math, 5.0 for science, and 4.5 for social studies.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Safety - The charter will ensure that anyone entering the school site follows social distancing guidelines and signing in/out policies. Additional school safety training will be provided for staff. The LEA will also follow social distancing guidelines, temperature checks, symptoms checks, ensure hand washing and training for all staff.	$ 40,000	$ 35,248.64	Y
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.	$ 75,000	$ 32,271.49	Y
Basic Services - Students will have access to fully credentialed teachers to help their mastery of core courses and common core standards.	$ 586,909.80	$ 1,506,232.99	Y
Cleaning -Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	$ 43,000	$ 31,023.44	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The LEA projected spending $75,000 to purchase personal protective equipment. We approximately spent $40,000. We attribute this to not bringing students back on site fully most of the school year. We also received PPE from the county at no cost. We were not aware when we budgeted for this, that we would receive PPE from the county. These funds were allocated to the basic services category to help students complete core class requirements. Estimated Actuals are as of the end of April early May and the LEA anticipates fully spending all dollars allocated to school safety and cleaning by the end of the school year.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Reopening Plan/Phases
Options for Youth Victor Valley understands the importance of an in-person approach to teaching and learning. Our program's success is built on the relationships and connections staff and students are able to build through the course of a student's academic journey. Although 100% in-person instruction was not possible this school year, due to the ongoing COVID 19 restriction, we were able to offer limited in-person instruction at the end of the school year. The LEA ensured it was done safely with state and health requirements in place. Options for Youth Victor Valley continues to

utilize its tiered approach to intervention and the program components that lend themselves to address the needs of any student experiencing learning loss. Students enrolled in Options for Youth Victor Valley for the 2020-2021 school year were offered full virtual instruction with our teachers, support staff, and curriculum in a distance learning and/or hybrid format, depending on the safety guidance from state and federal authorities. Students and families were asked to be flexible in moving between phases, but as always were guaranteed an independent study teacher. Families were offered to "choose to remain" in full distance learning if they felt it was still not in the best interest of their student to return to the school site for limited in person appointments. Options for Youth Victor Valley ensured students mental and social emotional well-being was taken into consideration when moving from each phase. Options for Youth Victor Valley also understood that COVID-19 has affected our school community in many ways. The mental, social and emotional impacts of this pandemic required monitoring and additional support to address the unique needs of pupils and staff during the 20-21 school year.

OFY VV was successful with continuing to provide a learning environment that helped students understand and manage emotions, set and achieve positive goals, feel and show empathy towards others, establish and maintain positive relationships, and make responsible decisions focusing on the following five competencies: Self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset; self-management - managing emotions, controlling impulses, and setting goals; social awareness - ability to see perspectives from others, showing empathy, and appreciating diversity; relationship skills - communication, cooperation, and conflict resolution; and, responsible decision-making - understanding and thinking about the consequences of personal behavior.
Instruction remained virtual for the majority of the school year with staff alternating schedules working on campus and working remotely. Students began returning to school in March as part of cohort groups. The school sites were able to open according to CDE guidelines on May 1, 2021. Although students began returning to school, safety remained the main priority.

Challenges were the ongoing COVID crisis that did not allow students to return to full in person learning. While we were able to bring back special populations of students in small cohorts at the end of the school year, many students chose to stay in the virtual format. At the end of the school year, we were able to reopen to all students that chose to return. The majority of the students and families did not want to return to on site school. We had a very minimal 10% of students return for hybrid learning. The school year ended with the LEA in phase 2 of the reopening plan.

Position along continuum subject to change based on local and state guidelines

	Phase 1	Phase 2	Phase 3	Phase 4
School Site Descriptors	School sites physically closed to all students and families	Schools reopen with modifications. Students will wear PPE	Schools reopen at full capacity with precautions (CDC)	Schools sites open with no restrictions (back to normal)
Learning Model Descriptors	100% Distance Learning	Hybrid Model (1-day or 2 day)	On-campus learning/ SGI/limited student activities	On-campus learning/ SGI/ resume full student activities

Definition of Distance Learning:
Options For Youth - Victor Valley teachers will deliver the charter's standards-based curricula with instruction delivered virtually in an independent study model with access to a teacher on a weekly basis. Students will have access to help and support in a variety of ways.

Providing a Safe Learning Environment (applies to All Phases)
Daily Protocols Applies to Phases 1,2&3

Protocols to be met on a daily basis:

1. **MEASURES TO ENSURE PHYSICAL DISTANCING BY STAFF, STUDENTS, AND VISITORS**
   a. Measures are in place to ensure physical distancing as students, parents, or visitors enter and move through the school building.
   b. Measures are in place to ensure physical distancing within classrooms.
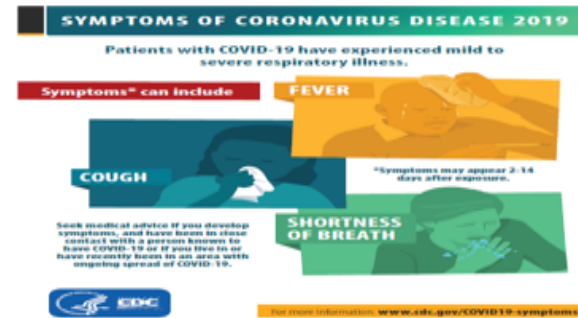
2. **MEASURES TO ENSURE INFECTION CONTROL**

   a. Screening is conducted before students, staff, and visitors may enter the school.
   b. Measures are in place to ensure appropriate cleaning and disinfecting of spaces, surfaces, and objects throughout the school.
   c. Measures are in place to ensure use of appropriate face coverings by students, staff, and visitors at all times.
   d. Measures are in place to ensure frequent hand washing by students, staff, and visitors.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Educational Technology Resources - The LEA will provide students with access to appropriate educational technology resources so that they can take digital courses and utilize research-based digital intervention tools (Achieve 3000, RenStar, Accelerated Math) to grow as 21st-century thinkers. Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students and staff to use during Distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	$ 42,000	$ 172,550.32	Y
Professional Development - Teachers will be offered professional development opportunities to equip them better to provide individualized, standards-aligned instruction.	$ 6,000	$ 8,136.04	Y
EL Support - The LEA will provide individualized support for EL students through English Language Specialists. Additionally, EL students have access to the Bilingual Scholars Program, designated ELD curriculum (iLIT), and the development of Academic Learning Plans twice a year.	$ 254,000	$ 345,325.22	Y
Learning programs for intervention and learning loss mitigation.	$ 44,300	$ 42,753.66	Y
Purchase of Microsoft Surface computers, hardware and cameras for Small Group Instruction Classes	$ 40,000	$ 45,578.91	N
LEA to provide supplemental online programs and resources for all teachers and students to support effective virtual classroom instruction.	$ 5,000	$ 5,801.85	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Estimated Actuals are as of the end of April early May and the LEA anticipates fully spending all dollars allocated to learning loss and intervention by the end of the school year. Therefore, the LEA does not have any substantive difference to report.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

<u>**Continuity of Instruction**</u>

Successes: The LEA continued to deliver high quality learning opportunities during distance learning by maintaining the student schedules that they had prior to COVID, although they were held virtually. This stability provided the students with a safe space to interact with teachers they were familiar with and with other students with whom they previously attended in-person appointments prior to the pandemic. Aside from our digital platform, Edmentum, our traditional textbook and paper curriculum was still available to those students who preferred this type of curriculum. Students/parents/guardians were able to safely pick up and drop off work. Options for Youth Victor Valley also encouraged staff to use apps that allow students to digitally scan and transmit completed work thereby minimizing the need to leave the home and be at the school site. Staff also worked on "digitizing" paper curriculum into Google Docs allowing students to use material they are familiar with in a digital format. These digitized packets were easily shared and saved between student and staff eliminating any need to physically attend the school site. In order to help facilitate stability for the students and parents, staff continued to be present at each school site to distribute additional technology needs, textbooks, curriculum, and supplies to students as needed and collect completed units for students who did not have the ability to scan and send in paper curriculum. Students continued to receive support from all educational certified staff through Google Hangouts, Google Classrooms, Zoom and in-person modified appointments regardless of which curriculum platform that was being utilized. Small Group Instruction classes were continued via Google Classroom and Zoom with direct instruction being delivered through live (Zoom or Google Meet) class sessions. Using a flipped classroom approach, teachers were able to allow students to view direct instruction, get support and participate in collaborative activities in the virtual class sessions. Various support staff, including School Counselors and Intervention Teachers, continued to contact the students and families to provide encouragement and see if there were any needs during this challenging time. Teachers continued to be supported by their administrators through weekly virtual check in meetings and virtual office hours for additional support. Students had access to a staffed learning center, as well as virtual and phone access to fully credentialed teachers to help aid their core course progression towards graduation. Students were encouraged to take online classes through Edmentum whenever possible. This platform continued to be available even after the stay at home orders were lifted and we were able to slowly start bringing small cohorts of students back on site. This gave them the continuity to complete their current coursework in the same curriculum. Students will continue to be afforded the choice of Edmentum, paper packet work, direct instruction classes or a combination of the different formats that fit their learning styles and preferences. Teachers, students and parents met at the end of the school year to discuss progress and what learning model best fits their student.

The LEA has strived to decrease any loss of learning by implementing research-based intervention programs, such as iLit, ERWC, Achieve 3000, and Renaissance Star (Accelerated Math), and other programs as applicable. In addition to Accelerated Math, four full-time math interventionists or tutors provide math support individually to students on an appointment basis.

Challenges: For this school year, there was a significant drop in student attendance and work product. Comparing the attendance from the 2019/20 school year to the 2020/21 school year, the overall attendance dropped from 95.33% to 86.03%. In regards to student progression towards graduation, during the 2019/20 school year 79.98% of students made adequate progress, but during the 2020/21 school year only 60.11% made adequate progress. Bringing students back to school will help us get back on track as shown by an increase in attendance late in this school year after we started bringing students back on campus.

Support for Pupils with Unique Needs

Success: The LEA continued to provide support to English Learners through our English Language Specialists. Each school site is staffed with a designated English Language Specialist who creates Academic Learning Plans for all ELL students. Students who needed extra assistance with their coursework met virtually with EL Specialists on a weekly or bi-weekly basis. As student groups were brought back for onsite learning, English Learners were offered one on one in person appointments with their EL Specialists. 41.67% of ELL students showed improvement in their Lexile levels from the 1st to 2nd RenStar Reading assessment and 50% of eligible ELL students were reclassified during this school year.
The LEA has continued to provide access to credentialed Special Education Specialists through the virtual platform Google Meets, phone calls, and emails. Students continued to be provided with Specialized Academic Instruction (SAI) as mandated by their Individualized Education Program (IEP), and any necessary modifications and accommodations listed, through one-on-one and group instruction. Quarterly Progress on Goals was used to monitor learning loss as well as regular formative and summative assessments. SWD students stayed on track similarly to all student groups in Core Course Completion - English 5, Math 5, Science 5, and Social Studies 4 units completed.

Challenges: Foster youth and socio-economically disadvantaged students often live in unstable environments and that became more of a constant for some of them during distance learning. Although Postsecondary Counselors were able to hold one on one meetings with the majority of our Foster and Homeless Youth students, tracking them down to follow up and offer services and resources was challenging. Additionally, Non-English speaking Parents of English Learners had trouble providing the supplementary support that students needed at home. Many of the parents are essential workers. Many of the students had to help their younger siblings with schoolwork and this kept them from appointments with their IS teachers and the EL specialist. Although we had tutors available and offered additional instructional time, not all students took advantage of the opportunity. Some did not want to spend the extra time with an instructor and others had obligations that conflicted with being able to attend additional support appointments. Students with disabilities needed a quiet space at home, and sometimes that was not an option. Additional counseling services were needed across all groups of pupils with unique needs in order to address more of the mental health challenges brought on by the pandemic.

Distance Learning Professional Development (PD)

Successes: Teachers had a wide range of opportunities to build teacher capacities relevant to virtual instruction that impact student learning and engagement. All PD opportunities allowed teachers to effectively collaborate and engage in a virtual environment. Our Instructional Coaches successfully planned PD learning opportunities, as well as facilitated data dives in our Professional Learning Communities (PLC) in order to monitor student growth. Overall, the PD's and PLCs assisted in driving and informing teacher instruction in a virtual learning environment for all students. Instructional staff was provided professional development opportunities to better equip them to continue to provide individualized, standards aligned, and data-driven instruction in a virtual setting. Instructional staff was provided Instructional Coaches as well as an offering of virtual PD opportunities. These opportunities included **Building Lexile Levels, Virtual Best Practices Collaboration, Science Curriculum, and Instructional Support**. Additional PD opportunities included **Collaboration on Best Practices in a Virtual Education Environment, Tools and Support for Social Emotional Needs for both the staff and students and direct instruction on how to use the Ed Tech resources the school provided**. These three pieces provided the teachers with support and knowledge to use the tools provided in order to support our students. Moreover, with the shift in teaching, staff also had the opportunity to participate in a book study called **"Building Online Learning Communities,**

Effective Strategies for the Virtual Classroom" by Rena Palloff and Keith Pratt. The members met throughout the school year to discuss and reflect on strategies and the key ideas that were built throughout the book. Furthermore, an additional two new English teachers had the opportunity to complete California State University Expository Reading and Writing Curriculum (ERWC) training, a college prep English curriculum for 9th-12 graders. School site staff met virtually every week to keep connected and informed. During school site staff meetings, staff collaborated to support students, receive up to date information and problem solve with each other to connect socially-emotionally.

Challenges: Initially, collaborating and engaging in PD and PLC opportunities were a challenge due to the shift in virtual instruction. For example, some teachers were uncomfortable with collaborating in a virtual environment, due to the restrictive nature of communicating as a whole group using a virtual platform. Finding alternative methods of group collaboration allowed all voices to be heard within the whole group. For example, in meeting the challenge, our Instructional Coaches were able to provide engaging techniques using resources such as Jamboard, Padlet, and Breakout Rooms to support virtual collaboration.

Access to Devices and Connectivity

Successes: Options for Youth Victor Valley successfully ensured all pupils had access to devices and connectivity throughout the 2020-21 academic year. The LEA distributed Chromebooks to any student expressing who did not have access to a computer. The LEA was able to purchase an ample supply of Chromebooks to support the demand in response to the COVID-19 pandemic and the need for going to a full distant learning platform. Students kept the Chromebooks for the foreseeable future. When LEA moves to a hybrid/modified model students will have access to these devices as well. The LEA continues to work in partnership with the families to provide resources for internet accessibility. Staff assisted families when it was necessary to connect them with internet providers at no cost/low cost internet options. Teachers regularly connected with students to support them remotely through phone calls. Students also had access to free internet in the parking lot at the school site. Staff was available to help troubleshoot student technology issues and our IT vendor established a help line. The LEA's School counseling staff and enrollment specialist worked with all homeless and foster youth students to ensure internet access resources. School counselors provided virtual one-on-one meetings with foster and homeless youth within the first 30 days of enrollment to provide individualized learning plans, assess needs, and provide resources where needed. The LEA was able to purchase mobile hotspots to give out to students that had poor or no internet access.

Challenges: Some students experienced internet difficulty even with the hot spots available. Hotspot did not work in some of the more rural areas. These students were given access to the paper curriculum (student activity workbooks) which was available for daily pickup at the school site. The lack of access to the internet made it difficult for students to get extra help from math tutors and their teachers. It was also harder to get in touch with some students to distribute internet hotspots, Chromebooks, and headsets. The LEA conducted home visits to delivered devices for connectivity in response to the delayed communication.

Staff Roles and Responsibilities

OFY- Victor Valley's staff members were open to the change in their roles and responsibilities and successfully transitioned to respond to new duties/responsibilities due to distance learning. They continued to offer high-quality services to our school community. Virtual platforms assisted staff members in those transitions so that they were able to complete some of their job duties digitally or virtually. Teachers provided instructional, emotional, and motivational support in a virtual platform utilizing Google Hangouts, Google Meet, and Zoom. Assistant Principals took on a larger role in truancy intervention and helped re-engage pupils who were falling behind or not making progress. In some cases, the student just needed

resources like digital devices and access to technology; in others, we found that the student needed counseling or social emotional support for re-engagement. Instructional coaches efficiently and effectively pivoted to supporting teachers with virtual learning and meeting student achievement goals using educational technology. All teachers also communicated with families regularly through phone calls, emails, text, and Remind App and invite families to sign up for Family Sensei (Edmentum) and Parent Portal (StudentTrac) so they could partner with the LEA to monitor their student's academic progress. All Coaches continued to provide PD, PLC, and training support and opportunities virtually. Postsecondary Counselors saw an increased need for social emotional counseling among the general student population and were able to provide the one-on-one support necessary for these students. Counselors met with students using virtual platforms and phone calls and they provided necessary information and resources to students virtually or with mailed filers and informational letters as well as posting resources to their dedicated websites. The Counselor also added virtual group cohort opportunities, such as but not limited to, a 4 Year College Bound Cohort.

Challenges: One of the challenges in implementing staff roles and responsibilities was training staff how to incorporate social emotional learning into lessons and interactions with students; Staff used part of their days to attend training. Staff also had an increased need for social emotional support and support in managing their days, so they were not working all hours of the day to support students. Some students were contacting teachers, late at night and on weekends. This required them to add additional skills in managing burnout and their own social emotional well-being. School Psychologists found the phone and virtual support for students with IEPs and 504 plans challenging when they were not able to physically see students. Many students either could not or did not want to use video conferencing, which made it hard for school psychologists to understand how the students were doing, since they were not able to see them.

Pupil Participation and Progress

Success: Students were offered small group instruction classes in English, Math, Science, Health and our Social Emotional Learning (SEL) class Character education. Many of our students participated in these classes and completed them. We also offered small group instruction cohorts for our junior high students. These classes were able to engage students in core course content even though we were in the virtual environment. Staff was present at each school site to distribute additional technology, textbooks, curriculum, and supplies to students as needed. Methods of synchronous online learning included video conferencing, teleconferencing, live chatting, and live-streaming lectures. These greatly helped students to access the teachers and curriculum. Our AP English classes maintained a 90% participation rate. Students learned how to use technology and digital platforms that increased their access to the content and provided new ways to learn. When asked, most teachers say they are likely to continue using some of the new technology implemented during distance learning when we return to in-person instruction because of its ability to improve student engagement and access to the content. Some families have said they prefer the virtual availability of the classes. Since some students have transportation issues, attending virtual made it easier for them to make all of their appointments.

Challenges: There were some challenges presented this past year, as OFY- Victor Valley saw a 25% decrease in average credit attainment for academic months one through nine, compared to last year. Some students with siblings struggled to find a quiet place to log on and meet with their teacher or other school personnel. Many students would not turn on their camera and would leave meetings with the teachers before they were completed. In response, students were provided noise-canceling headphones in addition to the other tech resources and devices for logging on to class. Some students experienced difficulty staying engaged due to a lack of peer interaction and loss of some after-school events, including sports and other in-person only activities. In an effort to combat loss of engagement, Postsecondary Counselors and School Psychologists offered counseling services. Additionally, activities that could take place in a virtual setting continued safely, online: student leadership, virtual field trips, Engineering and Design Challenge, art workshops, etc. Some students did not complete courses or earn credits toward graduation at the same rate as before the transition to distance learning. The LEA attempted to re-engage all pupils showing signs of learning loss, but there were some

students who found it difficult to stay engaged or finish assignments when their routine was broken and they were no longer able to be on campus. We found that many students had to take on additional roles at home, such as babysitting younger siblings or taking a part-time job to help support with covering expenses.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ELA & Math Intervention services - LEA aims to increase overall Lexile growth and benchmark assessment scores through specialized instruction including: RenStar, Achieve 3000, Math Intervention Specialist, Math, and English tutoring	$ 187,200	$ 157,475.25	Y
Intervention Process - LEA will designate staff to offer remediation hours as a part of an intervention process to ensure that all student needs are being met and that adequate support is provided.	$ 100,000	$ 126,984.93	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Estimated Actuals are as of the end of April early May and the LEA anticipates meeting or exceeding the budgeted expenditures for ELA and Math intervention services by the end of the school year. Therefore, the LEA does not have any substantive difference to report.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Assessment Cycle and Intervention Strategies
As an independent study school, we were able to use our already developed digital curriculum (Edmentum) to support our students in distance learning. Once it was safe to return in a limited format, the students continued with the same curriculum they were working in the distance-learning format. Once students completed the courses in the digital curriculum, the student, parent, and teacher decided what modality of coursework the student will use based on the students' needs. At this point, our curriculum offerings continue to be: paper packet, Edmentum, SGI, or, most commonly, a blend of options. Packet work, also called student activity workbooks (SAWs), include five fillable workbooks with Common Core

standards aligned content drawing from appropriate textbooks and novels. Limited In-person appointments provide additional instruction and support in a one-on-one environment.

Students who experienced learning loss were given access to the math tutor and/or math intervention teacher. Classroom-based instruction offered through small group direct instruction courses have not returned to in-person classes but will when it is safe to do so, based on the direction from state and federal authorities. Direct Instruction teachers used the Ren Star benchmark assessments to support the students' learning gaps in the classroom as well as provide formative feedback throughout the classes. All learning and educational support was organized by their credentials teacher through independent studies (IS) appointments. These IS appointments allowed for one teacher to support and direct the student to their learning opportunities. Options for Youth Victor Valley will continue to utilize digital formats for communication and instruction including Google Classrooms and Google Hangouts, but with the added in-person support through one-on-one appointments when deemed safe, small group classes were able to increase quality instruction and content to students in a virtual format. The course offerings for SGI classes were based on the intervention and credit-based needs of students who experienced a loss of learning. Intervention courses, such as Accelerated Math, Achieve 3000, ILit, and Math Modules were also offered in various curricular options to address any gaps in learning and to accelerate learning. Ren Star benchmark assessments were given 3 times this school year. The first testing was in October to create a baseline, with the second occurring in January, and the third testing at the end of the year in May. Students who fell into the "urgent intervention" range on their Ren Star Math assessments were offered one-on-one math intervention support through a virtual format.

Success: OFY Victor Valley recognized one of the most significant impacts of the emergency distance learning initiated in March 2020 due to Covid-19 Pandemic was loss of learning, both in academic content and skills. To measure students' learning status, we used Student Track, our student data management system and Ren Star our internal benchmark test. Teachers used the diagnostic assessments to give them quick accessible information about what students know, and where they need to be at that point in time. The LEA was able to successfully monitor pupil-learning loss by adjusting our internal Renaissance Star Benchmark assessment administrations to our distance-learning format. Our students being tested 3 times in the academic calendar, with a 95% participation rate, evidence this. School Counselors analyzed 95% of the senior's student progress towards graduation and updated the student's 4-year plan. These were provided to the students, parents/guardians, and teachers so as to help each stakeholder be aware of their unique needs and progress towards graduation. These plans helped each stakeholder guide their student towards college and career readiness. These plans were comprehensive and covered the overall picture of the students' academic progress towards graduation and post-secondary goals.

Challenges: We experienced challenges with student participation in the interventions offered. Students that were already struggling or not participating with the new distance learning platforms were often unwilling to participate in additional appointments for targeted support. This is evidenced by our 25% completion rate for our intervention programs. Student engagement and progress was measured by the coursework completed. To date for the 20-21 school year, the average student progression rate is at 53.97. This rate indicated that on average a little more than 53% of students are earning at least 4 units/ high school credits each learning period per learning period. This is down from last year.

Lexile Percentage Increased
(Must have 2+ tests in school year)

Level Name

Options For Youth - Victor Valley �— 50.62%

5.00% 10.00% 15.00% 20.00% 25.00% 30.00% 35.00% 40.00% 45.00% 50.00% 55.00%

Pct Of Student With Increased Lexile
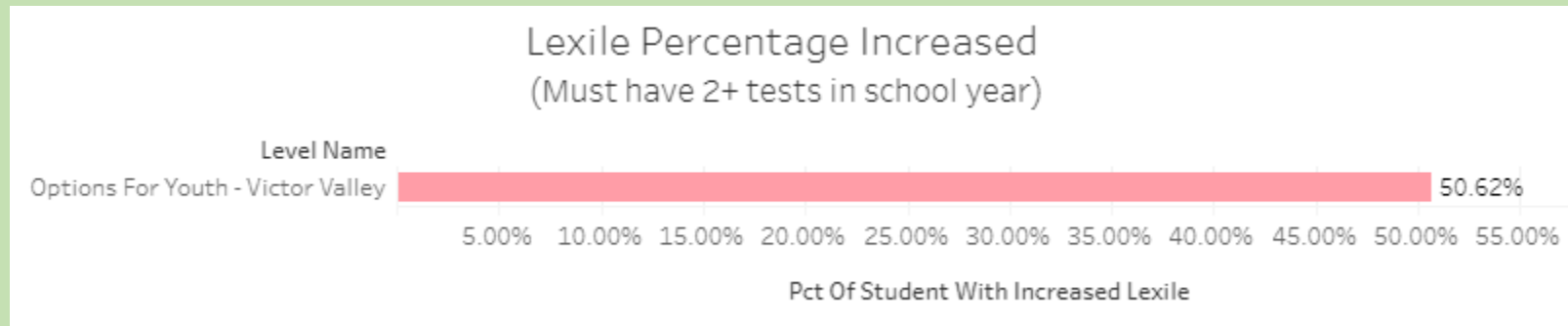
EL students who displayed learning loss were given extra support tools by the EL Specialists. Some EL specialists used Google Classroom to save lessons and notes for EL students to refer to when completing their assignments. EL students were taught to use the text-to-speech feature in Edmentum lessons. We know that EL students' learning comprehension levels improve with the use of audio and video. EL specialists also used videos and graphic organizers through Google Meets to further support EL students.

Actions and strategies used to address learning loss
Options for Youth Victor Valley provided professional learning opportunities for teachers and support staff in the areas of technology-based instruction and engagement strategies. Focus was on mitigating learning loss caused by the distance learning models of instruction during the 2020/2021 school year. Teachers were also trained on Social Emotional Learning and strategies to help all students cope. The purpose was to equip all staff members with the necessary tools to move instruction forward in distance modalities, to increase student engagement and interest, accelerate learning, and to reduce any gaps caused by distance learning do to the Covid crisis. Instructional coaches have provided professional development opportunities to all direct instruction staff on Zoom and Google Meets as well as Google Classroom. In addition to these platforms, teachers had the freedom to experiment with other platforms, specifically Canvas and Blackboard, to test if those platforms could be used more effectively and efficiently than Google. Small Group Direct Instruction teachers have collaborated in subject matter groups in order to create learning activities that can be completed virtually while pushing students academically in order to prevent any learning loss. In addition to these strategies in practice for all students by administrators, teachers and support staff, other identified groups received alternate specific instruction. Administrators' teachers and support staff monitored students with unique learning situations (EL, low income, foster youth, students with exceptional needs, and homeless) and provided targeted intervention for these students.

For students who are English Learners, time away from the classroom can affect the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. The EL team addresses learning loss with appointments through Google and Zoom and specific classes for the EL students. To bridge the technological gap of EL students, the LEA provided chromebooks for students to complete their coursework, and to attend virtual classes. A flyer was also sent out to students with locations for hotspots for internet access. During these virtual appointments, students and their EL specialists went over goal setting, coursework assignments, and talked to individual students to check on their well-being. EL students who expressed the need for mental health issues, such as depression and anxiety, were referred to the school counselor. The virtual classrooms provided EL students with a place to interact and collaborate on assignments with other students. Students who missed classes were given the opportunity to attend office hours or extra appointments. EL Specialists added extra time to allow EL students to meet with them when necessary.

With all that was offered to address learning loss, the EL Specialists saw a drop in attendance and work completion. OFY-VV EL student's attendance rate for the 2019-2020 school year was 97.31% and work completion was 83.99%. Despite the lower than expected Attendance and Work Completion rate, EL students still outperformed the general student population. General student Attendance rate was 96.5% and Work Completion rate was 83.06%. We believe the higher rate in attendance and work completion is due to the extra support time with the EL Specialists. During the 2019-2020 School year, OFY-VV had a 16.67% reclassification rate. This rate is lower than expected as well. OFY-VV strives to maintain a 20% Reclassification rate. We attribute the lower rate to lower Renaissance Reading test scores due to distance learning. Our goal at OFY-VV is to support EL students with diagnostic reports from Renaissance Learning and add more Language support classes like iLit to improve the Renaissance Reading scores of EL students.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Options for Youth Victor Valley understands that COVID-19 has affected our school community in more ways than one. The social and emotional impacts of this pandemic have required monitoring and additional support to address the unique needs of pupils and staff during the 20-21 school year. The LEA continued to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on the following five competencies:
- Self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset
- Self-management - managing emotions, controlling impulses, and setting goals
- Social awareness - ability to see perspectives from others, showing empathy, and appreciating diversity
- Relationship skills - communication, cooperation, and conflict resolution
- Responsible decision-making - understanding and thinking about the consequences of personal behavior

Success: As shown on our latest School Climate Survey, 82% of students reported positively about Respect for Diversity, 84% reported having positive Support from adults, 70% of students reported positively about the climate and culture of the school. 77% of students reported feeling a Sense of Social-emotional Security and 80% reported feeling Supported in Learning. These scores are indicative of the efforts put in place to support the emotional needs of students during the pandemic.

Challenges: An area of concern, which is to be expected considering the virtual environment, only 69% of students and students felt connected to school and an overall sense of engagement.

Overall

18%

82%

■ Positive ■ Less than positive

Support for Learning

20%

80%

■ Positive ■ Less than positive

Respect for Diversity

18%

82%

■ Positive ■ Less than positive

Support from Adults

16%

84%

■ Positive ■ Less than positive

Student Sense of Connectedness

31%

69%

■ Positive ■ Less than positive

Parent Sense of Connectedness

31%

69%

■ Positive ■ Less than positive
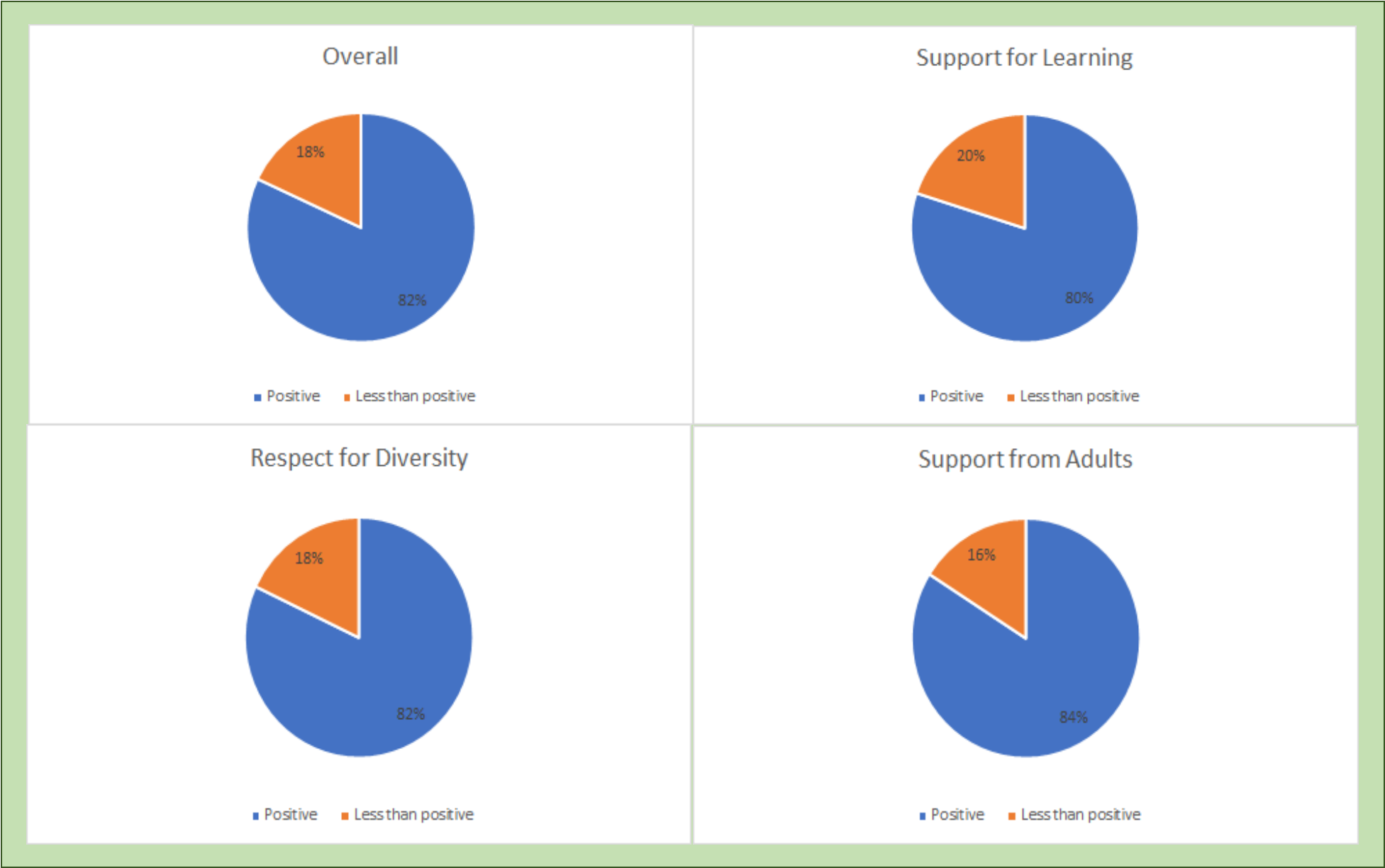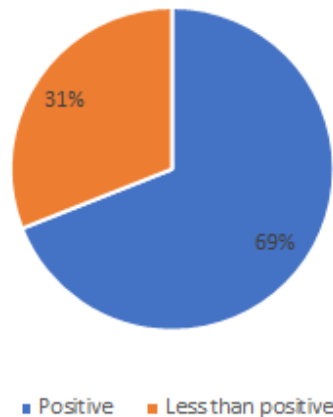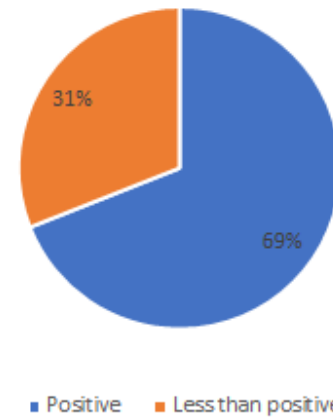
OFY- VV"s students' mental health and Social and Emotional Well-Being were supported through a System of Support. Our Mental Health and School Counseling teams provided training and support to all general education and specialized teaching and support staff on how to integrate social and emotional learning, and mental health into daily lessons and approaches to the Universal level of support. School Based Mental Health Clinicians immediately began providing Telehealth services to ensure continuity of mental health services to students needing more targeted or intensive levels of interventions.

- Universal Interventions -Mental Health and Social Emotional Wellness training for teachers and staff, linkage and connections to school and community support.
- Targeted Interventions- Short-Term Individual Counseling focused on a targeted goal – Anger Management, Healthy Relationships, Grief & Loss, etc. Linkage and connections to school and community supports.
- Intensive Interventions - Long- term Individual Counseling, Risk & Safety Assessments, Linkage and connections to school and community supports.

Options for Youth Victor Valley completed the annual Child Find training on Friday, August 28, 2020. A student referral form has been provided to staff in the event staff has concerns about a student's social-emotional wellbeing or if a student reports social-emotional concerns when working with school staff. After staff complete the student referral form, it is sent to the school psychologist, assistant principal, and post-secondary counselor for review and to determine the level of support needed. Suicide Prevention and Intervention training was provided to staff. Additional training occurred as well for the site's safety coordinator(s).

Child Find Definition- Child Find requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child

Options for Youth Victor Valley offered staff access to the Employee Assistance Program to obtain resources and services for work/home. Professional development opportunities such as Self- Care workshops and virtual classes were also offered to staff. In addition, PDs in student

engagement, suicide awareness, and trauma informed practices, and distance learning best practices were also provided to ensure staff was able to support students with COVID-19 related impacts on the school community. Employee Assistance Program Defined- EAP provides support and guidance for matters that range from personal issues staff might be facing to providing information on everyday topics that affect their lives. This program was made available to all staff members through The Guardian Life Insurance Company of American and Integrated Behavioral Health (IBH). Examples of types of assistance available are:

- Family, relationship and parenting issues, Child and elder care needs Emotional and stress-related issues, Conflicts at home or work, Alcohol and drug dependencies, Health and wellness issues and Covid related issues.
- Staff members offered virtual classes for Pilates, cardio boxing, dance, and different types of yoga for staff self-care. Professional developments in student engagement tools (an introduction to Pear Deck and Flipgrid for online student engagement), open collaboration forums for all instructional staff to seek support and share best practices for online instruction, and distance learning best practices were held on April 10th, July 31st, and August 7th. Education Technology training (Google Jamboard, Google Keep, and Edmentum online curriculum) were also provided to staff.
- Options for Youth Victor Valley's main page of their website has a link that discusses Ways to Promote Children's Resilience to the COVID-19 Pandemic. The website also has a resource page with links for the school psychologist's office hours, staff contact sheet, virtual community services, jobs currently hiring, learning resources, Wi-Fi help, parent resources, and virtual support programs.

Social Emotional Development
Students were provided the opportunity to participate in virtual extracurricular activities or in courses designed to develop their social-emotional skills. These extracurricular activities included, but are not limited to ASB, Gardening Group, Character Ed, and eSports.
School Psychologists provided Monthly Newsletters covering many topics and resources. The school psychologist provided monthly mental health awareness resources on topics such as: such as; January - Human Trafficking, February - Teen Dating/Teen Dating Violence, March - Self Harm Awareness, April - Safer Internet Awareness, May - Mental Health Awareness, June - LGBTQ Awareness, July - Drug & Alcohol Abuse Awareness, August - PTSD Awareness

OFY- VV continued to reach out to students and staff to develop training and services to address mental health needs so that students are able to thrive at school and in their jobs. We develop surveys and confidential opportunities for parents and students to communicate their needs. This allowed for targeted interventions.

Successes in Monitoring and Supporting Mental Health and Social Emotional Well- Being Options for Youth Victor Valley- promoted the social and emotional wellbeing of pupils by utilizing established procedures, protocols, and systems of support to identify and address the needs of pupils through the child find process, offering school based counseling support services, school psychologist office hours for check ins, utilizing universal screening tools, SST meetings, providing monthly mental health awareness resources, and Post-Secondary counseling. We had many students and parents take advantage of these offerings to help support students and families.

Challenges in Monitoring and Supporting Mental Health and Social Emotional Well-Being
One of the challenges faced by the LEA was that, even with school intervention and support, some parents continued to struggle with helping students who were unmotivated at home. Students also struggled with not being able to complete their work and stay on task. We tried to help with this by providing the offerings mentioned above, but were not able to reach all students. The LEA saw some students experience a decrease in student engagement, This was due to some students with feelings of depression and anxiety. To help our students with this, our Postsecondary Counselors and School Psychologists increased the amount of general education counseling they were providing. The LEA also experienced an

increase in staff members who felt overwhelmed by their concern about the mental well being of students. With the decline in student engagement, many staff members also worried about students making progress and meeting their graduation goals. Staff members also faced challenges at home in their personal lives due to COVID ,which also led to an increase in the need to use our Employee Assistance Program to help them find help for personal mental health needs.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

OFY- VV's learning community was prepared to ensure that students continued to receive quality educational experiences. Devices were provided to all students and communication with students and families increased via School Messenger, letters mailed home, emails, Remind App, and multitude of tools to keep students and families connected with the school.

Success: Options for Youth Victor Valley worked to ensure pupil engagement through multiple avenues, including student appointments (virtual or in person), workshops, groups and community events. Teachers, counselors, English Language Specialists, Special Education Teachers conducted weekly appointments through virtual meetings, by phone, and in-person according to our distant learning plan. This allowed staff and students to gain better insight on students' goals post high schools as well offering/promoting student engagement opportunities. Staff followed-up with all students who missed appointments by phone, email, text, and the Remind app. Staff and school administration remain constantly checking for student progress social emotionally and academically. Students that were seen as struggling or constantly not attending appointments triggered our tier of intervention plan. Teachers and staff implemented such interventions as one on one appointments, parent/teacher conferences, student study team meetings, home visits, offering support such as school psychologists to name a few. Students were still expected to comply with the terms of the Master Agreement, which include: completing a minimum of four academic units of work (equivalent to four credits) each academic month (four-week learning period) and attending bi-weekly appointments with instructional staff. The LEA was able to reach an average of 53% of Monthly Student Progress during distance learning.

To ensure student engagement, Options for Youth Victor Valley tracked student attendance and academic progress daily, weekly, and provided interventions. Tiered interventions for re-engagement and academic progress I included meetings with a post-secondary counselor, assistant principal and school psychologist if needed. Virtual or in person parent conferences were scheduled at least once per semester where all parties collaborated and implemented different learning strategies for student success.
Strategies that teachers implemented to address learning loss for all students included: connecting with parents/families via phone, email, Google hangouts, and/or Zoom; monitoring student attendance and progression, formative and summative assessments, and teacher observations; engaging students social-emotionally through tools like Flipgrid; setting written and verbal student norms/expectations for attendance, participation, and work in the online setting; engaging students in synchronous and asynchronous instruction through interactive online learning tools such as Google Classroom, Kahoot!, Pear Deck, Padlet, Loom, etc. to promote deeper student learning through interactive classroom warm-ups, discussions, formative assessments, etc.; and provided needed services such as intervention support in math and English, Special Education services, and English Language Development services to address additional learning needs and to mitigate learning loss.
Events to promote social emotional opportunities as well as prepare all students for college and career prep were offered throughout the year in a virtual format. Post-secondarily Counselor did monthly progress checks, met with all seniors and was part of transitional planning for students with disabilities. Stakeholder engagement nights were also offered throughout the school year in a virtual format, including FAFSA workshops, resume

building and career chats. Reclassification events, college signing night and other school celebrations were held either virtually or in-person when possible, following all CDE safety protocols. School Leadership continued to meet virtually on a regular basis and facilitate school site events to increase student engagement and a sense of school community and connectedness.

Options for Youth Victor Valley continued its outreach and community engagement methods by attending and hosting virtual community meetings, and providing digital communication or handouts to our families. We were committed to sharing resources when we became aware of our family's needs that might include local food distribution, parent support workshops and even resources on financial support. Most of our community resources also came out in languages that are seen in our community such as Spanish. These resources are shared through a mass text message (preferred way of communication from our parent response surveys) through school messenger and Remind text as well as through our staff mentioning them to our families.

For students that are missing 60% or more of school days in a week (3 school days or more) The following procedures included, but were not limited, to verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, an outreach from the school to determine pupil needs including connection with health and social services as necessary and, when it was allowable transitioning the pupil to hybrid in-person instruction. If phone, email or other communication failed to get a hold of the student and or parent/guardian then a home visit was conducted when possible within Covid safety protocols.

Three tiers of intervention to reduce chronic absenteeism.
Tier 1 Students are required to attend all assigned virtual SGI classes and a minimum of 2 weekly appointments with the Independent Study Teacher, through a meeting platform chosen by the teacher (Meet, Zoom, etc.). Students should only miss if they are ill and absent from school. Weekly engagement records are maintained that include:
• Daily attendance taken and recorded by SGI teachers in their Google Classroom or other attendance document. Independent study monthly packet completion recorded in the LMS StudentTrac. Assessment information recorded and shared with parents/guardians through the schools LMS student database.

Tier 2 for students who have accumulated three or more consecutive absences, have missed 60 percent of the instructional days in a school week, or for students who are present but not engaging instruction.
Teachers monitored student attendance documented in the school's LMS and made daily phone, text, Remind or emails of absence notification to parents/guardians. Early Intervention for students that needed support to avoid chronic absenteeism. Teacher notified, school counselor, administrator or intervention teacher for Tier 2 reengagement support. A staff member from this team contacted families (with assistance from translators when necessary) to identify barriers to student engagement and provided personalized assistance in eliminating barriers. Assistance may have included but was not limited to:
• Providing access to necessary resources such as technology, internet access, materials, etc.
• Ensuring translation support if necessary.
• Referrals to mental health and social and emotional supports and services.
• Assign an adult mentor to check in with and connect to student/family daily or week

Tier 3 Intensive support for chronically absent students who have accrued 10 or more absences from distance learning: students facing the greatest challenges. The intervention team continued to work with the student and family to support them in addressing ongoing barriers, which may have included referral to outside agencies. Socially distant home visits, when necessary, were also conducted.

Challenge: However, despite these engagement efforts, some students demonstrated a lack of engagement and were absent from Distance Learning opportunities with only 69% of students and students reported feeling connected to school and having an overall sense of engagement. Our intervention program was implemented to ensure students that are not attending distance learning are being addressed. The team included, assistant principal, school counselor, teachers, school psychologist and any other support personnel necessary to help students engage. Resources were made available to families that were in need. Despite these efforts, some students still did not fully engage in the distance-learning format.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

As a non-classroom based charter school, Options for Youth-VV was not required to provide food services. However, the School acknowledged that students may be facing food insecurities due to the financial hardships resulting from the current pandemic and offered nutritionally adequate meals for students. When students returned for hybrid in-person instruction, meals were continued to be provided to the students through the Free or Reduced-Priced meal program, as is our traditional practice. OFY- VV recognized the effect the current economy and loss of jobs has on our families, and enrollment teams contacted families to reevaluate students' eligibility for free or reduced-priced meals to ensure all students were being served regardless of income status. As is our practice, meals are provided free of charge to all students. The LEA provided meals weekly to all pupils to pick up and take home. Students were able to pick up five lunches at one time to reduce the number of times they needed to come to the school site. In addition, to support all of our families, OFY- VV partnered with community-based agencies, nonprofit organizations, and faith-based groups to provide direct food assistance to families as well as information about food pantries, regular distribution sites, and grocery give-away events in the county. Families of students were also provided information about meals that were available for pick up at any local public school distribution site in their area.

Successes and Challenges for School Nutrition:
The charter has made grab-and-go lunches available to students for pick-up and has promoted this program throughout distance learning through email and teacher promotion. Families are able to pick up five days' worth of student lunches at the beginning of the week. A few students have taken advantage of the school lunch program, but overall the population has not utilized the program. Implementing the lunch program was in progress at the beginning of the pandemic, and the success is that the school was able to offer students lunches during the pandemic for pick-up. The challenge of the lunch program is the low turnout of students and parents willing to drive to pick up the grab-and-go style lunches.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	The charter will host various stakeholder engagement events specific to unduplicated students, students with disabilities, and the general student population to seek feedback in the development and growth of our distance learning program. The charter will administer a school survey to gauge student, parent, and staff feedback on distance learning school environment. This action will also include the materials needed to improve engagement, drive thru and virtual charter events.	$ 117,381.96	$ 50,588.08	Y
Social-emotional Learning	Actions are directed to meet the social-emotional needs of unduplicated students by providing additional quality telehealth mental health sessions, case management and crisis management.	$ 40,182.35	$ 363,960.93	Y
School Nutrition Program	Grab & Go Breakfast and Lunch are available for pick-up during the specified times of 8:00 a.m.-11:00 a.m. and 12:00 p.m.-3:30 p.m. These times have been increased since the first school closure to give families a larger window for pick-up. Families may pick-up both breakfast and lunch for the day or a week's worth of meals.	$ 117,381.96	$ 39,078.12	Y
Post-Secondary Planning	All seniors will meet with their credentialed teacher and/or Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance data.	$ 58,690.98	$ 33,794.88	N
Post- Secondary Events	The LEA will host/develop the following events: Virtual College & Career Fair, Drive thru Senior Social, Virtual College Trips, Drive thru Graduation, Virtual College Signing Day, Virtual FAFSA Nights.	$ 10,000	$ 4,283.67	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The LEA was able to provide school nutrition items to all students who needed them. However, since students were not attending resource centers, the demand was lower than we initially anticipated. In order to avoid producing food waste, and stay in alignment with student needs, we lowered the number of food items we were ordering to the amounts that were actually being requested by our families. The LEA anticipated spending more on stakeholder engagement events. Due to COVID and not returning to in person instruction, we held our events in the virtual environment and did

not spend as much as we planned. The funds not spent for these two categories was reallocated to supply the technology needs of our unduplicated students. The LEA was able to provide students with access to Post-Secondary Counselors who provided general education counseling services and provide students with virtual experiential learning and school engagement activities that focused on emotional well-being and social-emotional skills. The LEA anticipates spending all allocated funds for this by the end of the school year. Estimated Actuals are as of the end of April early May and the LEA anticipates spending all allocated funds on providing social emotional support , all allocated funds for senior events and post-secondary counseling for our students by the end of the school year.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons Learned From Implementing In-Person and Distance Learning Programs
In-Person Program: Due to San Bernardino County's status in the purple tier for the majority of the 21-22 school year, the charter did not offer in-person instruction to students. We were able to offer small stable groups for limited in-person instruction for pupils with unique needs between April and the end of the 20/21 school year. Due to the large case numbers, we were unable to bring students back earlier. Due to the changing COVID case numbers throughout the 20/21 school year, and the challenges in forecasting COVID risk-level as guidance and levels changed frequently throughout the year, the charter chose to focus its efforts on providing a consistent and quality distance-learning program to all students. As the COVID-19 levels have decreased and San Bernardino County has entered the orange tier, we were able to open for small stable groups of students that included our special populations of students first and then we expanded to any student that was comfortable coming back. We coordinated with our local health agency's to provide COVID vaccines to any staff member that wanted to get it. We had a large number of our staff take advantage of the opportunities and this helped facilitate a safer reopening. The charter recognizes that learning loss as a result of the switch to virtual instruction and the effects on the social emotional health of our students will need to be addressed in the 21/22 school year. The safety and health of staff and students is also a priority for the LEA. The LEA has ensured that we have ample PPE, cleaning and disinfection supplies and proper ventilation to ensure the health and safety of our students and staff. The LEA has staggered scheduling to accommodate physical distancing, a robust cleaning schedule and hired a professional janitorial company to clean and properly disinfect the school sites 2 times per week, with CDC and health department approved electrostatic spray. We have instituted safety plans and attended COVID disease prevention training. These were crucial to have in place before the LEA, brought students back on site for in person learning. The LEA has incorporated these plans into the 21/24 LCAP.

Distance Learning Program
The LEA learned many lessons related to the development of a quality virtual/distance learning program. In response to the COVID-19 pandemic, OFY Victor Valley had to pivot away from in-person appointments to meeting with students within the virtual environment. The LEA continued to deliver high quality learning opportunities during distance learning by maintaining the same student schedules prior to COVID although they were held virtually. The LEA understands that the 100 % virtual learning environment was a struggle for many students despite efforts by teachers and intervention staff. The LEA celebrates all of the hard work by staff to quickly develop and continuously work towards improving its virtual program. We recognize there are inequities inherent within a virtual/ distance learning model. The school will continue to monitor and address these needs to ensure students were given the interventions they needed to be successful. The LEA understands that students with unique needs such as, English language fluency, and/or executive functioning gaps that can prevent them from effectively utilizing their school appointments in a virtual setting.

The school ensured these students were given the tools and extra intervention time to address these needs. The LEA was able to provide Chromebooks and Hot Spots to all students that needed them. The school understands, even with the provided devices, technology skills gaps, still exists for our students with unique needs. These gaps prevented them from thriving in a virtual/distance learning model. The charter made changes from the 19-20 to 20-21 school year to better address the 21st century skills gaps to help these students be able to access the virtual environment. This enabled us to increase these students' attendance and work completion rates in the 20-21 school year. The teachers used, zoom, Google meets, Google classroom and other digital resources to assist the students in accessing their class materials. Our traditional packet work was also made available for students who preferred this method of curriculum access. Teachers modeled effectively utilizing technology for students during their appointments and class times and had students share their screens and practice technology applications such as: sharing Google documents, converting documents to PDF, downloading and uploading documents in email and to the Edmentum platform for teacher review. For students that were really struggling with the online format, staff was available at their school site to assist them in person using COVID safe protocols. Students that did not show up to virtual class meetings and were not able to be reached through phone or email. COVID safe home visits were made. The LEA understands that 21st century technological skills are crucial form not only a virtual learning environment but for in-person learning and post-secondary goals. This has been incorporated into the LEA's 2021-24 LCAP.

2021-24 LCAP Goal Development Based on Lessons Learned from the Learning Continuity and Attendance Plan
The following goals and actions from the charter's 21-24 LCAP are directly related to lessons learned during the implementation of the Learning and Continuity Plan. In addition, goals and actions related to pupil learning loss will be addressed in the prompt directly below.
Goal 2 Action 5: 21st Century Skills and Technology Education: The charter has allocated funds to provide stakeholders with the necessary educational technology, subscriptions, and associated services to support learning and instruction in the 21st century. This includes Chromebooks, access to Wi-Fi, Hot Spots and a prioritization on embedding technology into curriculum and providing students with technological subscriptions and resources in order to provide students with opportunities to engage and master professional usages of technology.

Goal 4 Action 4: School Safety: The LEA is allocating funds in the 21-24 LCAP to provide all necessary PPE, cleaning and disinfection supplies, cleaning services, safety equipment, additional safety resources, and safety training for the return of an in-person instruction model. All students will be provided with PPE if needed, and the charter will implement protocols to reduce the risk of spreading COVID-19 for students and staff. We will implement health checks for all students, staff and visitors and contact tracing. We have ample facemasks, face shields, gloves, and sanitizer on hand.

The LEA is hopeful that the implementation of these measures, in conjunction with increased vaccination rates and reduced community transmission numbers, will encourage parents and students to return to an in-person learning model with confidence in their safety.
Goal 4 Actions 4 and 5: Social Emotional Learning, Enrollment, and Outreach: The LEA understands that providing students with expanded virtual and in-person opportunities for social emotional learning is an area of need. The LEA offered social emotional opportunities virtually during the 2020-21 school year. Attendance at these events were limited. The charter has allocated funds in the 2021-24 LCAP to ensure that Social-Emotional Learning (SEL) opportunities for students are prioritized as we return for in-person learning in the upcoming school year. As this is going to be an area of high need for our students. The LEA learned during the 20/21 school year that there was a need to address remediation during the intervention process. The LEA will allocate funds in the 21/24 LCAP to ensure that all student needs are being met and that adequate support is provided.

Goal 4 Action 3: Nutrition Program: At times during the 20/21 school year, the LEA had a low participation rate for the Grab and GO Meal Program. The LEA understands that ensuring students have access to healthy meals is a crucial component for learning success. The LEA believes that the return to in-person learning will increase the number of students who are interested in participating in the meal program, as they will already be on

site to pick them up. Food insecurity is very high in our area, due to the pandemic and job losses. The LEA has allocated funds in the 21-24 LCAP to address the food insecurity of our most vulnerable student populations.

Goal 2 Action 2: Professional Development: The LEA learned during the switch to full virtual learning the importance of providing teachers with quality professional development to help the better use and teach 21st century skills and to use programs that will enhance student learning as we return to in- person learning.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil Learning Loss will be a focus of the LEA in our 21-24 LCAP particularly for our pupils with unique needs. In order to address pupil-learning loss, we will use our local assessment Ren Star that is given 3 times a year. The first administration will provide a baseline and the last two will measure learning. Teacher input will be used to create flexible interventions and targeted instruction. Independent Study Teachers, Administrators and Counselors will analyze individual student data and during collaboration time plan appropriate interventions and learning plans. Support staff such as tutors, intervention specialists, EL Specialist and Direct Instruction teachers will be used for small group instruction and one-on-one support for our students with unique needs. Additional tutoring appointments will be added and Cafe nights will be provided to give additional support to address the learning loss that has occurred due to the pandemic. Our goals for the 2021-2024 plan will have a large focus on learning loss due to virtual/ distance learning , especially as it pertains to our students with unique needs. It is our desire to have students and staff return to a sense of normalcy while providing a supportive, inclusive and academically rich environment. We have used local data to determine actions and services in our plan, as there is no state data available. Student engagement, social emotional learning and explicit direct instructional strategies will be a focus for the 2021-2024 LCAP.

The following metrics/actions in our new LCAP demonstrate our focus on mitigating any loss of learning that has affected students during the pandemic.

Goal 1 Action 2- EL Individualized Support & Instruction: The LEA will provide individualized support for EL students through English Language Specialists. Additionally, EL students have access to the Bilingual Scholars Program, designated ELD curriculum (iLit and ERWC), and support in the development of Academic Learning Plans twice a year.
Goal 1 Action 6 - Foster Youth and Homeless Student Core Course completion: Foster Youth and Homeless Student Core Course completion Specialists will also continue to support EL students on their credit completion in order to make up for credit attainment that was lost in the 20-21 school year.

Goal 2 Action 3 - Targeted intervention for Unduplicated Students: Charter aims to increase overall Lexile growth, through specialized instruction and interventions, which include RenStar, Achieve 3000, Math Intervention Specialist, and Tutoring. (Math intervention program)

Goal 1 Action 8- Math and ELA intervention: Using the triannual benchmark assessments, student scores will determine if they are designated as needing urgent intervention. Those students will be scheduled for intervention using a method that will best address the learning gaps identified by the assessment. The student may be prescribed one of or a combination of the following: Small Group Direct Instruction, weekly appointment with an intervention specialist, weekly time participating in an Evidence Based Intervention program.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The LEA over projected expenses for School Meals in the 2020-21 school year. We budgeted to spend $117,381.96 on nutritious, Grab and Go meals that would be offered for students to pick up at school sites, but actually spent approximately $25,892.20. We attribute this to a substantive difference to a lower demand for meals than we initially anticipated. Similarly, the LEA budgeted to spend $117,381.96 for stakeholder events but spent approximately $47,745.94. We attribute this to not returning to any in person events. The funding not used in these categories went to purchase Educational Technology to help students without computer or internet service. Some of the funds were used to address basic services, to ensure students had access to credentialed teachers to help with core course completion. The LEA budgeted $2,015,356 for our high needs students and as of the end of April early May has spent $2,886,407 on actions in our Learning Continuity Plan to increase or improve the service for our high needs students. The difference between what was initially budget and what has actually been spent was largely based on the needs of our high needs students and the need for the charter to pivot its resources throughout this pandemic year.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of goals and actions in the 2021-24 LCAP based on the analysis and reflection include:

Upon review of the goals and metrics of 2019-20 LCAP outcomes and the input of stakeholders the following has been determined to inform the 2021-2024 LCAP: Based on student performance outcomes in our 2019-20 LCAP and Learning continuity Plan we have rolled over, our goals focusing on achievement for our special populations of students were heavily influenced by the data that came out of the past two years. We will be continuing to measure English Learner reclassification rates (LCAP Goal 1), as we feel that is a strong indicator of student success both in our program and of student readiness for postsecondary education or the workforce (LCAP Goal 3).The LEA looks to improve the A-G completion rates upon graduation. Review and development of our current Career Technical Education plan and practice will continue to consult our stakeholders for more input on the development of our CTE Program. We are looking to improve our pathway completion rates, and future offerings. It is anticipated that the current CTE plan will be revised to reflect the expressed interests of the stakeholders.(Goal 3) Use of communication tools and reminders directed to students and families will be utilized to assist with encouraging students to participate. We will continue to hold SAT School Day in the Fall and Spring each year. Many of the above-mentioned areas will assist in the improvement of our reported College and Career indicator. Work done this year on improvement of chronic absenteeism rates will be a focused point of the 2021-24 LCAP as an established team from the LEA to include administration, school site leaders ,teachers, coaches and EL specialists have been reviewing root causes for the absences and testing some strategies that may support our overall system to improve chronic absenteeism. (Goal 4) Technology will need to be addressed as students and teachers have become proficient using this as a platform for instruction and learning. Specifically, we need to pursue access, equipment and connectivity. Within the 2021-24 LCAP, wellness and addressing the needs of the whole child are foremost on our lists of things to address going forward. It is believed and witnessed that taking care of the emotional wellness of our staff and students better prepares them for the work they each need to do whether it is delivery of instruction or learning.(Goal 4 Action 4) .

The following metrics/actions in our new LCAP demonstrate our focus on mitigating any loss of learning that has impacted students during the pandemic.

Goal1 Action 2- EL Individualized Support & Instruction: The LEA will provide individualized support for EL students through English Language Specialists. Additionally, EL students have access to the Bilingual Scholars Program, designated ELD curriculum (iLit and ERWC), and support in the development of Academic Learning Plans twice a year.

Goal 1 Action 6 - Foster Youth and Homeless Student Core Course completion: Foster Youth and Homeless Student Core Course completion Specialists will also continue to support EL students on their credit completion in order to make up for credit attainment that was lost in the 20-21 s

Goal 2 Action 3 - Targeted intervention for Unduplicated Students: Charter aims to increase overall Lexile growth, through specialized instruction and interventions which include RenStar, Achieve 3000, Math Intervention Specialist, Tutoring. (Math intervention program)

Goal 1 Action 8 - Math and ELA intervention: Using the triannual benchmark assessments, student scores will determine if they are designated as needing urgent intervention. Those students will be scheduled for intervention using a method that will best address the learning gaps identified by the assessment. The student may be prescribed one of or a combination of the following: Small Group Direct Instruction, weekly appointment with an intervention specialist, weekly time participating in an Evidence Based Intervention program.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

  - Pupil Participation and Progress,

  - Distance Learning Professional Development,

  - Staff Roles and Responsibilities, and

  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

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 Public Charter Schools – Victor Valley (Victorville)	Bryan Gillespie, Principal	E: bgillespie@ofy.org P: 760-553-5467

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.
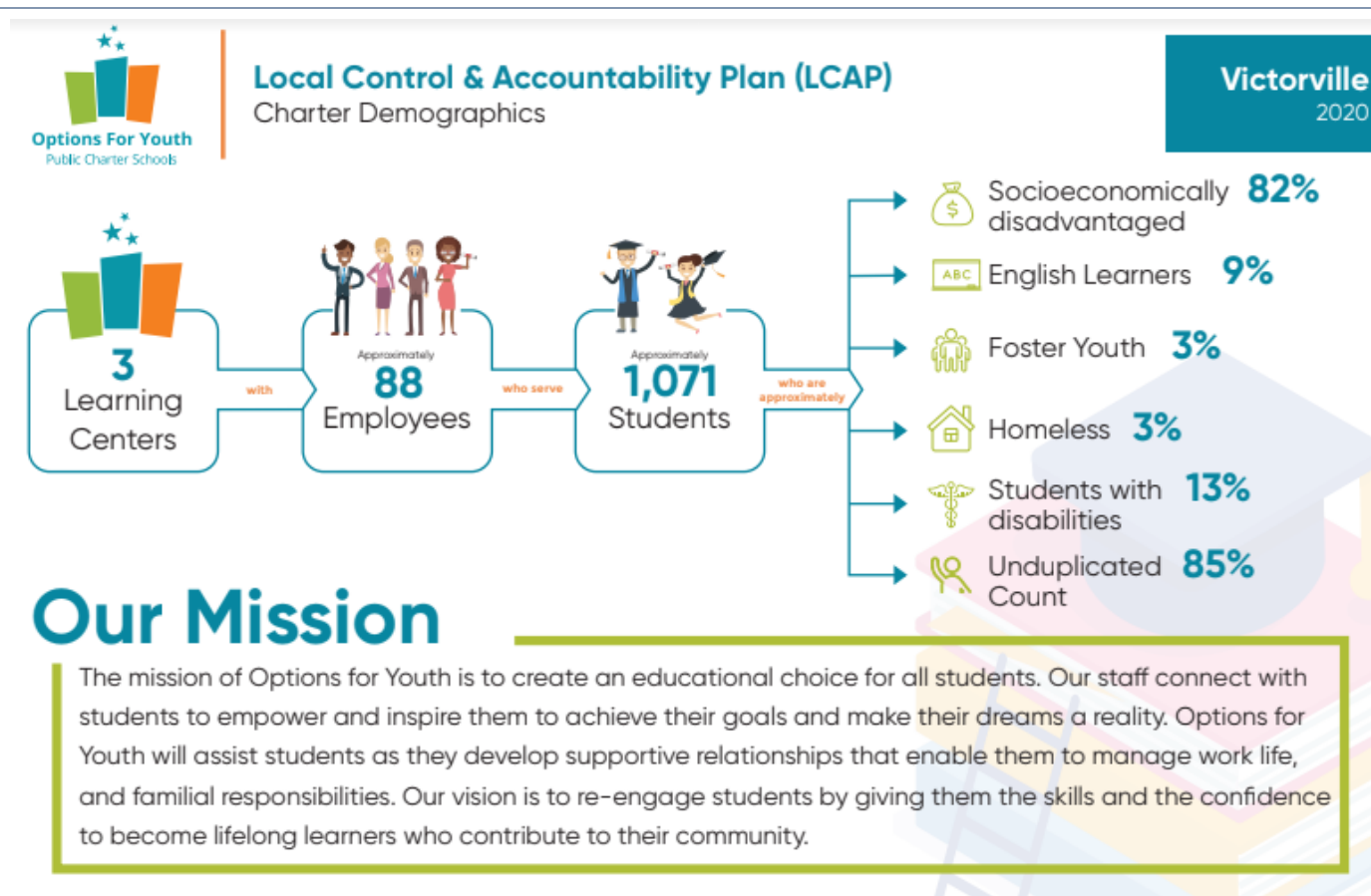
Options for Youth-Victorville (OFY-VV) is a voluntary academic recovery program using a blended format that is specifically tailored for at-risk students. Students, teachers, and parents work collaboratively to develop an individual learning plan for each student based on the student's needs and goals

OFY-VV is committed to a culture of teamwork, collaboration, and performance excellence while enhancing all students in the area of character development and academic achievement. OFY-VV stakeholders believe that our students are unique individuals who love learning, are capable of self-improvement, are capable of quality work and will flourish in a positive school environment with instruction personalized to their specific needs.

OFY-VV offers our students the academic, social and emotional support that make a true difference in their lives. Our staff empower, inspire and connect with all of our students, allowing our students to take ownership of their lives and make their dreams a reality. Beyond the classroom, OFY-VV seeks to support our communities in a lasting way. We get to know the families of our students and work to provide open channels of communication between parents, students and staff. When our students graduate with their high school diplomas and continue on to successful post-secondary options such as college or successful careers our California neighborhoods and local economies are strengthened.

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

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

In response to the COVID-19 pandemic, OFY Victor Valley had to pivot away from in-person appointments to meeting with students within the virtual environment. To accomplish this adjustment, many changes had to be made by staff, students and parents. Some of these changes are as follows:
- Students were moved from the paper packet curriculum into our digital curriculum, Edmentum.
- Training and transition to the new online modality was provided to students to allow familiarity.
- Professional Development was provided to all instructional staff, which included distance learning instruction, engagement strategies, and educational technology.
- New technology was purchased and provided to students.

- Technology hotline was created to address digital gaps for students and staff.
- Changes to student appointments and class schedules occurred in order to receive or provide instruction.
- Staff roles and responsibilities were changed to allow for more time to be spent working directly with students and being able to support them virtually.

Options for Youth – Victor Valley (Victorville) 2021-24 Local Control and Accountability Plan (LCAP) - Board Adopted on June 25, 2021

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Our school believes the following academic skills are necessary to contribute meaningfully to society:
- Read and analyze grade-level text
- Communicate with different audiences using oral and written language
- Use math to solve everyday problems
- Understand the scientific method, and how science impacts daily life
- Take the initiative and be self-directed
- Adapts to and is flexible toward new situations
- Shows leadership and takes responsibility

Our educational model provides an alternate path to academic excellence and overall success for those students who have unique needs that have not met with solutions in their previous school environments. Our student population has unique academic and non-academic needs. The school meets the needs of the students in the community by:
- Identifying students who are disconnected, or in need of additional support
- Addressing skill gaps with personalized, one-on-one academic support
- providing opportunities for recovery and re-engagement through the regular and summer school programs, sports and experiential learning trips
- reinforcing academic and personal growth, ultimately leading to increased district graduation rates

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

OFY-VV's has cleared subject matter credentialed teachers trained in effective instructional strategies and supported by knowledgeable administrators and staff members.
- Positive reinforcement of incremental student behavior improvements
- Support with transportation
- Reading, English and math support with interventionists
- Meetings with school psychologists
- Collaborative meetings between teachers, support staff, parents, and students

The mission of Options for Youth is to create an educational choice for all students. Our staff connect with students to empower and inspire them to achieve their goals and make their dreams a reality. Options for Youth will assist students as they develop supportive relationships that enable them to manage work life, and familial responsibilities. Our vision is to re-engage students by giving them the skills and confidence to become lifelong learners who contribute to their community.

Reflections: Successes

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

Options for Youth – Victor Valley (Victorville) 2021-24 Local Control and Accountability Plan (LCAP) - Board Adopted on June 25, 2021

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Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (CA Dashboard). Therefore, the data displayed is a combination of the Local Indicators, Data released by the CDE in January 2021 for Graduation Rates and College/Career Measures, A Comprehensive Needs Assessment Findings (CNA) and Internal Data. We will continue to monitor student group data and ensure that supports, actions, and services are being provided equitably as outlined in the LCAP.

Suspension Rate
Academic literature raises questions as to the effectiveness of suspensions and affirms the commitment of OFY-Victor Valley and our current disciplinary practices. OFY-VV aspires to create conditions where the most vulnerable student populations feel a sense of belongingness and academic support/continuity. Toward this goal, OFY-VV uses Restorative Practices (RP). OFY- VV had 0 students suspended in the 20/21 school year. In addition, an improved process to support struggling students is proactive in addressing challenging behaviors before they escalate and require a disciplinary response.

English Learner Progress
OFY VV's English Learner Progress was in the high progress level with 56.7% of EL students making progress towards English proficiency. The LEA continued to provide support to English Learners through our English Language Specialists. Each school site is staffed with a designated English Language Specialist who creates Academic Learning Plans for all ELL students. Students who needed extra assistance with their coursework met virtually with EL Specialists on a weekly or bi-weekly basis. When student groups were brought back for onsite learning at the end of the school year, English Learners were offered one on one in person appointments with their EL Specialists. 41.67% of ELL students showed improvement in their Lexile levels from the 1st to 2nd RenStar Reading assessment and 50% of eligible ELL students were reclassified during this school year.
 Students benefited from increased support classes, teachers benefited from coach support and teachers also receive professional development so they can meet the needs of their diverse students. The intent of the professional development is to provide teachers and staff with knowledge to select and use the most appropriate instructional strategies as part of good first teaching. The EL specialist participated in Professional Learning Communities (PLC's) to help them identify student needs and share best practices. EL specialists continue to meet students virtually to provide EL students with language support. OFY-VV met the goal of 20% reclassification rate for English Learner students.

Grad Rate
Our overall graduation rate was 72.6%, and our SWD graduation rate increased by 5.8% this school year. These improvements happened through investments made in additional counselors monitoring and management tools and systems. OFY VV hired additional counselors. We now have one per school site. 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 2021-22 school year and hope to see our graduation rate continue to increase.

Graduation Rate by Student Group

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Graduation Rate
All Students	189	144	76.2%
English Learners	12	10	83.3%
Foster Youth	5	*	*
Homeless	6	*	*
Socioeconomically Disadvantaged	139	105	75.5%
Students with Disabilities	17	14	82.4%
African American	25	21	84.0%
American Indian or Alaska Native	2	*	*
Asian	1	*	*
Filipino	1	*	*
Hispanic	116	84	72.4%
White	23	17	73.9%
Two or More Races	11	11	100.0%

School Graduation Rate Compared to District and State

Options for Youth-Victorville Charter — 76.2%
Victor Valley Union High — 51.3%
Statewide — 86.6%

Graduation Rate (%)

Math
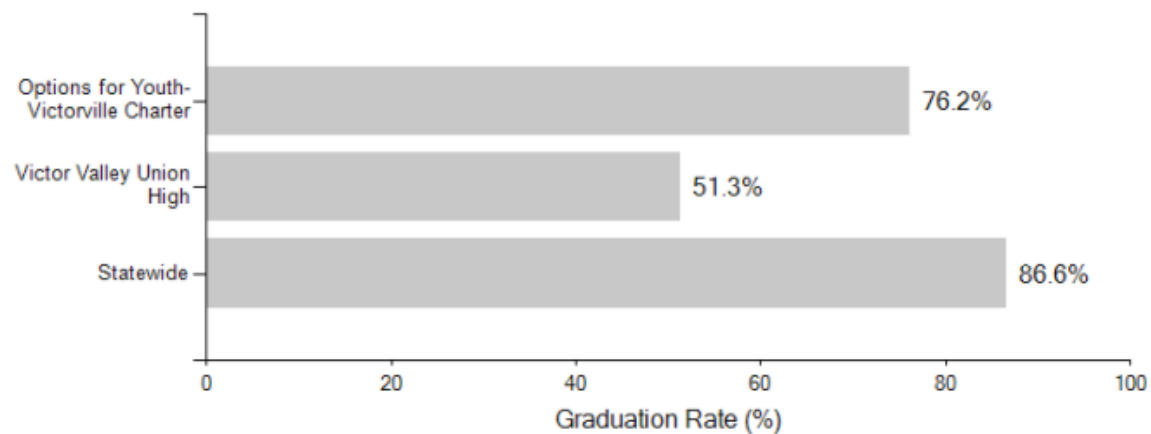
OFY-VV regularly monitors our Local and Performance Indicators and keeps our staff up to date on progress at school sites and charter level meetings. Options for Youth students have strong, meaningful relationships with their teachers. We ensure all students are working on a math course in order to reach their graduation deadline. We have aligned our math course sequence with our chartering district. We offer our math course on three different platforms to accommodate the different learning styles of our students. We offer math independent study units, Direct Instruction Classes and an online math platform offered through our Edmentum software program. We believe it is important to nurture different learning styles. The students can experience the different learning environments to see which type of instruction is best for them. We offer support for our students to ensure they are successful in their math classes. All students have access to high quality math tutors and our math teachers offer extra help for students when they are not teaching classes. OFY VV uses Accelerated Math for students who have been identified as being below grade level to increase their foundational skills needed for them to excel in Mathematics. Accelerated Math is facilitated with the support of math tutors and math teachers. Our meeting or exceeding standard for the 19/20 school year increased by .02%. We will continue with these efforts in the 2021-22 school year and hope to see our Math SBAC score continue to increase closer to being at or above standard (level3). For the 20/21, school year students who took at least two administrations of the Ren Star Test had an SPG of 42.95.

Reflections: Identified Need

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

Senate Bill 98 suspended the reporting of state and local indicators on the 2020 California School Dashboard (CA Dashboard). Therefore, the data displayed is a combination of the Local Indicators, Data released by the CDE in January 2021 for Graduation Rates and College/Career Measures, A Comprehensive Needs Assessment Findings (CNA) and Internal Data. We will continue to monitor student group data and ensure that supports, actions, and services are being provided equitably as outlined in the LCAP.

College and Career
OFY VV is committed to increasing the number of students who graduate from high school ready for college and careers, but reaching this goal is a challenge, given our At- Promise student population. Our comprehensive needs assessment identified this as an area that the LEA needs to focus on. The number of students who are college and/or career ready has increased by 4.1%, but the total percentage of students prepared is low. Only 7.4% of our students were Prepared for College and Career and 25.4% were Approaching Prepared. The percentage of students on an A-G path and are taking AP level courses and examinations can be improved. To improve in this area, OFY-VV plans on increasing the number of students on the A-G graduation track and providing more offerings in dual enrollment programs. The nature of our program in accepting all students with the many being those who are over-age and under-credit makes this metric a challenge. Students who are behind in credits tend to choose to either go into the workforce after high school or attend a community college. However, OFY VV offers an A-G path to all students and is working on providing more AP opportunities. We are working on offering CTE pathways for students that would like to go straight into the workforce. We have also involved our Post-Secondary School Counselors from the beginning of a student's enrollment in order to determine a student's pathway and to provide necessary guidance based on that student's unique needs such as re-taking courses and meeting A-G guidelines. This has informed our SGI course offerings and our extra-curricular activity needs such as CREW, College Tours, and additional field trips.

Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	7.4%	4.0%	*	*	*	6.0%	--	8.7%	18.2%	0.0%	8.6%	11.8%	*	*
Percentage Approaching Prepared	25.4%	28.0%	*	*	*	24.1%	--	13.0%	45.5%	25.0%	25.9%	0.0%	*	*
Percentage Not Prepared	67.2%	68.0%	*	*	*	69.8%	--	78.3%	36.4%	75.0%	65.5%	88.2%	*	*

The combined cohort and/or DASS graduation rate is used as the denominator to calculate the percentages.

English Language Arts

According to CAASP data across three years that was analyzed during our 2020-21 Comprehensive Needs Assessment (CNA), 28.99% of All Students met or exceeded Standard Mastery in English in 2016. In 2017, 28.66% of All Students met or exceeded Standard Mastery in English. In 2018, 29.73% of all students met or exceeded Standard Mastery in English. Our English scores for all students increased by 1.07%. In 2016, 13.11% of our SWD population met or exceeded Standard Mastery in English. In 2017, 11.90% of our SWD population met or exceeded Standard Mastery in English. In 2018, only 5.13% of our SWD population met or exceeded Standard Mastery in English. This resulted in a significant 6.77% decrease in our SWD population that met or exceeded Standard Mastery in ELA since 2017. This data source reveals that there is a significant gap in ELA achievement between SWD students and their general education peers. This data is relevant to understanding the equity gap because it suggests that SWD students are consistently not showing academic growth in ELA across years 2016, 2017, and 2018. Though we have maintained our level of ELA scores for SBAC, OFY Victorville is still 37.7 points below the standard for all students. Many of the students who choose to enroll with Options for Youth are behind in credits, which also means they are behind in grade-level concepts. Students take the SBAC if they have eleventh grade credits in their first or second semester, which leads to a wide variety of knowledge levels in reading and writing. Some students may be completely behind in ELA but have eleventh grade credits, so they take the SBAC. We are working to remediate these students by placing them in direct instruction courses, where they can receive differentiated lessons and one-on-one help from an English teacher. Our EL students receive one on one help from our EL specialist. We are hoping to see fewer students scoring below the standard as we put more students into these direct instruction classes.

2020-21 ELA data, which shows less than 70% of students made gains in Lexile and that, were at or above grade level in their Lexile band. The charter will be continuing its efforts to support students in mastering ELA standards and content to improve Lexile measures.

Lexile Percentage Increased
(Must have 2+ tests in school year)

Level Name

Options For Youth - Victor Valley — 65.14%

0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00%

Pct Of Student With Increased Lexile

Lexile Band Percent At or Above Grade Level

Level Name

Options For Youth - Victor Valley — 55.86%

0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00%

Pct At or Above Grade Level
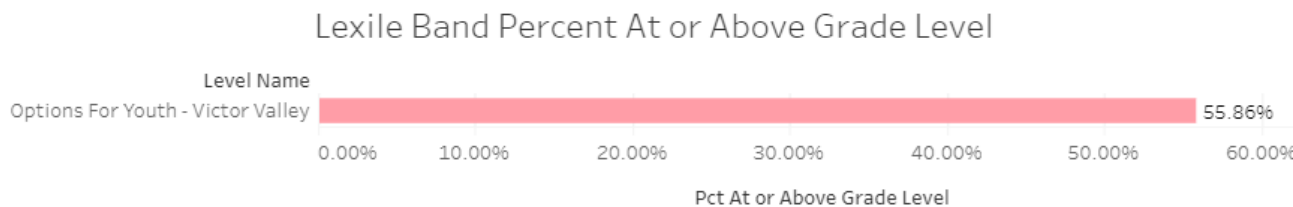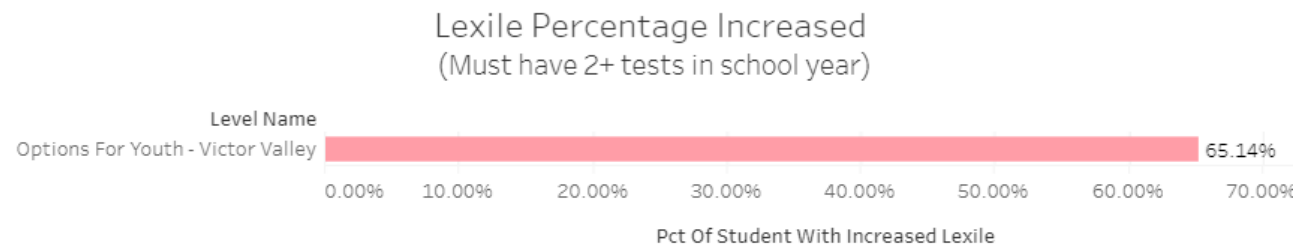
Math
According to CAASP data across three years that was analyzed during our 2020-21 Comprehensive Needs Assessment (CNA), 5.61% of All Students met or exceeded Standard Mastery in Math in 2016. In 2017, 5.37% of All Students met or exceeded Standard Mastery in Math. In 2018, 5.39% of All Students met or exceeded Standard Mastery in Math in 2018. Our Math scores for all students increased by .02% between years 2017 and 2018. In 2016, 1.64% of our SPED population met or exceeded Standard Mastery in Math. In 2017, 0% of our SPED population met or exceeded Standard Mastery in Math. This resulted in a 1.64% decreasein our SPED population that met or exceeded Standard Mastery in Math. In 2018, 2.56% of our SPED population met or exceeded Standard Mastery in Math. This resulted in a .92% increasein our SPED population that met or exceeded Standard Mastery in Math since 2017. On a whole, this data source reveals a low percentage of the general population that is performing at or above Standard Mastery in Math. This data source reveals that our SPED student population is beginning to increase Standard Mastery in Math since 2017. Through the LEA's comprehensive needs assessment process and stakeholder survey feedback it has been determined that students in all subgroups demonstrated achievement gaps in Math. Students take an internal assessment (Star Renaissance) quarterly and any student who scores in urgent intervention is placed in Exact Path Math. We are offering additional Math SGI classes and adapting our curriculum to support new standards. We have continued our focus on core course completion (English, Math, Science, and Social Studies). We offer math tutoring for students and students with the greatest needs are given first opportunity for appointments.

The California Science Test (CAST) will be an area of focus for the Victorville charter this year and we will put efforts and strategies in place to ensure the best possible outcomes. The Charter is highly focused on increasing our participation rate for all 8th and 12th graders taking the CAST and increasing the percentage of students at level 3 of standards met for CAST in the 2021-22 school year.

LCAP Highlights

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

OFY-VV is committed to meeting the needs of every student through specific, individualized supports. OFY-VV plans to accomplish this by working with our students, families, and stakeholders to determine the needs of students and devise practices to address those needs. To that point, we have set the following goals for this LCAP:

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

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

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

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

OFY-VV reduced its Chronic Absenteeism rate and achieved a green on the dashboard. OFY-VV showed an increase in Math and in College/Career moving both of those indicators out of the red category on the dashboard. OFY-VV showed improvements in both English Language Arts and in College/Career, but are still in the orange category for both of these indicators. These are two areas of focus OFY-VV as we work to move those indicators to yellow. OFY VV's English Learner Progress was in the high progress level with 56.7% of EL students making progress towards English proficiency. Our overall graduation rate was 72.6% and our SWD graduation rate increased by 5.8% this school year. An area of concern is our College and Career Preparedness, which shows only 7.4% of our students, were prepared for college. In meeting with stakeholders and through survey analysis, the charter created goals to support students' progress towards graduation, while also supporting their social emotional needs. Additionally, the charter set a goal to increase the stakeholder engagement in order to better understand the needs of our students and community.

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.

Not Applicable – OFY Victorville was not identified as being on CSI for the 2020-21 school year.

Support for Identified Schools

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

Not Applicable – OFY Victorville was not identified as being on CSI for the 2020-21 school year.

Monitoring and Evaluating Effectiveness

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

Not Applicable – OFY Victorville was not identified as being on CSI for the 2020-21 school year.

Stakeholder Engagement

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

OFY-VV is devoted to ensuring that all stakeholders are a part of the LCAP process. Working with stakeholder groups, OFY-VV works to meet the needs of each student and help prepare them for life after graduation, whether that be college or career. OFY-VV understands the importance of stakeholder engagement and encourages active participation in school activities and informational events.
Due to the restrictions of COVID-19 OFY VV had to pivot how it engages its stakeholder. This year, we modified how we engaged with our students and parents we conducted meetings virtually using Zoom and Google Meets. In addition to sending out surveys and virtual meetings, the LEA communicated with parents via email, school websites, and the text messaging service School Messenger.

Principals and Administrators meet to develop the Fall and Spring LCAP surveys that are administered to students, parents, and staff. Additionally, Principals and Administrators meet monthly with the School Leadership team to discuss LCAP goal progression and how to best ensure that the needs of all students are being met. The leadership team attends conferences and professional development opportunities to ensure that they are up to date with all educational policy. LCAP Surveys are given twice a year to staff, parents, and students to provide them with the opportunity to provide feedback about the OFY-VV educational program and to inform the development of LCAP goals for the upcoming school year.

The LEA hosts at least four DELAC informational meetings where stakeholders can learn more about and collaborate with English Language Learner team. Information from these meetings was used to guide the writing of our LCAP goals.
The LEA also seeks input from the SELPA to review instruction provided to students with disabilities and enhance methodologies.

Additionally, the LEA hosts family engagement events such as Back to School Nights, Open Houses, and LCAP informational nights. During the pandemic school year, these events were limited and the majority of parental and student data was gathered from the LCAP survey.

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In a year unlike any we have experienced, methods for gathering data from stakeholder groups also needed to change. In years past, we conducted Back to School Nights, Open Houses, and various other Parent Engagement events in which we presented our LCAP and actively sought feedback. This year, we modified how we engaged with our students and parents by changing methods of communication. Rather than hosting events in-person, we conducted meetings virtually using Zoom and Google Meets. In addition to sending out surveys and virtual meetings, the LEA communicated with parents via email, school websites, and the text messaging service School Messenger. Through these processes, we gathered the following feedback.

In the Fall of 2020, OFY-VV administered an LCAP-focused survey to students, parents, and staff. Below is a summary of the trends identified:

Student Survey Results

34% Students feel their academic success would improve if their school spent more money on **extracurricular activities.**

60% Students feel it is quite easy or extremely easy to use the **remote learning tools** the school provides.

50% Students' **teachers** make them feel their schoolwork is important.

63% Students know who to talk to if they are having **social-emotional distress.**

48% Students would like the school to provide resources to better help with problems in their **personal lives.**

78% Students strongly agree or agree that their school is committed to **building the strengths** of each student.

59% Students know they will **graduate** from high school.

55% Students learn best in **small group instruction classes.**

74% Students strongly agree or agree that they have at least one teacher who makes them **excited about the future.**

When schools are able to bring students back on campus, students what schools to provide the following to feel safe:
- ★ Masks | **33%**
- ★ Increase cleaning of school buildings | **21%**
- ★ Social Distancing | **17%**

Parent Survey Results

82%
Parents are aware that there are **support programs** such as tutoring for English, Math, and Science.

36%
Parents primarily receive communication from their student's teacher via **email.**

55%
Parents have **laptops/computers with internet** to work on schoolwork.

41%
Parents do not know how to schedule or access a **tutoring appointment.**

91%
Parents feel that their student has been supported socially and emotionally during **distance learning.**

27%
Parents or their student would participate in a **"peer social"** virtual event.

64%
Parents are aware of the **free lunches** offered Monday – Friday.

Parents would like the following training videos to help with distance learning:
- ★ StudentTrac Instructions | **30%**
- ★ How to use Zoom | **21%**
- ★ How to join a Google Meet | **16%**

Parents would be interested in participating in virtual events, such as:
- ★ Pathways Travels Virtual Activities | **31%**
- ★ Online College Campus Tours | **29%**
- ★ Student Council | **15%**

Staff Survey Results

42%
Staff have received **recognition for good work** in the last 7 days.

67%
Staff have the **materials and equipment** they need to do their work right.

75%
Staff feel their supervisor or someone at work **cares about them.**

77%
Staff have talked with someone about their **progress** in the last 6 months.

61%
Staff feel they have opportunities at work to **learn and grow.**

Staff would like the following training videos to help with distance learning:
- ★ StudentTrac Instructions | **52%**　★ How to use Google Classroom | **48%**

We met virtually with our District English Learner Advisory Committee on October 20, 2020, February 10, 2021, and April 21, 2021 with another meeting for this school year scheduled on June 10, 2021. During these meetings, student academic progress information was shared with participants and feedback was requested. Feedback received has been used to improve our engagement with all stakeholders. One example is the modification to presentation materials to make sure multiple languages are available in print form.

On May 20, 2021, the LEA met with the California Special Education Local Plan Area (SELPA) coordinator Ms. Holtz, to discuss our LCAP goals, specifically goals 1, 3, and 4, and our plans and actions to implement these goals. The SELPA appreciated our efforts to meet the needs of our SWDs

and agreed that the actions we are taking to meet their needs are appropriate. Specifically, she liked that in addition to low SWD teacher caseloads, we have paraprofessionals at each site to support the students and teachers. She affirmed that our goals addressed the needs of our students.

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

Options for Youth Victorville's LCAP goals, metrics and actions were heavily influenced by the input from stakeholders through the meaningful stakeholder engagement efforts set forth in the 2020-21 academic year. Based on the feedback from our stakeholders, Options for Youth Victorville has incorporated many metrics, actions and services into our 2021-24 LCAP. OFY-VV used feedback from the CNA process and stakeholder survey data in the writing of goals. Additionally, through the CNA process, actions were created to address the complexities of the goals. In each case, the goals require that multiple actions be taken in order to meet the individual needs of all students. As described below, the goals and actions look at the whole students in the context of their lives and community and seek to address how to better prepare each of these students for their lives after graduation.

Specific areas of concern were the lack of connectedness between the students and schools, as determined through the climate survey, and the lack of students prepared for college and career. To address these concerns, OFY-VV created goals in our 2021-24 to improve student connection through groups, field trips, sports, and other activities. Additionally, OFY-VV will provide the following opportunities to increase and promote college and career readiness: College & Career Fair, Senior Social, College Trips, Graduation, College Signing Day, FAFSA Nights, A-G night, Senior Information night, and senior early transition. This feedback was considered as the creation of Goal 3 Action 4 - Pupil Engagement and College and Careers Pathways exposures and Goal 4 - meaningful Stakeholder Engagement where each action is designed to increase student connectedness.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Through the LEA's comprehensive needs assessment process and stakeholder survey data feedback it has been determined that students in all subgroups demonstrated achievement gaps in Math and ELA based on the analysis of Renaissance Star and SBAC scores. Data indicated that only 46% of students with disabilities demonstrated Lexile growth from the first to the second administration, only 41.67% of EL students demonstrated Lexile growth from the first to second administration. Foster students had a 50% graduation rate compared to the 76.2% overall graduation rate. To address these identified needs, subgroup-specific metrics were developed. Appropriate actions were developed to ensure that students in each of these identified subgroups received the necessary support to meet the areas of focus.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Taking into consideration the impacts of COVID-19, the charter aims to maintain or increase reclassification percentages that are above the state average.	16.67%	Not Applicable	Not Applicable	Not Applicable	Increase reclassification rates to above 20%
Taking into consideration the impacts of COVID-19, the charter aims to maintain or increase the Lexile growth of Students with Disabilities in grades 9-11.	46% had improved Lexile Measures in 2020-21	Not Applicable	Not Applicable	Not Applicable	The charter aims to improve or maintain Students with Disabilities (SWD) Lexile measures from the first to the second Renaissance Star administration as it aligns to their IEP goals respectively.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Taking into consideration the impacts of COVID-19, the charter aims to increase the participation of Students with Disabilities in extracurricular activities to support their transition goals.	15.79% of Students with Disabilities (SWD) completed an extracurricular activities or course in 2020-21	Not Applicable	Not Applicable	Not Applicable	45% of Students with Disabilities (SWD) will complete extracurricular activities to support their transition goals.
Charter will maintain or increase the graduation rate for Foster Youth students.	50% Foster Youth graduation rate	Not Applicable	Not Applicable	Not Applicable	Maintain or increase the Foster Youth graduation rate at or above 68%
Taking into consideration the impact of COVID-19, the charter aims to maintain or increase the Core Course Completion rate for Low Income students.	Math - 5 Units English - 5 Units Science - 6 Units Social Science - 4 Units	Not Applicable	Not Applicable	Not Applicable	The charter aims to improve or maintain the core course completion for our Low Income students. Math - 7 Units English - 7 Units Science - 6 Units Social Science - 5 Units
EL Lexile Growth	41.67% demonstrated Lexile growth in 2020-21	Not Applicable	Not Applicable	Not Applicable	60% of EL students will demonstrate Lexile growth, measured through at least two Ren Star Reading benchmark assessments leading to reclassification.
Taking into consideration the impacts of COVID-19, the charter aims to maintain its Core Course Completion rate for foster youth and homeless students to facilitate student progression to graduation.	Math - 4 units English - 6 units Science - 6 units Social Science - 5 units	Not Applicable	Not Applicable	Not Applicable	The charter aims to improve or maintain the core course completion for our Foster youth and homeless students. Math - 6 Units English - 7 Units Science - 7 Units Social Science - 6 Units
ELPAC Progress	56.%	Not Applicable	Not Applicable	Not Applicable	56% of EL students will make progress on their ELPAC Level by the 2023-2024 school year.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Additional EL Support	The LEA will provide EL students with access to appropriate educational resources and tutoring to support them in their reclassification goals.	$50,000.00	Y
Action #2	EL Individualized Support & Instruction	The LEA will provide individualized support for EL students through English Language Specialists. Additionally, EL students have access to the Bilingual Scholars Program, designated ELD curriculum (iLit and ERWC), and support in the development of Academic Learning Plans twice a year.	$200,000.00	Y
Action #3	Foster Youth Support Services	Post-Secondary Counselors will meet with Foster youth students each semester to review academic progress, workforce opportunities, post-secondary plans, and monitor their progress in a social emotional development course and/or activity.	$100,000.00	Y
Action #4	EL Professional Development	"Staff will attend trainings on best practices for English Language Learners and how to incorporate strategies into the existing independent study curriculum to develop writing, listening, speaking, and reading skills.	$60,000.00	Y
Action #5	Social Emotional Support for Students with Disabilities (SWD)	Additional resources and supports will be provided to Students with Disabilities (SWD) to help meet their social emotional needs and their transition goals. This will include additional opportunities and staff to support them in this goal.	$150,000.00	N
Action #6	Foster Youth and Homeless Student Core Course completion	The LEA will provide additional staffing to support Foster Youth and Homeless students in completing core academic course work.	$100,000.00	Y
Action #7	SWD Professional Development	Annual Professional Development will be provided to Special Education Specialists to keep them up-to-date on current policies and practices.	$50,000.00	N
Action #8	Math and English Intervention	Unduplicated Students performing below grade level will be assigned an intervention	$25,000.00	Y

Goal Analysis Not Applicable

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

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

Not Applicable

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

Not Applicable

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

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Not Applicable

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

Not Applicable

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

Goal

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

An explanation of why the LEA has developed this goal.

The LEA's achievement data and internal benchmark assessment scores (Star Ren) demonstrates the importance for the LEA to provide a standards-aligned, rigorous curriculum that is taught by highly qualified and fully credentialed staff. The Comprehensive Needs Assessment shows a need to focus on English, math, social science and science as core course completion decreased for students in these core areas during the transition to distance learning. This drop in core course completion rate was lower for SWD in both English and math and about the same drop for EL as we saw with other student populations.   The metrics in this goal are aimed at improving ELA, math, social science and science core completion rates as well as internal benchmark scores for English and math. Actions that will be implemented to support the LEA's efforts towards these goals include individualized intervention with highly qualified staff, the use of research-based intervention programs, and increased student access to technology, teacher professional development and a broad course of study that enables students to learn through multiple modalities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The Charter aims to demonstrate student Math growth.	42.95	Not Applicable	Not Applicable	Not Applicable	Students who take at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported will maintain or exceed an average SGP of 42.95 or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to maintain or improve its ELA academic performance as indicated by past internal benchmark assessments.	47.64%	Not Applicable	Not Applicable	Not Applicable	50% of all students who take at least two Ren Star Reading assessments will experience Lexile growth
Taking into consideration the impacts of COVID-19, the charter aims to maintain or increase overall Lexile growth for all students through specialized instruction and interventions.	42L	Not Applicable	Not Applicable	Not Applicable	The Charter aims to maintain student Lexile growth at or above 42L by the end of the 2023-24 year
Taking into consideration the impacts of COVID-19, the charter aims to maintain its Core Course Completion rate to facilitate student progression to graduation	Math - 5 units English- 5 units Science- 5 units Social Science- 4 units	Not Applicable	Not Applicable	Not Applicable	The charter aims to maintain its Core Course Completion rates annually at: Math - 5 units English- 5 units Science- 5 units Social Science- 5 units

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Basic Services	Students will have access to fully credentialed teachers to help aid their progression in core courses.	$1,000,000.00	Y
Action #2	Professional Development	Teachers will be offered professional development opportunities to better equip them to provide individualized, standards aligned instruction	$10,000.00	Y
Action #3	Benchmark Assessments and Interventions	Charter aims to increase overall Lexile growth , through specialized instruction and interventions which include RenStar, Achieve 3000, Math Intervention Specialist, Tutoring. (math intervention program)	$110,000.00	Y
Action #4	Broad Course of Study	All Students will have access to academic resources that help aid in their mastery in a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education. Digital Edmentum curriculum.	$10,000.00	Y
Action #5	21st Century Skills and Education Technology	The LEA will provide stakeholders with access to the necessary educational technology, subscriptions, and associated services to support learning and instruction in the 21st century.(Adobe, Padlet, Google, Chromebooks, Hotspots, Laptops, Smartboards, chromebooks, Alltech support services, Sign Now, Kami, Google Suites, Ed Puzzle)	$300,000.00	Y

Goal Analysis Not Applicable

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Goal

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

An explanation of why the LEA has developed this goal.

Internal data showed that only 24.91% of students are on an A-G planning guide and less than 1% of students completed a dual enrollment college class. Our college and career indicator showed only 7.4% of students were prepared for college and 25.4% were approaching prepared. The LEA recognizes the importance that our students are prepared for post-secondary options. In order to increase student awareness of their options and better prepare them for post-secondary life, students will meet with their teacher and Post-Secondary. The LEA will also host numerous events to help prepare students for college. The LEA recognizes that not all student are college bound. Therefor the LEZ will develop and implement CTE pathways for students who wish to explore these options. We will also work to increase teacher understanding of the importance of placing student on an A-G planning guide to ensure students are prepared for college if this is the path they choose. The LEA will work with the local community college to increase students enrolled in Duel enrollment courses.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Taking into consideration the impacts of COVID-19, the charter aims to maintain its graduation rate.	76.2%	Not Applicable	Not Applicable	Not Applicable	The Charter aims to maintain or improve our graduation rate at 76.20% average.
Taking into consideration the impacts of COVID-19, the charter aims to Increase the number of students on the A-G planning guide.	24.91%	Not Applicable	Not Applicable	Not Applicable	30% of students will be on the A-G planning guide.
College and Career Preparedness through increase in Dual Enrollment	1% (19) students completed a dual enrollment class during the 2019/20 school year.	Not Applicable	Not Applicable	Not Applicable	3% of eligible students will complete a dual enrollment class by the end of the 2023-24 academic school year
College/Career Preparedness	Prepared: 7.4%, Approaching Prepared: 25.4%, Not Prepared: 67.2%	Not Applicable	Not Applicable	Not Applicable	The charter aims to decrease the percentage of students not prepared on the college/career indicator to be at or below 60% by the end of the 2023/2024 school year.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	CTE Program	The Charter will work toward the development/implementation of a CTE program, which will offer various CTE courses to students.	$50,000.00	Y
Action #2	Dual Enrollment	The Charter will work toward the development/implementation of a Dual Enrollment Program.	$50,000.00	Y
Action #3	Postsecondary Awareness	All seniors will meet with their credentialed teacher, Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards.	$1,000,000.00	Y
Action #4	Post-Secondary Events	The LEA will host/develop the following events: College & Career Fair, Senior Social, College Trips, Graduation, College Signing Day, FAFSA Nights, A-G night, Senior Information night, and senior early transition. These events may be held virtually if we need to due to the COVID-19 pandemic.	$5,000.00	Y

Goal Analysis Not Applicable

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Goal

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

An explanation of why the LEA has developed this goal.

In the analysis of our stakeholder feedback, school safety, engagement, and social emotional development were high priorities for our parents and students.   As shown on our latest School Climate Survey, 82% of students reported positively about Respect for Diversity, 84% reported having positive Support from adults, 70% of students reported positively about the climate and culture of the school. 77% of students reported feeling a Sense of Social-emotional Security and 80% reported feeling Supported in Learning. These scores are indicative of the efforts put in place to support the emotional needs of students. The LEA understands , that our current programs are highly valued by our school community, and in line with current needs. We want to maintain or grow this level of support for all stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to maintain its suspension rates	Below 1.5%	Not Applicable	Not Applicable	Not Applicable	Suspension rates will be at or below 1.5%.
Taking into consideration COVID 19 restrictions, the charter will maintain or reduce the number of students chronically absent.	85%	Not Applicable	Not Applicable	Not Applicable	Chronic Absenteeism will be reduced by at least 10% based on current enrollment.
Taking into consideration the impacts of COVID-19, the middle school and high school dropout rates will be maintained or reduced.	Middle school =3.35% High school= 9.91%	Not Applicable	Not Applicable	Not Applicable	The middle school and high school dropout rates for middle school and high school will be maintained at or below 8%.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parental Involvement and Stakeholder Engagement	The charter will host various stakeholder engagement events specific to unduplicated students, students with disabilities and the general student population to seek feedback in the development and growth of our program. The charter will survey all stakeholder groups to inform program effectiveness.	$5,000.00	Y
Action #2	School Safety	The charter will survey all its stakeholders on their sense of safety and school connectedness as well as provide all stakeholders the necessary PPE, ensure facilities are in good repair, provide cleaning services, safety equipment/personnel, resources and trainings to meet to all federal, state, and local health requirements to ensure the health and safety of all stakeholders. The school will implement SafeTrac system for COVID symptom tracking; contact tracing and safe student check ins. All students and staff will be provided student Id's and lanyards to ensure school safety. All staff and students will be trained on COVID protocols to ensure a healthy safe environment. Professional cleaning company will provide CDC approved cleaning and electro static spraying.	$50,000.00	Y
Action #3	Nutrition Program	The LEA will offer a healthy lunch option to ensure students have access to at least one nutritious meal per day.	$42,000.00	Y
Action #4	Social Emotional Learning	The LEA will provide opportunities to facilitate engagement in school programs like experiential learning trips and camps, sports, groups, and field trips provide students with a unique learning experience outside of the classroom in which they are able to apply academic and social-emotional skills toward real-life situations.	$15,000.00	Y

Action #	Title	Description	Total Funds		Contributing
Action #5	Enrollment and Outreach	The LEA will designate staff to conduct an intervention process and offer remediation as a part of an intervention process to ensure that all student needs are being met and that adequate support is provided. This may be conducted in person or virtual depending on COVID restrictions at the time.	$50,000.00		Y

Goal Analysis Not Applicable

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.17%	$ 2,848,317.00

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

Required Descriptions

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

Actions being offered on a school-wide basis to ALL Students	**Basic Services:** Students will have access to fully credentialed teachers in their progression in core courses and intervention completion. **Professional Development:** Teachers will be offered professional development opportunities to better equip them to provide individualized, standards aligned instruction.
Subgroups benefiting the most from these Actions	• Foster Youth (FY) • English Learners (EL) • Low-Income (LI)

Needs, conditions and circumstances	• Many Students come to OFY-VV credit deficient, especially in core subjects.
	• Low-Income and Foster Youth students are faced with additional social, emotional and language barriers that impact their engagement in learning, as evident by only having 24% of our foster youth partaking in a social-emotional activity or course as well as only 28% of our low-income students.
	• Foster Youth are faced with additional challenges on top of being credit deficient. Students face social emotional barriers and access to resources and support. This is why core course completion for Foster Youth is below the average of all students
	   o Foster Youth: English: 4 Math: 4 Science: 6 Social Students: 4
	   o All students: English: 6 Math: 6 Science:5 Social Students: 5
	• EL students face additional language barriers, such as language acquisition, that affect their academic performance and affect their reading comprehension. According to data from our internal benchmarks, 39.47% of EL students scored Urgent Intervention in ELA benchmark assessments.
	
	Despite this action being offered on a school-wide basis, this action is principally directed towards our Foster Youth, Low-Income and EL students by ensuring that all students have access to highly qualified and appropriately credentialed educators, who are able to implement appropriate strategies for students of all skill levels and in turn support these students in accessing content knowledge. These actions are effective in

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	meeting the requirements of increasing and improving services for low income, foster youth and EL students. Educators receive professional development specific to serving each of the aforementioned subgroups specific to their needs. For example, English Language Specialists regularly participate in professional development in standards-aligned and data-driven instructions, which play a critical role in helping students fully access curriculum across content areas so they gain the skills to work more independently at home even if they lack the resources or additional support outside of school. Teachers also have content knowledge that allows for greater facilitation of instruction to foster a positive learning environment, which is essential for these subgroups of students, as they may not have had a positive home and school connection. Highly qualified, and fully credentialed, teachers have access to the tools and resources required to scaffold assignments, apply interventions, and differentiate instruction as necessary for English Learners. As we know, Spanish is the primary language of dominance in our English Learner households and these students do not have someone to support them at home. This is why having a fully credentialed staff to help them with the academic support is needed. Highly qualified, fully credentialed teachers have content knowledge that allows for greater facilitation of instruction to foster a positive learning environment, which is essential for these subgroups of students, as they may not have had a positive home and school connection. This action is principally directed towards Low Income, Foster Youth, and English Learners as professional development for teachers provides opportunities for data driven, evidence-based, instructional strategies to be implemented in the classroom in order to address specific needs of these students as it pertains to any gaps incurred by lack of time in school, language barriers (SDAIE Strategies for EL's), learning disabilities, or resources to keep up with the demands of core content curriculum. This will be effective in meeting the requirements of increasing and improving services for Low-Income, English Learners and Foster Youth students as highly qualified, fully credentialed teachers having access to the tools and resources required to scaffold assignments, apply interventions, and differentiate instructions.

Expected Outcomes	OFY-VV expects to see:
	• Students who take at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported will maintain or exceed an average SGP of 42.95 or higher.
	• 50% of all students who take at least two Ren Star Reading assessments will experience Lexile growth
	• The Charter aims to maintain student Lexile growth at or above 42L by the end of the 2023-24 year
	• The charter aims to maintain its Core Course Completion rates annually at:
	    ○ Math - 5 units
	    ○ English- 5 units
	    ○ Science- 5 units
	    ○ Social Science- 5 units
	• The charter aims to improve or maintain the core course completion for our Foster youth and homeless students.
	    ○ Math - 6 Units
	    ○ English - 7 Units
	    ○ Science - 7 Units
	    ○ Social Science - 6 Units
	• The charter aims to improve or maintain the core course completion for our Low Income students.
	    ○ Math - 7 Units

	o English - 7 Units
	o Science - 6 Units
	o Social Science - 5 Units

Actions being offered on a school-wide basis to ALL Students	**Benchmark Assessments and Interventions:** Charter aims to increase overall Lexile growth, through specialized instruction and interventions which include RenStar, Achieve 3000, Exact Path, Math Intervention Specialist, and Tutoring.
Subgroups benefiting the most from this Action	• Foster Youth (FY) • Low-Income (LI) • English Learners (EL)
Needs, conditions and circumstances	• Foster Youth students face additional barriers which impact their academic performance, such as gaps in time spent in an academic setting and a disconnect between school and home support. Star Renaissance data shows that 18% of foster youth are at/ or above their grade level for ELA. • Low-Income students do not have resources for additional support to bridge the learning between school and home and require specialized interventions to not only address any gaps in learning while at school, but also provide students with tools to use when completing assignments at home, independently. Star Renaissance scores show that 48% of Low Income students are testing at or above grade level for ELA. • English Learners face additional barriers that affect their academic performance, such as academic language acquisition. Star Renaissance scores show that 10% of EL's are testing at or above grade level for ELA. • Identifying opportunity gaps and creating a timely and intentional plan for intervention is important to addressing the areas of highest academic need for English Learners and Foster Youth Students, and creating a positive learning environment so that these students can strive. This action is being offered on a charter wide basis, but is principally directed toward our English Learners, Low-income and Foster Youth students in that it provides us with immediate score feedback and allows immediate instructional planning and intervention implementation to target students who need the most support. This will be effective in meeting the requirements of increasing and improving services for English Learners, Low Income and Foster Youth students as they are provided individually tailored instruction based on literacy skill areas they are most deficient in, in order to improve Lexile measure and improve overall access to the content in the independent study curriculum. Lexile measure, as a reading indicator, has a direct correlation with student success in an independent study program that relies heavily on reading to access the content. Benchmark assessment data provides us with a snapshot of both student achievement and student growth throughout the school year, so that we can continue to tailor instructional choices to each student's present needs.

Expected Outcomes	Through the use of rigorous interventions, OFY-VV expects to see:
	- Students who take at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported will maintain or exceed an average SGP of 42.95 or higher. 50% of all students who take at least two Ren Star Reading assessments will experience Lexile growth - The Charter aims to maintain student Lexile growth at or above 42L by the end of the 2023-24 year - The charter aims to maintain its Core Course Completion rates annually at: - Math - 5 units - English- 5 units - Science- 5 units - Social Science- 5 units - The charter aims to improve or maintain the core course completion for our Foster youth and homeless students. - Math - 6 Units - English - 7 Units - Science - 7 Units - Social Science - 6 Units - The charter aims to improve or maintain the core course completion for our Low Income students. - Math - 7 Units - English - 7 Units - Science - 6 Units - Social Science - 5 Units 60% of EL students will demonstrate Lexile growth, measured through at least two Ren Star Reading benchmark assessments leading to reclassification. - Increase reclassification rates to above 20% - The charter aims to improve or maintain Students with Disabilities (SWD) Lexile measures from the first to the second Renaissance Star administration as it aligns to their IEP goals respectively.
Actions being offered on a school-wide basis to ALL Students	**Broad Course of Study:** All Students will have access to academic resources that help aid in their mastery in a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education. Digital Edmentum curriculum.
Subgroups benefiting the most from this Action	- Foster Youth (FY) - Low-Income (LI) - English Learners (EL)

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| Needs, conditions and circumstances | Many Students come to OFY-VV credit deficient, especially in core subjects. Low-Income and Foster Youth students are faced with additional social, emotional and language barriers that impact their engagement in learning, as evident by only having 24% of our foster youth partaking in a social-emotional activity or course as well as only 28% of our low-income students. Foster Youth are faced with additional challenges on top of being credit deficient. Students face social emotional barriers and access to resources and support. This is why core course completion for Foster Youth is below the average of all students Foster Youth: English: 4 Math: 4 Science: 6 Social Students: 4 All students: English: 6 Math: 6 Science:5 Social Students: 5 EL students face additional language barriers, such as language acquisition, that influence their academic performance and affect their reading comprehension. According to data from our internal benchmarks, 39.47% of EL students scored Urgent Intervention in ELA benchmark assessments. Despite this action being offered on a school-wide basis, this action is principally directed towards our Foster Youth, Low-Income and EL students by ensuring that all students have access to highly qualified and appropriately credentialed educators, who are able to implement appropriate strategies for students of all skill levels and in turn support these students in accessing content knowledge. OFY-VV offers students multiple academic planning guides to facilitate progress towards graduation and college and career. Our blended programs allow students the option of taking courses in small group classes, independent study workbooks, and online courses. By incorporating more CTE programs, we are able to diversify educational opportunities further. Educators receive professional development specific to serving each of the aforementioned subgroups specific to their needs. For example, English Language Specialists regularly participate in professional development in standards-aligned and data-driven instructions, which play a critical role in helping students fully access curriculum across content areas so they gain the skills to work more independently at home even if they lack the resources or additional support outside of school.

Teachers also have content knowledge that allows for greater facilitation of instruction to foster a positive learning environment, which is essential for these subgroups of students, as they may not have had a positive home and school connection. This action is principally directed towards Low Income, Foster Youth, and English Learners as professional development for teachers provides opportunities for data driven, evidence-based, instructional strategies to be implemented in the classroom in order to address specific needs of these students as it pertains to any gaps incurred by lack of time in school, language barriers (SDAIE Strategies for EL's), learning disabilities, or resources to keep up with the demands of core content curriculum. Common Core and state college and career readiness standards define the skills and knowledge that students need to have in order to be prepared for post-secondary education, the workforce and independent living. Standards alignment also guides the goals that educators must work toward in order to help students find success in school and beyond. |

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Expected Outcomes	OFY-VV expects to see:
	• Students who take at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported will maintain or exceed an average SGP of 42.95 or higher.
	• 50% of all students who take at least two Ren Star Reading assessments will experience Lexile growth
	• The Charter aims to maintain student Lexile growth at or above 42L by the end of the 2023-24 year
	• The charter aims to maintain its Core Course Completion rates annually at:
	   o Math - 5 units
	   o English- 5 units
	   o Science- 5 units
	   o Social Science- 5 units
	• The charter aims to improve or maintain the core course completion for our Foster youth and homeless students.
	   o Math - 6 Units
	   o English - 7 Units
	   o Science - 7 Units
	   o Social Science - 6 Units
	• The charter aims to improve or maintain the core course completion for our Low Income students.
	   o Math - 7 Units
	   o English - 7 Units
	   o Science - 6 Units
	   o Social Science - 5 Units The Charter aims to maintain or improve our graduation rate at 76.20% average. 30% of students will be on the A-G planning guide.

Action being offered on a school-wide basis to ALL Students	**21st Century Skills and Education Technology:** The LEA will provide stakeholders with access to the necessary educational technology, subscriptions, and associated services to support learning and instruction in the 21st century.(Adobe, Padlet, Google, Chromebooks, Hotspots, Laptops, Smartboards, chromebooks, Alltech support services, Sign Now, Kami, Google Suites, Ed Puzzle).
Subgroups benefiting the most from this Action	• Foster Youth (FY) • Low-Income (LI) • English Learners (EL)

Needs, conditions and circumstances	- Foster Youth, Low Income, and English Learning students may have limited or no access to technology at home and it is necessary to ensure that students have technology to access their courses and communicate with teachers during distance learning. The technology gap has been increased due to our schools transitioning to distance learning due to the COVID-19 pandemic. While our school is transitioning back to in-person instruction, it is still necessary for students to have access to technology so that they can access the digital curriculum and assignments that have been embedded in our program. - Based on survey data, 24% of our population claims they do not have access to technology to be successful with distance learning or completing their online curriculum. The pandemic and shift to distance learning caused the school to get a better understanding of the digital divide that existed within the school community. Foster Youth, Low Income, and EL students were among the subgroups that frequently requested hotspots and Chromebooks to continue having access to the instructional program and its services. Additionally, the educational technology and subscriptions needed for teaching and learning to continue proved essential at this time. Based on the need of these student groups and CNA findings, the school included this action to ensure that EL, Low-Income, and Foster Youth will continue to have access to the entire program. Providing continuity of instruction will be critical among these subgroups to ensure that staff is able to address any learning loss that might have been attributed or exacerbated by the pandemic. This action will promote overall academic success and increase progress towards graduation.
Expected Outcomes	By adequate equipping our students with 21st Century Skills and Technology Training, OFY-VV expects to see: - The Charter aims to maintain or improve our graduation rate at 76.20% average. 30% of students will be on the A-G planning guide. - Students who take at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported will maintain or exceed an average SGP of 42.95 or higher. 50% of all students who take at least two Ren Star Reading assessments will experience Lexile growth - The Charter aims to maintain student Lexile growth at or above 42L by the end of the 2023-24 year - The charter aims to maintain its Core Course Completion rates annually at: - Math - 5 units - English- 5 units - Science- 5 units - Social Science- 5 units - The charter aims to improve or maintain the core course completion for our Foster youth and homeless students. - Math - 6 Units - English - 7 Units - Science - 7 Units - Social Science - 6 Units - The charter aims to improve or maintain the core course completion for our Low Income students. - Math - 7 Units - English - 7 Units - Science - 6 Units - Social Science - 5 Units - Increase reclassification rates to above 20%

Action being offered on a school-wide basis to ALL Students	**Math and English Intervention:** Unduplicated Students performing below grade level will be assigned an intervention.
Subgroups benefiting the most from this Action	• Foster Youth (FY) • Low-Income (LI) • English Learners (EL)
Needs, conditions and circumstances	Using Star Renaissance (StarRen) to establish benchmarks and measure growth, OFY-VV's foster youth, low-income, and English learners showed significant numbers of students in "Urgent Intervention". Percentage of students in "Urgent Intervention" Math benchmark - Foster Youth: 25.00% Low Income: 37.67% English Learners: 23.33% English benchmark - Foster Youth: 28.57% Low Income: 44.51% English Learners: 39.47% Despite this action being offered on a school wide basis, this action is principally directed towards our Foster Youth, Low-Income and EL students by ensuring that all students have access to ELA and Math Intervention services. The COVID-19 pandemic has influenced many of our students and families and it has become especially important to provide additional interventions and a wide variety of curriculum to support remediation of learning loss that many of our students have experienced as a result of this pandemic. Based on the OFY Victorville Learning Continuity and Attendance Plan Feedback/Collaboration Survey, 31.29% of parents indicated that their children had experienced learning loss because of the impact of the pandemic. Through Star Renaissance, benchmark assessments, data is collected to inform areas of understanding and growth for all students in Math and English Language Arts so that the school may identify trends that inform future educational planning at a broader level. These scores are further utilized to develop individualized intervention plans for English Learner students (EL students), Foster youth, and students with disabilities that ensure educational equity for all students. Interventions for EL Students help to bridge the gap between school and support at home, allowing students to have access to appropriate scaffolding to be able to access curriculum content when they are at home. Lexile measure monitoring is principally directed towards English Learner students, Foster youth, and students with disabilities as it is directly correlated with student success in independent study programs that rely heavily on reading to access content. A broad course of study that is aligned with Common Core and state college & career readiness standards guides the goals that educators must work toward to ensure student academic success and prepare students for their post-secondary plans.

Expected Outcomes	By providing appropriate interventions in math and English, OFY-VV expects to see:
	• The Charter aims to maintain or improve our graduation rate at 76.20% average.
	• 30% of students will be on the A-G planning guide.
	• Students who take at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported will maintain or exceed an average SGP of 42.95 or higher.
	• 50% of all students who take at least two Ren Star Reading assessments will experience Lexile growth
	• The Charter aims to maintain student Lexile growth at or above 42L by the end of the 2023-24 year
	• The charter aims to maintain its Core Course Completion rates annually at:
	    ○ Math - 5 units
	    ○ English- 5 units
	    ○ Science- 5 units
	    ○ Social Science- 5 units
	• The charter aims to improve or maintain the core course completion for our Foster youth and homeless students.
	    ○ Math - 6 Units
	    ○ English - 7 Units
	    ○ Science - 7 Units
	    ○ Social Science - 6 Units
	• The charter aims to improve or maintain the core course completion for our Low Income students.
	    ○ Math - 7 Units
	    ○ English - 7 Units
	    ○ Science - 6 Units
	    ○ Social Science - 5 Units
	• Increase reclassification rates to above 20%

Actions being offered on a school-wide basis to ALL Students	**CTE Program:** The Charter will work toward the development/implementation of a CTE program, which will offer various CTE courses to students. **Dual Enrollment:** The Charter will work toward the development/implementation of a Dual Enrollment Program.
Subgroups benefiting the most from these Actions	• Foster Youth (FY) • Low-Income (LI) • English Learners (EL)
Needs, conditions and circumstances	• Low-income students typically have limited exposure to different career pathways and opportunities in different industries. • Foster Youth students have a lack of support and resources to pursue their education especially post-secondary education. Due to their high mobility, students do not have a foundation of knowledge to think about future goals and worry more about their current needs. • Survey results state that 19% of families and students would like to see more college/career related student engagement opportunities. • <1% of students (19 students) were enrolled in a dual enrollment course.

	These actions are being offered on a charter wide basis but is principally directed toward our Foster Youth, English Learners, and Low-Income students in that it exposes these students to an array of different career pathways, and resources for pursuing them, that may have been lacking otherwise, due to financial hardships and transient conditions. Through partnerships with our local community college, school counselors will be working with students to dual enroll in college classes while they continue working towards high school graduation. This is especially beneficial to our Foster Youth, English Learners, and Low Income students who have traditionally had difficulty transitioning to the college level after high school. When Foster Youth, English Learners, and Low-Income students are not exposed to different career pathways and post-secondary options, they have a limited view of careers they can pursue in order to make a living. This action will be effective in meeting the requirements of exposing Foster Youth, English Learners, and Low-Income students to different career pathways, support them in choosing a pathway to explore and expose them to experience college before graduating high school. Which in turn we hope to empower them to make post-secondary plans and find a path to continuing their education that they would most likely not be aware of or have the options to do outside or program.
Expected Outcomes	By providing more Career and Technical Education opportunities & Dual Enrollment, OFY-VV expects to see: • The Charter aims to maintain or improve our graduation rate at 76.20% average • The charter aims to decrease the percentage of students not prepared on the college/career indicator to be at or below 60% by the end of the 2023/2024 school year. • 3% of eligible students will complete a dual enrollment class by the end of the 2023-24 academic school year
Actions being offered on a school-wide basis to ALL Students	**Postsecondary Awareness:** All seniors will meet with their credentialed teacher, Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards. **Postsecondary Events:** The LEA will host/develop the following events: College & Career Fair, Senior Social, College Trips, Graduation, College Signing Day, FAFSA Nights, A-G night, Senior Information night, and senior early transition. These events may be held virtually if we need to due to the COVID-19 pandemic.
Subgroups benefiting the most from these Actions	• Foster Youth (FY) • Low-Income (LI) • English Learners (EL)

Needs, conditions and circumstances	- Low-income students typically have limited exposure to different career pathways and opportunities in different industries. - Foster Youth students have a lack of support and resources to pursue their education especially post secondary education. Due to their high mobility, students do not have a foundation of knowledge to think about future goals and worry more about their current needs. - Survey results state that 19% of families and students would like to see more college/career related student engagement opportunities. This action is being offered on a charter wide basis but is principally directed toward our Foster Youth, English learners, and Low-Income students in that it exposes these students to an array of different career pathways, and resources for pursuing them, that may have been lacking otherwise, due to financial hardships and transient conditions. When Foster Youth and Low-Income students are not exposed to different career pathways, they have a limited view of careers they can pursue in order to make a living. This action will be effective in meeting the requirements of exposing Foster Youth and Low-Income students to different career pathways and supporting them in choosing a pathway to explore.
Expected Outcomes	By providing more Postsecondary Awareness and Events, OFY-VV expects to see: - The Charter aims to maintain or improve our graduation rate at 76.20% average. - By the end of the 2023/24 school year, the charter will strive to have an increase of 30% of students who are on the A-G planning guide. - The charter aims to decrease the percentage of students not prepared on the college/career indicator to be at or below 60% by the end of the 2023/2024 school year. 3% of eligible students will complete a dual enrollment class by the end of the 2023-24 academic school year
Action being offered on a school-wide basis to ALL Students	**Parental Involvement and Stakeholder Engagement:** The charter will host various stakeholder engagement events specific to unduplicated students, students with disabilities and the general student population to seek feedback in the development and growth of our program. The charter will survey all stakeholder groups to inform program effectiveness.
Subgroups benefiting the most from this Action	- Foster Youth (FY) - Low-Income (LI) - English Learners (EL)

Needs, conditions and circumstances	• 30% of parents reported, via survey, a lack of connectedness with the school.
	• English Learners, Low Income, and Foster Youth Students and families traditionally have greater barriers to school connectedness and access to all available academic and post-secondary options. Participation in surveys for students and parents declined this year due to distance learning.
	• English Learners' barrier to school connectedness access pertains to a language barrier and the lack of understanding of our school.
	• Low Income school connectedness barriers are due to lack of resources to access stakeholder engagements such as transportation.
	• Foster Youth students and families are often transient and do not stay at one school for a long period of time. With a lack of resources and support, school connectedness is not established for these students and families.
	• Barriers to school connectedness can lead to chronic absenteeism, increased dropout rate for those who are most at-promise.
	    ○ High School Dropout Rates:
	        ▪ Low Income: 10.37%
	        ▪ Foster: 8.82%
	        ▪ All students: 9.82%
	
	Traditional communication methods perpetuate existing barriers in school connectedness.
	This action is being offered on a charter wide basis but is principally directed toward our English Learners, Low-income and Foster Youth students in that it provides multiple ways for parents and students of these subgroups to build a strong sense of identity and personalized communities, and foster supportive relationships with all stakeholders through incentives and acknowledging academic goals. Administering surveys, while utilizing flexible technology, to elicit feedback from students and parents provides a platform for all stakeholders' voices to be heard, including families with the greatest barriers to engagement such as Low-income families who often work late evening hours. This will be effective in meeting the requirements of increased and improved services for these subgroups by aiding in ensuring they all stakeholders are involved in students' academic goals and improving the program in which students are enrolled regardless of any language and academic obstacles.

Expected Outcomes	• Suspension Rates at or below 1.5%.
	• The charter strives to have an average decline of 10% for chronic absenteeism.
	• The charter aims to maintain its dropout rates for both Middle and High School.
	    ○ Middle School = at or below 8% (baseline 3.35%)
	    ○ High School = at or below 8% (baseline 9.91%)

Action being offered on a school-wide basis to ALL Students	**School Safety:** The charter will survey all its stakeholders on their sense of safety and school connectedness as well as provide all stakeholders the necessary PPE, ensure facilities are in good repair, provide cleaning services, safety equipment/personnel, resources and trainings to meet to all federal, state, and local health requirements to ensure the health and safety of all stakeholders. The school will implement SafeTrac system for Covid symptom tracking, contact tracing and safe student check ins. All students and staff will be provided student identification cards and lanyards to ensure school safety. All staff and students will be trained on Covid protocols to ensure a healthy safe environment. A professional cleaning company will provide CDC approved cleaning and electrostatic spraying.
Subgroups benefiting the most from this Action	• Foster Youth (FY) • Low-Income (LI) • English Learners (EL)
Needs, conditions and circumstances	• Low-income students face home environments where their basic needs are not met. • Foster Youth students are a transient population where there is not a stable home environment and school is a safe place where basic needs can be met. • 23% of students surveyed reported feeling a lack of safety at school. This action is being offered on a charter wide basis but is principally directed toward our Low-Income and Foster Youth in that a safe learning environment provides an environment that is focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students, and encouraging parental and community involvement. When basic needs, such as safe learning environments, of Low-Income and Foster Youth are not met, they are not able to perform as well in school as their peers with fewer barriers. This action will be effective in meeting the requirements of increasing and improving services for Low-Income and Foster Youth by providing extra support to create a safe learning environment where students are encouraged to attend school and create positive relationships with staff and students.

Expected Outcomes	• Suspension Rates at or below 1.5%.
	• The charter strives to have an average decline of 10% for chronic absenteeism.
	• The charter aims to maintain its dropout rates for both Middle and High School.
	    ○ Middle School = at or below 8% (baseline 3.35%)
	    ○ High School = at or below 8% (baseline 9.91%)

Action being offered on a school-wide basis to ALL Students	**Nutrition Program:** The LEA will offer a healthy lunch option to ensure students have access to at least one nutritious meal per day.
Subgroups benefiting the most from this Action	• Foster Youth (FY) • Low-Income (LI)

Needs, conditions and circumstances	- Low-Income and Foster Youth students have limited regular access to healthy meals each day and students that do not have their basic needs met, such as access to regular nutritious meals, are not able to perform as well in school as their peers with fewer food security barriers. - California Assembly Bill 1871, requires all California schools to provide nutritionally sound meals to students who attend school more than two hours each day. While the action is being offered school wide, this action is principally directed towards Low-Income and Foster Youth students by ensuring access to free or reduced cost nutritious meals each day school is open. At least one nutritious meal will be available for all students at a free or reduced cost. Providing nutritious meals for students that otherwise might not have access to food will create one less stressor for our students and will hopefully lead to improved academic outcomes and school engagement for students. When basic needs, such as nutritionally dense food, of Low-Income and Foster Youth are not met, they are not able to perform as well in school as their peers with fewer barriers. Meals offered through the National School Lunch Program provide nutritionally balanced, low-cost or free lunches to all students. This action will be effective in meeting the requirements of increasing and improving services for Low-Income and Foster Youth by making, reduced cost or free, nutrient-dense meals accessible each day school is open. It is our goal that by providing our low-income and Foster Youth with meals we can reduce the dropout rates amongst these students as well as our chronic absenteeism rates. By providing students with basic resources, such as healthy snacks, we ensure that students are able to be fully present and engaged while in our resource centers. This is especially important for our subgroup students, particularly our low-income and foster youth populations because they often go without these needs being met. When students go without food and are hungry, they are often distracted and not fully present and participating in their coursework. By having healthy food options, we not only quickly re-engage them in their learning but also prevent them from leaving the center during work times in order to get food. We will also continue to use this opportunity to teach students about making healthy nutritional choices and how making those choices impact their overall wellbeing.
Expected Outcomes	By addressing the nutritional needs of our students, OFY-VV expects to see: - The charter aims to maintain its Core Course Completion rates annually at: - Math - 5 units - English- 5 units - Science- 5 units - Social Science- 5 units - The Charters one-year graduation rate will be at or above 76%. - By the end of the 2023/24 school year the charter will strive to have an increase of 30% of students who are on the A-G planning guide. - The charter aims to decrease the percentage of students not prepared on the college/career indicator to be at or below 60% by the end of the 2023/2024 school year. - Suspension Rates at or below 1.5%. - The charter strives to have an average decline of 10% for chronic absenteeism. - The charter aims to maintain its dropout rates for both Middle and High School. - Middle School = at or below 8% (baseline 3.35%) - High School = at or below 8% (baseline 9.91%)

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Action being offered on a school-wide basis to ALL Students	**Social Emotional Learning:** The LEA will provide opportunities to facilitate engagement in school programs like experiential learning trips and camps, sports, groups, and field trips provide students with a unique learning experience outside of the classroom in which they are able to apply academic and social-emotional skills toward real-life situations.
Subgroups benefiting the most from this Action	• Foster Youth (FY) • Low-Income (LI) • English Learners (EL)
Needs, conditions and circumstances	• Only 70% of surveyed students reported feeling connected to school. • Low Income students traditionally have greater barriers to access resources for school connectedness such as transportation to learning centers, events, and access to technology to virtually attend events. • English Learners traditionally have greater barriers to school connectedness due to lack of resources and lack of social/emotional support. • Barriers to school connectedness can lead to chronic absenteeism, increased dropout rate for those who are most at-promise. This action is being offered on a charter wide basis but is principally directed toward our English Learners, Low-income and Foster Youth students in that it provides opportunities for students to increase school connectedness and mentorship with all stakeholders. Experiential learning activities support the social emotional wellbeing of students as they navigate through the challenges brought on by distance learning, including the lack of school connectedness, and loss of peer interaction, and reconnecting at the school site. Experiential learning activities also provide these student groups with exposure to post-secondary avenues that may not have otherwise been presented to them, outside of school. Experiential learning trips, camps and field trips provide students with a unique learning experience outside of the classroom, where they are able to apply academic and social-emotional skills toward real-life situations. Students within one or more of the subgroup categories would often not otherwise be able to afford an experiential learning trip away from home. However, the experience and curriculum offered on these experiential learning trips have proven to grow students socially, emotionally, and academically. This will be effective in meeting the requirements of increased and improved services for these subgroups by aiding in ensuring they will receive extra support and academic involvement and increasing skills such as teamwork, collaboration, communication and sportsmanship. Additionally, we have seen students re-engage in our program significantly after returning from these trips, which impacts their work product and academic performance in highly positive ways. This is especially the case for our student subgroups, as these programs offer them an opportunity to find connection and belonging within our school.

Expected Outcomes	By focusing on Social Emotional Learning, OFY-VV expects to see:
	• The charter aims to maintain its Core Course Completion rates annually at:
	○ Math - 5 units
	○ English- 5 units
	○ Science- 5 units
	○ Social Science- 5 units
	• The Charters one-year graduation rate will be at or above 76%.
	• By the end of the 2023/24 school year the charter will strive to have an increase of 30% of students who are on the A-G planning guide.
	• The charter aims to decrease the percentage of students not prepared on the college/career indicator to be at or below 60% by the end of the 2023/2024 school year.
	• Suspension Rates at or below 1.5%.
	• The charter strives to have an average decline of 10% for chronic absenteeism.
	• The charter aims to maintain its dropout rates for both Middle and High School.
	○ Middle School = at or below 8% (baseline 3.35%)
	○ High School = at or below 8% (baseline 9.91%)

Action being offered on a school-wide basis to ALL Students	**Enrollment and Outreach:** The LEA will designate staff to conduct an intervention process and offer remediation as a part of an intervention process to ensure that all student needs are being met and that adequate support is provided. This may be conducted in person or virtual depending on Covid restrictions at the time.
Subgroups benefiting the most from this Action	• Foster Youth (FY) • Low-Income (LI)
Needs, conditions and circumstances	• Low-Income students often have jobs or other responsibilities at home, such as providing childcare for younger siblings, and attendance may become an issue. During the CNA process, our teachers and assistant principals noted a significant increase in work permits among our students this school year, which is indicative that the COVID-19 pandemic has also resulted in a need for many of our students to enter the workforce. Additionally, our dropout rate in the 2020-21 school year for our Low-Income students is at 10.37%, which is significantly higher by about threefold what it has been in previous years. • Foster youth students tend to not have access to secure housing and are often exposed to many external factors that make it difficult for them to make it to school at their scheduled times. As a result of these external factors, these students tend to have enrolled in several schools throughout their high school years. Our Foster youth students have also demonstrated an increased dropout rate of 8.82% during this school year. This could also be a result of lack of access to resources of housing insecurities resulting from the COVID-19 pandemic. Despite this action being offered on a school wide basis, this action is principally directed towards Foster Youth and Low-Income students as it allows for flexibility in the hours that students can attend school, which is beneficial for the subgroups who often have additional responsibilities. Moreover, the impact of the COVID-19

	pandemic has affected many of our students overall as they have in some cases needed to begin supporting their family financially or even started providing childcare for younger siblings who also shifted to a distance-learning platform while parents were working. This will be effective in meeting the requirements of increased and improved services for these subgroups by offering additional remediation hours outside of regular school hours allows students the opportunity to progress toward their goal of graduation even when they may have additional responsibilities outside of school. Additionally, encouraging frequent and multiple modes of communication allows the school to ensure that students are not falling through the cracks and receiving access to additional support and/or resources if necessary. The intervention process that includes all relevant stakeholders will create a strong web of support for students who are encountering challenges and it will serve to re-engage students in our school so that they can continue progressing towards their goal of graduation.

Expected Outcomes	By providing Enrollment and Outreach to students and families, OFY-VV expects to see:
	
	• The charter aims to maintain its Core Course Completion rates annually at:
	    o Math - 5 units
	    o English- 5 units
	    o Science- 5 units
	    o Social Science- 5 units
	• The Charters one-year graduation rate will be at or above 76%.
	• By the end of the 2023/24 school year the charter will strive to have an increase of 30% of students who are on the A-G planning guide.
	• The charter aims to decrease the percentage of students not prepared on the college/career indicator to be at or below 60% by the end of the 2023/2024 school year.
	• Suspension Rates at or below 1.5%.
	• The charter strives to have an average decline of 10% for chronic absenteeism.
	• The charter aims to maintain its dropout rates for both Middle and High School.
	    o Middle School = at or below 8% (baseline 3.35%)
	    o High School = at or below 8% (baseline 9.91%)

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

Additional EL Support, EL Individualized Support & Instruction and EL Professional Development is *being offered on a limited basis* to only our *English Learners*.

The needs, conditions and circumstances of our EL students as it connects to Additional EL Support, EL Individualized Support & Instruction and EL PD: EL students face additional language barriers, such as language acquisition, that impact their academic performance and affect their reading comprehension. According to data from our internal benchmarks, 39.47% of EL students scored Urgent Intervention in ELA benchmark assessments and 23.33% scored Urgent Intervention on the math benchmark assessment. Star Renaissance scores show that only 10% of English Learning students are testing at or above grade level for ELA. English Learners traditionally have greater barriers to school connectedness due to lack of resources and lack of social/emotional support, which can lead to chronic absenteeism. Thus, Additional EL Support, EL Individualized Support & Instruction and EL PD will be allocated proportionately to our student subgroups in accordance with the 32.17% requirement as compared to services provided to all students.

Expected Outcomes:
56% of EL students will make progress on their ELPAC Level by the 2023-2024 school year.

60% of EL students will demonstrate Lexile growth, measured through at least two Ren Star Reading benchmark assessments leading to reclassification. Increase reclassification rates to above 20%

Foster Youth Support Services and Foster Youth and Homeless Student Core Course completion *is being offered on a limited basis* to only our ***Homeless and Foster Youth students***.

The needs, conditions and circumstances of our Homeless and Foster Youth students as it connects to Foster Youth Support Services and Foster Youth and Homeless Student Core Course completion:
Foster Youth students are faced with additional social, emotional and language barriers that impact their engagement in learning, as evident by only having 24% of our foster youth partaking in a social-emotional activity or course. Foster Youth are faced with additional challenges on top of being credit deficient. Students face social emotional barriers and access to resources and support. This is why core course completion for Foster Youth is below the average of all students. Foster Youth students face additional barriers which impact their academic performance, such as gaps in time spent in an academic setting and a disconnect between school and home support. Foster Youth students may have limited access or no access to technology at home and it is necessary to ensure that students have technology to access their courses and communicate with teachers during distance learning. The technology gap has been increased due to our school's transitioning to distance learning due to the COVID-19 pandemic. While our school is transitioning back to in-person instruction, it is still necessary for students to have access to technology so that they can access the digital curriculum and assignments that have been embedded in our program. According to data from our internal benchmarks, 28.57% of Foster Youth students scored Urgent Intervention on the ELA benchmark assessments and 25.00% scored Urgent Intervention on the math benchmark assessment. Star Renaissance data shows that only 18% of foster youth are at or above their grade level for ELA. Foster Youth students have a lack of support and resources to pursue their education, especially post-secondary education. Due to their high mobility, students do not have a foundation of knowledge to think about future goals and worry more about their current needs. Foster Youth students and families are often transient and do not stay at one school for a long period of time. With a lack of resources and support, school connectedness is not established for these students and families. Thus, Foster Youth Support Services and Foster Youth and Homeless Student Core Course completion will be allocated proportionately to our student subgroups in accordance with the 32.17% requirement as compared to services provided to all students.

Expected Outcomes:
The charter aims to improve or maintain the core course completion for our Foster youth and homeless students.
Math - 6 Units
English - 7 Units
Science - 7 Units
Social Science - 6 Units
Maintain or increase the Foster Youth graduation rate at or above 68%

Local Control and Accountability Plan (LCAP) Expenditure Tables Template

Developed by the California Department of Education, January 2020

Total Expenditures Table

Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals		$ 3,232,000	$ -	$ 200,000	$ -	3,432,000	$ 2,857,837	$ 574,163

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Additional EL Support	English Learners	$ 50,000	$ -	$ -	$ -	$ 50,000
1	2	EL Individualized Support & Instruction	English Learners	$ 200,000	$ -	$ -	$ -	$ 200,000
1	3	Foster Youth Support Services	Foster Youth	$ 100,000	$ -	$ -	$ -	$ 100,000
1	4	EL Professional Development	English Learners	$ 60,000	$ -	$ -	$ -	$ 60,000
1	5	Social Emotional Support for Students with Disabilities (SWD)	Students with Disabilities	$ -	$ -	$ 150,000	$ -	$ 150,000
1	6	Foster Youth and Homeless Student Core Course completion	Foster Youth, Homeless	$ 100,000	$ -	$ -	$ -	$ 100,000
1	7	SWD Professional Development	Students with Disabilities	$ -	$ -	$ 50,000	$ -	$ 50,000
1	8	Math and English Intervention	Low Income, Foster Youth, English Learner	$ 25,000	$ -	$ -	$ -	$ 25,000
2	1	Basic Services	All	$ 1,000,000	$ -	$ -	$ -	$ 1,000,000
2	2	Professional Development	All	$ 10,000	$ -	$ -	$ -	$ 10,000
2	3	Benchmark Assessments and Interventions	All	$ 110,000	$ -	$ -	$ -	$ 110,000
2	4	Broad Course of Study	All	$ 10,000	$ -	$ -	$ -	$ 10,000
2	5	21st Century Skills and Education Technology	All	$ 300,000	$ -	$ -	$ -	$ 300,000
3	1	CTE Program	All	$ 50,000	$ -	$ -	$ -	$ 50,000
3	2	Dual Enrollment	All	$ 50,000	$ -	$ -	$ -	$ 50,000
3	3	Postsecondary Awareness	All	$ 1,000,000	$ -	$ -	$ -	$ 1,000,000
3	4	Post-Secondary Events	All	$ 5,000	$ -	$ -	$ -	$ 5,000
4	1	Parental Involvement and Stakeholder Engagement	All	$ 5,000	$ -	$ -	$ -	$ 5,000
4	2	School Safety	All	$ 50,000	$ -	$ -	$ -	$ 50,000
4	3	Nutrition Program	All	$ 42,000	$ -	$ -	$ -	$ 42,000
4	4	Social Emotional Learning	All	$ 15,000	$ -	$ -	$ -	$ 15,000
4	5	Enrollment and Outreach	All	$ 50,000	$ -	$ -	$ -	$ 50,000

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 3,232,000	$ 3,232,000
LEA-wide Total:	$ 2,697,000	$ 2,697,000
Limited Total:	$ 535,000	$ 535,000
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Additional EL Support	Limited	English Learners	All	$ 50,000	$ 50,000	Yes
1	2	EL Individualized Support & Instruction	Limited	English Learners	All	$ 200,000	$ 200,000	Yes
1	3	Foster Youth Support Services	Limited	Foster Youth	All	$ 100,000	$ 100,000	Yes
1	4	EL Professional Development	Limited	English Learners	All	$ 60,000	$ 60,000	Yes
1	5	Social Emotional Support for Students with Disabilities (SWD)	Limited		All	$ -	$ 150,000	No
1	6	Foster Youth and Homeless Student Core Course completion	Limited	Foster Youth	All	$ 100,000	$ 100,000	Yes
1	7	SWD Professional Development	Limited		All	$ -	$ 50,000	No
1	8	Math and English Intervention	Limited	Foster Youth, Low Income, English Learners	All	$ 25,000	$ 25,000	Yes
2	1	Basic Services	LEA-wide	Foster Youth, Low Income, English Learners	All	$ 1,000,000	$ 1,000,000	Yes
2	2	Professional Development	LEA-wide	Foster Youth, Low Income, English Learners	All	$ 10,000	$ 10,000	Yes
2	3	Benchmark Assessments and Interventions	LEA-wide	Foster Youth, Low Income, English Learners	All	$ 110,000	$ 110,000	Yes
2	4	Broad Course of Study	LEA-wide	Foster Youth, Low Income, English Learners	All	$ 10,000	$ 10,000	Yes
2	5	21st Century Skills and Education Technology	LEA-wide	Foster Youth, Low Income, English Learners	All	$ 300,000	$ 300,000	Yes
3	1	CTE Program	LEA-wide	Foster Youth, Low Income, English Learners	All	$ 50,000	$ 50,000	Yes
3	2	Dual Enrollment	LEA-wide	Foster Youth, Low Income, English Learners	All	$ 50,000	$ 50,000	Yes
3	3	Postsecondary Awareness	LEA-wide	Foster Youth, Low Income, English Learners	All	$ 1,000,000	$ 1,000,000	Yes
3	4	Post-Secondary Events	LEA-wide	Foster Youth, Low Income, English Learners	All	$ 5,000	$ 5,000	Yes
4	1	Parental Involvement and Stakeholder Engagement	LEA-wide	Foster Youth, Low Income, English Learners	All	$ 5,000	$ 5,000	Yes
4	2	School Safety	LEA-wide	Foster Youth, Low Income, English Learners	All	$ 50,000	$ 50,000	Yes
4	3	Nutrition Program	LEA-wide	Foster Youth, Low Income	All	$ 42,000	$ 42,000	Yes
4	4	Social Emotional Learning	LEA-wide	Foster Youth, Low Income, English Learners	All	$ 15,000	$ 15,000	Yes
4	5	Enrollment and Outreach	LEA-wide	Foster Youth, Low Income	All	$ 50,000	$ 50,000	Yes

Summary / Addendum Document
2020-2021 Comprehensive Needs Assessment

PURPOSE
The purpose of this Summary/ Addendum Document is to document and record all phases of your charter's Comprehensive Needs Assessment. This will be used as an Addendum and/or evidence of a CNA to your LCAP and any other School Improvement Plan.

STAKEHOLDERS Who were the stakeholders involved in the Comprehensive Needs Assessment? How were stakeholders involved in the Comprehensive Needs Assessment? *The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]*
The charter conducted a comprehensive needs assessment (CNA) during the 2020-21 school year. Key stakeholders that were part of the organization and execution of the CNA are listed below: Bryan Gillespie - Principal Cynthia Ramos - Assistant Principal Instructional Operations Jason Olmstead - Assistant Principal Nicole Barnes - Instructional Coach Ray Banaag - English Language Regional Coach Georganne Kirkwood - Special Education Specialist Theresa Barden- Instructional Coach

DATA SOURCES / Phase 1 (Data Collected and Analyzed) What data sources did stakeholders review (qualitative and quantitative)? *The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)*
California Dashboard data, CAASPP data, local assessment data, ELPAC data, RFEP monitoring, graduation rate, A-G course enrollment & completion rates, attendance data, surveys, interviews, etc.

- OFY-VV had 17% of ELL students perform at or above standard on the ELA SBAC.
- ELL students declined from year to year from 26% Meeting or Exceeding Standard to 17% Meeting or Exceeding Standard on the ELA SBAC.
- OFY-VV SWD had 95.46% of students perform in the Standard Not Met or Standard Nearly Met on the ELA portion of the SBAC (81.82% and 13.64% respectively).
- OFY-VV ELL students 95.46% performed in the Standard Not Met or Standard Nearly Met on the ELA portion of the SBAC (79.55% and 15.91% respectively).
- OFY-VV SWD had 97.72% of students perform in the Standard Not Met or Standard Nearly Met on the Math portion of the SBAC (95.45% and 2.27% respectively).
- OFY-VV ELL students had 100% score in the Standard Not Met or Standard Nearly Met on the Math portion of the SBAC (95.45% and 4.55% respectively).
- OFY-VV had 7.4% of eligible students be considered Prepared according to College and Career Preparedness standards and 25.4% Approaching Prepared and 67.2% Not Prepared.
- OFY-VV SWD had 19.4% of students Chronically Absent.
- OFY-VV math course completion is 4.95 units/credits per school year.

PRIORITIZED NEED

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

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

Low SBAC test scores are a priority. ELL students declined from year to year from 26% Meeting or Exceeding Standard to 17% Meeting or Exceeding Standard on the ELA SBAC.

College and Career Preparedness is a priority. Our goal is to increase the percentage of students Prepared or Approaching Prepared to 40%. We will increase this number by increasing the number of students completing an A-G planning guide and by increasing; the opportunity for CTE courses and boost our enrollments in the Cadet Corps Program.

Increasing **Academic Performance in Math** for all students is a priority. Only 5.39% of 11th grade students scored in the Met or Exceeded Mastery levels.

ROOT CAUSE ANALYSIS / Measurable Outcomes Phase 3
What are the potential root causes of the needs or concerns the team has prioritized?
Please list the Measurable Outcomes identified for each Root Cause.
A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.

Low-test scores on SBAC.

    Chronic absenteeism, especially among junior high students with disabilities.
    If Chronic Absenteeism was reduced, students would have more educational participation and academic involvement. Our absenteeism rate could decrease below 10%. This would result in gains on the state tests. By 2021/22 school year end, our absenteeism rate will drop to 17%; by 2022/23 school year end, our absenteeism rate will drop to 14%; by 2023/24 school year end, our absenteeism rate will drop to 10%; by 2024/25 school year end, our absenteeism rate will drop below 10%.

    English Learners dropped from 26% meeting or exceeding standard to 17% meeting or exceeding standard on SBAC English assessment.
    ELL student attendance (including appointments with EL specialists) have dropped. This has affected the level of English support for ELL students. When ELL students attend appointments with their IS teachers and EL specialists consistently, improvement can be expected. EL students should have 90% attendance with their IS teacher and EL specialist.

    High turnover in EL specialists affected the level of English Language support for EL students. The plan is to have e an EL specialist at all learning centers.

    The technology gap affects the effectiveness of EL success rate on SBAC
    If addressed, ELL students would be technologically adept to navigate the SBAC test website and embedded tools.The goal is to have 100% of ELL students attend a Tech in Testing preparation class so they can learn to navigate all the tools available to them.

College and Career Preparedness

    Not enough students enrolled in an A-G track.
    The goal is for 30% of students to be placed on the A-G track. Of that 30%, 10% will complete all A-G requirements.

    Not enough students currently enrolled in Cadet Corps
    The goal is for 20 students to be enrolled in and complete yearlong Cadet Corps classes. By 2024, the Cadet Corps program will have, on average, 20 students enrolled in class.

Too few students participating in college classes concurrent with high school.
The goal is for 20 students to complete 2 semester-length college classes prior to graduating high school.

Academic Performance in Math
Low Math course completion.
All 9th-11th grade students complete at least 5 math units per school year.

Most of our 11th grade students have not taken math up to Integrated 3 or Algebra 2.
The goal is 9th grade students will be enrolled in and complete Integrated Math I or Algebra 1; 10th grade students will be enrolled in and complete Integrated Math II or Geometry; 11th grade students will be enrolled in and complete Integrated Math III or Algebra 2.

Students joining our program with below grade level math knowledge.
Students with math deficiencies will be given math support in addition to grade-level math. This can be in the form of Accelerated Math through Renaissance or math modules independent study packets. Using Renaissance STAR Math scores, on average, students will increase their SGP by 40 by the end of school year 2023/24.

Trends / Themes - (Data Dive Summary Table)
What concerns or challenges were identified?
What trends were noticed over time in schoolwide, sub-group or grade level data?

A few challenges and trends that came from the data dive are:
A major concern is the way absenteeism is considered. Students can be at school every day, but if they struggle with a concept and do not pass the summative tests, they are not credited for attendance. This will continue to be a challenge as long as absenteeism is calculated based on a percentage of days "absent" and how our schools calculates attendance.
We have a very limited number of CTE offerings to help prepare students for College and Career. The Victor Valley Region has only offered CTE in Construction Trades.
ELL students scored low on SBAC tests, especially English. For the 2018-19 SBAC administration, 26% of ELL students scored in the Meeting or Exceeding Standard; this number dropped to 17% during the next year's administration.

Options For Youth
Public Charter Schools

Options For Youth
Public Charter Schools

Victor Valley

RESOURCE INEQUITIES REVIEW
ADDENDUM

Document Purpose: This will be a summary/overview document added to your LCAP & SPSA as evidence that a CNA was done in your charter.

Date Resource Inequity Review was conducted
April 30, 2021

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 a 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?**	- Measuring teacher effectiveness - Standard curriculum used for all students regardless of learning ability. - Minimal in-person AP offerings (2 English courses), although more are available on Edmentum. - Freedom of scheduling on teachers' part can create inequities. - Limited capabilities for translating school documents, i.e., progress reports, planning guides, and transcripts.
2. **Which inequities are priorities for the Charter to address in their School Improvement Plans?**	- Measuring teacher effectiveness - Standard curriculum used for all students regardless of learning ability. - Minimal in-person AP offerings (2 English courses), although more are available on Edmentum. - Freedom of scheduling on teachers' part can create inequities. - Limited capabilities for translating school documents, i.e., progress reports, planning guides, and transcripts.

3. **How does the Charter plan to address these inequities?**	• Assistant Principals will conduct annual reviews in a timely manner. • We will scrutinize which students are placed on particular planning guides to facilitate course offerings. We will determine what other AP courses will be beneficial to be conducted in-person and work to incorporate those courses into our SGI program. • Teachers will be trained on assigning courses focusing on completing core courses. • We will work with EDI to translate reports in StudentTrac
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.**	None

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

*   Inclusion of a goal or decision to pursue a Focus Goal (as described below)
*   Inclusion of metrics other than the statutorily required metrics
*   Determination of the desired outcome on one or more metrics
*   Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
*   Inclusion of action(s) or a group of actions
*   Elimination of action(s) or group of actions
*   Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.