

LCFF Budget Overview for Parents

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

CDS Code: 36679343630670

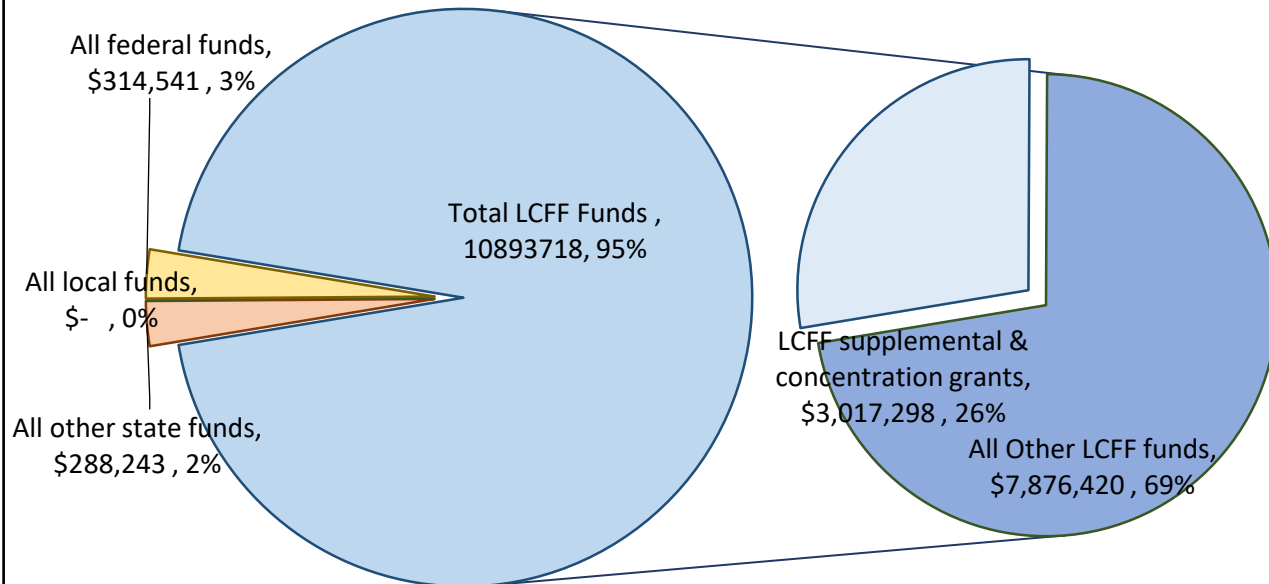
School Year: 2022 – 23

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 2022 – 23 School Year

Projected Revenue by Fund Source

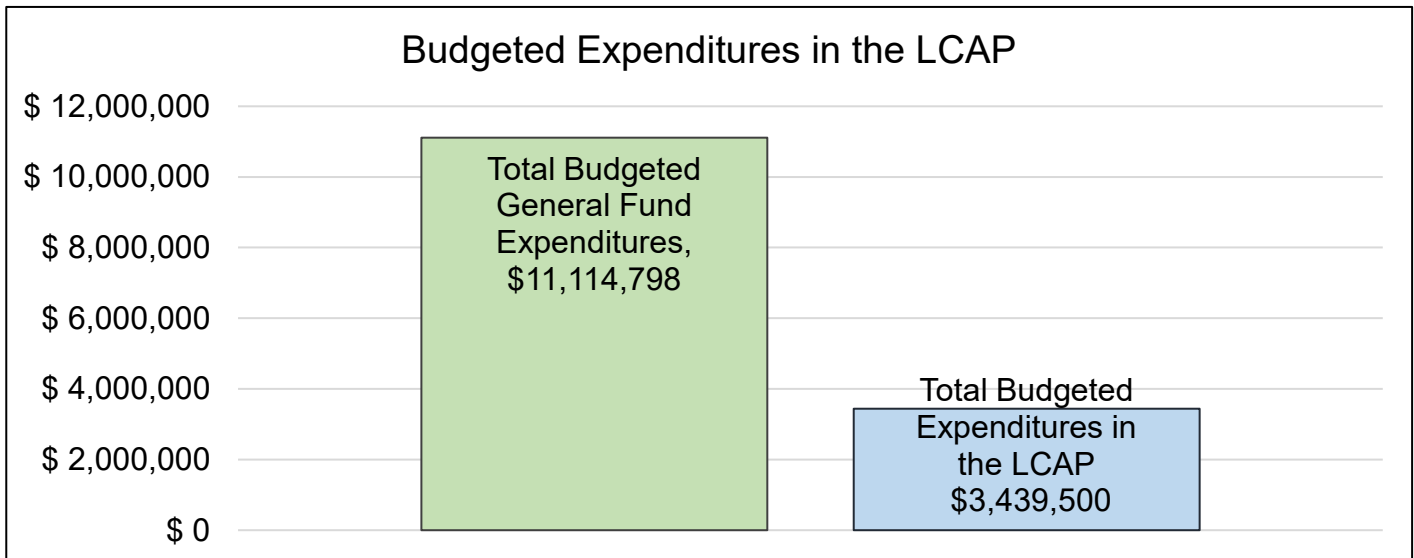


This chart shows the total general purpose revenue Options for Youth - Victor Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options for Youth - Victor Valley is \$11,496,502.00, of which \$10,893,718.00 is Local Control Funding Formula (LCFF), \$288,243.00 is other state funds, \$0.00 is local funds, and \$314,541.00 is federal funds. Of the \$10,893,718.00 in LCFF Funds, \$3,017,298.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Options for Youth - Victor Valley plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Options for Youth - Victor Valley plans to spend \$11,114,798.00 for the 2022 – 23 school year. Of that amount, \$3,439,500.00 is tied to actions/services in the LCAP and \$7,675,298.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

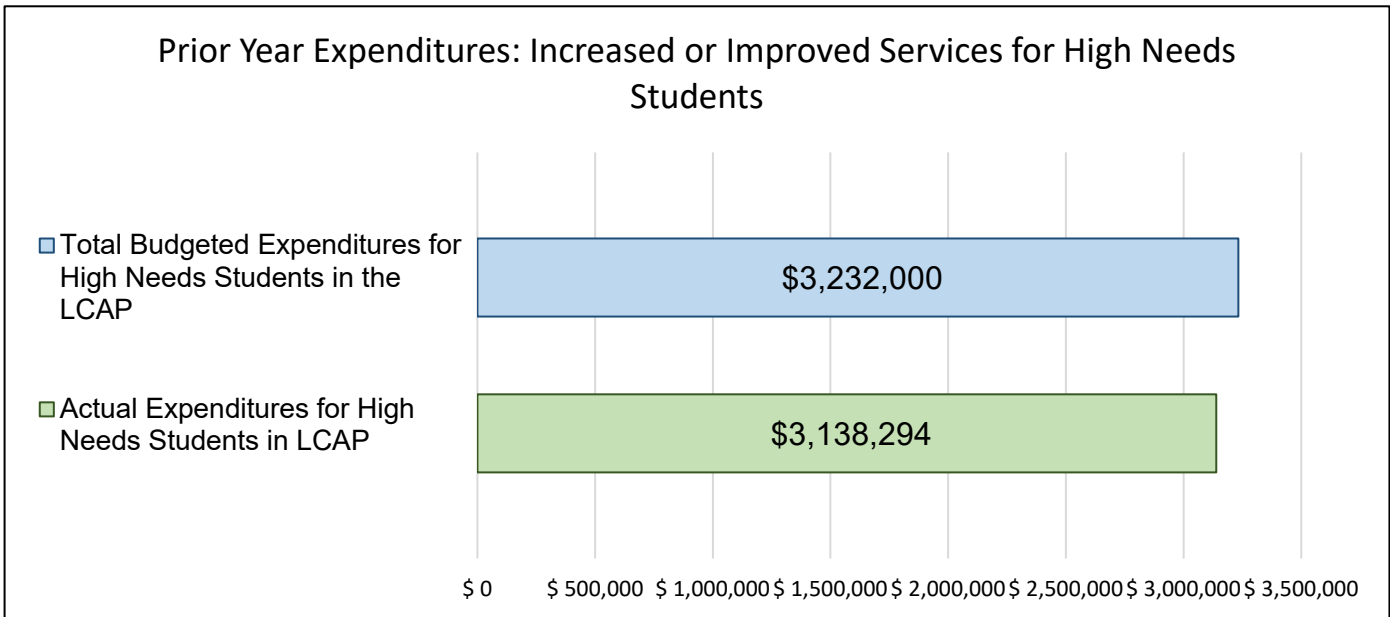
General Fund Budget Expenditures, for the 2022-23 year that are not included in the LCAP cover a number of operational and business costs. These costs include but are not limited to non-instructional staff salaries, other student information system upgrades and data tracking improvements, facilities 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 2022 – 23 School Year

In 2022 – 23, Options for Youth - Victor Valley is projecting it will receive \$3,017,298.00 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 \$3,204,500.00 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 2021 – 22



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

The text description of the above chart is as follows: In 2021 – 22, Options for Youth - Victor Valley's LCAP budgeted \$3,232,000.00 for planned actions to increase or improve services for high needs students. Options for Youth - Victor Valley actually spent \$3,138,294.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$93,706.00 had the following impact on Options for Youth - Victor Valley's ability to increase or improve services for high needs students:

The LEA shows a \$93,706 difference between actions marked as contributing toward the increased and improved services for high needs students as of April 2022. The LEA Due to the timeline for reporting there are about 2 months in our academic school year still in session, therefore we anticipate we will continue to spend our S/C funding and continue to provide services to our high need's students. The difference shown did not impact the needs or services provided to our High need's students as we anticipate spending all our S/C funding. All actions and services were increased as intended and we are continuing to spend and provide services to our students.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

The LEA has not received any Budget Act 2021 funding aside from funds included in the Expanded Learning Opportunities Grant (ELO). The LEA engaged education partners on the use of funds in several ways on the use of the ELO funds, the school sent out a survey to staff, students, and parents to receive input and identify school goals and learning recovery efforts. The school receives and asks for feedback through virtual and in-person parent conferences, student meetings, staff in-services and virtual meetings to ensure all stakeholders have an opportunity to express needs, ideas and engage in the planning process. The development of the plan was reviewed and created by a group of school leaders. The school will host parent/guardian meetings in late spring, summer and fall semesters, where parents are invited to come and learn about the different support opportunities offered both in-person and virtually. Teachers and instructional staff will continue to communicate with students' parents/guardians through email, school messenger, Remind, Google Classroom, phone call or text, whichever is most convenient for parents to encourage participation in additional instructional supports. The school aligns support for its students with disabilities and Foster and McKinney-Vento (homeless) youth and will closely monitor and support these groups. Identified school liaisons work directly with Foster and McKinney-Vento students to ensure they have the support needed. Counselors hold meetings with foster youth to monitor progress.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The LEA plans to use the additional concentration grant add-on funding it will receive due to having an unduplicated student group count above 55% to retain staff and provide additional instructional time for English Learners, low-income students and foster youth. The LEA plans to use the funds in a variety of ways, which will ensure we are retaining our staff that directly impact our unduplicated student group's academic success in our program. This will include but is not limited to Cafe Nights to support staff in offering interventions to students, additional duties for night school appointments, stipends, PD's and social emotional supports for teachers.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The LEA did not receive any one-time federal funds intended to support recovery from the COVID-19 pandemic. Therefore, the LEA did not engage, or plan to engage, its educational partners on the use of one-time federal funds to support recovery from the COVID-19 pandemic.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The LEA did not receive any federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief funds.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The LEA did not receive any additional fiscal resources therefore any applicable plans do not need to be aligned with the LEA's 2021-22 LCAP and Annual Update. The LEA developed the Safe Return to In-Person Instruction and Continuity of Services Plan which was included in the funds for LCAP. Some of the actions that reflect these plans are access to educational technology resources to support distance learning, professional development for staff for interventions and strategies for high need students, social emotional support from counselors and school psychologists and increased safety plan for all stakeholders which include covid testing protocols, PPE, upgraded ventilation, enhanced CDC aligned cleaning protocols and contact tracing

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 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 2022-2023

General Information

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





Local Control & Accountability Plan (LCAP) Charter Demographics

Victorville
2022-23



- Socioeconomically disadvantaged **47%** ↓ 4.3%
- English Learners **10%** ↑ 11%
- Foster Youth **3%**
- Homeless **4%** ↑ 33%
- Students with disabilities **16%** ↑ 23%
- Below grade level **86%**
- Unduplicated count **88%** ↑ 4%

Our Mission

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 the confidence to become lifelong learners who contribute to their community.

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

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

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

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

OFY-VV provides an alternative educational option for students who have experienced academic challenges and often have skill gaps due to academic and non-academic issues. OFY -VV partners with students and parents to increase options students have upon graduation. Whether they choose post- secondary learning or choose to enter the professional job market. OFY-VV gives students resources and confidence to empower them, to achieve their dreams and reach their full potential. Our teachers and program support the academic, social and emotional needs of all students. This support enables students to become self-motivated, competent and lifelong learners. Our program provides social emotional learning opportunities for all our students and provides both academic and post -secondary 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.

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

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

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

Title I - Schoolwide Program (SWP)

Options for Youth Victorville applied for Title I funds and will be implementing a Schoolwide Program (SWP) to target students performing below grade level and overall student achievement throughout the charter. The purpose of our SWP is to raise student achievement for all students, particularly for students who are not meeting academic standards. Our SPSA and LCAP will serve in alignment to one another further reinforcing all charter wide efforts to close achievement gaps identified in our comprehensive needs assessment and meet the needs of our students below grade level.

Reflections: Successes

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

Despite the various challenges faced as a result of the impact of the COVID-19 pandemic, Options For Youth - VV celebrated many successes. In the 2021-22 school year, the overall OFY-VV graduation rate achieved was 71.7%, overall parents, students and staff were satisfied with our School climate, EL Reclassification rate was 63.64%.

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 a 0% suspension rate in the 21/22 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. When behaviors do need to be addressed restorative justice practices are used to better address the behaviors.

English Learner Progress

OFY VV's English Learner Reclassification rate was a highlight as 63.64% of eligible EL students made 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 an Academic Learning Plan to determine supports needed for all ELL students. Students who needed extra assistance with their coursework met with EL Specialists on a weekly or bi-weekly basis. 62.71% of ELL students showed improvement in their Lexile levels from the 1st to 2nd RenStar Reading assessment OFY VV was also able to maintain above 95% participation rate for ELPAC testing.

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 great 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.

Graduation Rate

Our overall graduation rate was 71.7%, 100 % of our Foster students graduated and our SWD graduation rate decreased by 4% this school year. While there was a slight decrease, due to the effects of Covid. This is still a success that we were able to graduate so many students despite the challenges. We were able to achieve this through investments made in additional counselors monitoring and management tools and systems. OFY VV has one school counselor 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 2022-23 school year and hope to see our graduation rate continue to increase. We have recently hired ELA tutors for each school site to better assist students with not only ELA classes but with other core subjects.

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 and we had 56% of students who were identified as in need of urgent intervention complete a math intervention. Additionally, 36% of students that were identified for urgent intervention for math moved out of the urgent intervention identification during the school year. OFY VV uses Exact Path Math for students who have been identified as being below grade level to increase their foundational skills needed for them to excel in Mathematics. Exact Path Math is facilitated with the support of math intervention specialist and or Math tutors, as well as our highly qualified math teachers. 57% of students that needed intervention in the 21/22 school year completed math intervention. New state data is not available due to not testing students last year. OFY- VV used our own internal data and testing to determine student progress and need. We use the Ren Star test to help us determine students growth and need. We will continue with these efforts in the 2022-23 school year and hope to see our Math SBAC score continue to increase closer to being at or above standard (level3). For the 21/22, school year students who took at least two administrations of the Ren Star Test for Math had an SPG of 45.05.

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.

Two formal data dive sessions were conducted as a part of the CNA process. The data dive protocol was followed at each session which included an observation round, a questions round, and a hypothesis round. Observations, findings, and reflection were also shared on a broader level with the whole group, while the data dive protocol was followed in smaller groups of 10 -15 individuals to begin to understand the charter identified needs as well as strengths.

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. We have hired Career Pathways Coordinators for each school site. They will assist in getting our CTE courses up and running and helping students identify their interests for post secondary preparations. They will assist in obtaining community partnerships and internships for our students.

English Language Arts

Though we have maintained our level of ELA scores for SBAC, OFY Victorville is still 37.7 points below the standard for all students. With the postponement of SBAC the last 2 years we have not had new scores but we have looked at our internal benchmarks to help us determine what students need more intervention and where they need the intervention. 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. The LEA has also hired one ELA tutor for each school site to provide more support for our students.

2022-23 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

Math

According to the most readily available internal data 54.41% of students that took at least 2 administrations of the Ren Star test were below grade level in math that was analyzed during our 2022-23 Comprehensive Needs Assessment (CNA), also found that 55.96 % of students were in the urgent intervention category. Additionally 48.78% of SWD students were in the urgent intervention category. It was also discovered that 40% of ELL students and 50% of Homeless / Foster students were in the urgent intervention category. 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 SWD student population is also in need of intervention strategies to help bridge the gap in math knowledge. Through the LEA's comprehensive needs assessment process and Educational Partner survey feedback it has been determined that students in all subgroups demonstrated achievement gaps in Math. The LEA needs to focus on moving all subgroups out of urgent intervention. Students take an internal assessment (Star Renaissance) quarterly and any student who scores in urgent intervention is placed in Exact Path Math. Although we have seen gains made by students as provided by data pulled from our internal benchmark assessment, our most readily available data shows this as an area of need by all subgroups of students. OFY Victorville is committed to improving our math academic outcomes. 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 2022-23 school year.

To address these areas of growth, the LEA plans to provide additional intervention support through added intervention positions, maintaining a safe learning environment for all, offer Social Emotional learning and mental health support to students, engage educators in professional development to implement restorative practices with all students and geared towards re-engaging students in learning. Additionally, the school will work towards further developing a data driven culture to continue placing student needs and success at the core of all of our initiatives.

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 support. OFY-VV plans to accomplish this by working with our students, families, and Educational Partners to determine the needs of students and devise practices to address those needs. One area of focus is on increasing graduation rates of all students and ensuring that there are post-secondary plans in place for each student. OFY- VV plans to achieve this through having students meet with post-secondary counselors, Career Pathway Coordinators and teachers on a consistent basis, student engagement through exposure to postsecondary options, providing opportunities for community outreach by facilitating community service within the area. Arranging internships and experiential learning opportunities. Teacher will be accountable for achievement chats (progress and strategic planning meetings), student progress, and school counselors will monitor graduation trackers. Trackers will be shared with a community of educators including teachers, English language specialists, special education teachers, student counselors and the leadership team, to ensure that all students, parents/guardians are aware of their educational plan and the progress made on this plan, in a timely manner. Students will attend achievement chats, senior activities and homework cafes nights that encourage engagement in school, as well as a willingness to commit to goals and expectations. Fostering parent involvement in achievement chats and monthly phone calls home creates open communication between student, parent, teacher and counselor. Post- Secondary Counselors and Career Pathway Coordinators will work with students on targeting career and educational paths. Post- Counselors will meet with seniors monthly to ensure students are meeting goals and objectives to graduate in a timely manner. Post-Secondary Counselors and Career Pathway Coordinators work on post-graduation pathways. As such, students are provided with the tools and resources necessary to become active and engaged members of society.

The OFY-VV charter continues to remain focused on closing the opportunity gap between student groups through a number of strategic efforts outlined in our 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 Educational Partner Engagement opportunities and ensuring all Educational Partners feel safe and a sense of connectedness to our program especially for our Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP). Priority 1 will be implemented to ensure the maintenance, operations, facilities and Teacher assignments are in good standing. The LEA will monitor their progress annually to determine if this goal needs to be structured or prioritized

Options For Youth Victor Valley demonstrated success in the following areas: student graduation rates, improvement of student progression rates, maintenance of high EL student reclassification rates, , and continuing to encourage an increasing core course completion rate outlined in all LCAP goals. Furthermore, the LEA continued to encourage Parent and Family engagement through development of a School Site Council and continuance of our DELAC meetings and achievement chats and parent conferences. Educational partner surveys were conducted regularly to inform the development of school plans and initiatives. The school also prepared facilities adequately to ensure the safety of all educational partners when returning to the school sites for in-person instruction.

For the 2022-23 school year, the continued areas of focus for OFY-Victor Valley will be continuing to increase graduation rates, college and career readiness rates, performance on SBAC as well as benchmark results in Lexile level and math growth, grow our EL instructional strategies, and support our Student with Disabilities with individualized academic instruction.

To increase access to post-secondary opportunities for students, the LEA plans to develop partnerships with the local community college and get our CTE program off the ground . We will offer technology, nursing and construction pathways for our students. OFY-Victor Valley will reallocate resources to ensure that students have increased access to post-secondary opportunities and additional academic support so that students are able to achieve their high school and post-secondary goals (Goal 3 Action 1,2,3, & 4). We have also hired Career Pathways Coordinators for each school site to assist students with post-secondary goals.

OFY-Victor Valley will focus on improving SBAC scores for reading and math, and Lexile level in the upcoming school year. The LEA plans to ensure an upward trend toward academic growth by increasing core course completion rates, and incorporating ELA and Math interventions. To improve student ELA and mathematics performance, OFY- Victor Valley, will create an intervention plan to be implemented year-round to better prepare students for English and Math achievement (Goal 2 Action 3). Professional development opportunities will be provided for teachers to learn about incorporating appropriate technology into the classroom that re-engages students (Goal 2 Action 2)

Students with Disabilities (SWD) have difficulty accessing the general education curriculum and require specialized academic instruction that is individualized to the student and their needs. Students with Disabilities (SWD) will be provided with opportunities to join small group instruction courses in ELA, math and Science courses and supported by the Special Education teacher (Goal 2 Action 1).

In the educational partner feedback, surveys some students indicated that they felt disconnected from the school community while in distance learning and some parents indicated concern for their students' social emotional health during the prolonged virtual format. With students back on campus the social-emotional well-being and needs will be assessed and the appropriate support will be provided. In addition to the social-emotional needs of students, the School is aware that school safety is just as important to our students and staff . The LEA plans to implement appropriate measures and provide training to support school safety. . (Goal 4 Action 2).

The LEA will provide EL students with access to appropriate educational resources and math tutoring to support them in their reclassification goals. 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 1, 2)

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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The LEA consulted with its educational partners listed below on the stated dates to review and plan the LCAP/Annual Review and Annual Review. All Educational Partner engagement meetings and activities provided insight, collaboration and direction for the LCAP Goals, Actions, and Services. All feedback was collected, analyzed, shared, and considered prior to the finalization of the LCAP. The LEA has provided a list of engagement sessions and events that were held throughout the 2021-22 academic

Principals Meetings:

- 9/18 Title Funds, COVID Update, HR Update
- 9/22 Legislative Update, WASC Update
- 10/6 COVID Update, Curriculum Update
- 1/12 Minimum Wage Update, COVID Update
- 2/23 COVID Update, School Meal Plans, Vaccination Discussion
- 3/9 Pathways Programming, Business Plan Overview Refresher, COVID Update
- 3/23 Legislative Update
- 4/6 Vaccination Booster Update, Staffing Changes, Incentive Processing, Compensation discussion

Teacher/Staff Meetings/ In-Services:

October 9, 2021 Staff Reflection on "Rebounding" from the pandemic, addressing collective experiences, and discussing how our staff and our students can "recover and reassemble for learning." Teachers reflected on Poem "Rebounding" written by Jiovanni Gutierrez Montano, as a way to "reimagine, redefine and reinvent" a new school year.

VV4 School Site Meetings Dates - 7/16/21, 8/6/21, 9/10/21, 10/1/21, 10/29/21, 11/16/21, 2/25/22, 3/25/22, 4/20/22, 5/6/22, 6/2/22
Tech PD- 8/27/21 from 8-12

Virtual PD that allows staff to dive deeper into the tech tools that powerfully impact and enrich the valuable work teachers do as educators for our students. Topic covered: PearDeck, Loom, Sheets, Canva, Forms, Jamboard, Google Extensions.

PLC- 10/8/21 Integrated Instruction for Diverse Learners

- Develop a deeper understanding of integrated instruction
- Discuss key inclusive strategies that have high impact
- Review and revise lessons or materials using inclusive strategies

PLC- 11/5/21-Teacher Collaboration

- Exact Path Best Practices
- Student Retention and getting students back in the center
- Work balance
- Supporting the SPED team
- Managing in person and virtual students

PLC- 4/8/22 Feedback

- Best practices providing quality feedback with a focus on writing
- Student Feedback Survey

CNA Date Dive 1/28/22

- Taking a closer look at the different data from the region and looking at trends within the region.
- Determine area of focus

Root Cause Analysis- 2/11/22

- Taking a closer look at the areas of focus from the data dive and determining how root causes can be solved and measurable.

Student - Achievement Chats:

Week of December 13th-17th and May 23rd-27th

-Teacher meet with parents/guardians to discuss student progress, goals, and planning for the next semester.

School Improvement Feedback Surveys:

LCAP Fall Survey 10/26/2021-11/30/2021

LCAP Spring Survey 3/31/2022- 4/15/2022

The SELPA Consultation:

April 14, 2022

DELAC/ELAC Meetings:

Nov. 17, 2021: Review of 20-21 School year, and Review of DELAC Committee duties and responsibilities.

March 30, 2022: Present SIOP Training plan for OFY teachers, EL Reclassification Information for Parents/students, and Comprehensive Needs Assessment

LCAP Review and discussion of LCAP Goals and Actions: April 27, 2022:

Present SIOP Training plan for OFY teachers, EL Reclassification Information for Parents/students, and Comprehensive Needs Assessment: March 30, 2022:

LCAP Review: April 27, 2022:

Parent/ Student Night 10/27/21 6pm-7pm

Interviewed OFY Parents and Students

WASC visit- 11/1/21-11/4/21

6 year accreditation

Cognia Accreditation:

Visit 3/22/22-3/24/22

5 year accreditation

School Site Council (SSC) Meetings: March 7,2022, March 10, 2022, May 26,2022.

Governing School Board Meetings:

6/28/22, 6/3/22, 5/6/22, 4/22/22, 3/25/22, 2/25/22, 1/28/22, 1/14/22, 12/17/22, 12/3/22, 10/10/22, 9/24/22, 9/7/22, 7/23/22

The Board of Directors was updated on progress toward developing goals, metrics, received information about the proposed changes to past years LCAP metrics and goals within the new LCAP, and gave feedback to school leadership prior to voting on the adoption of the LCAP. Below is a breakdown of the process taken to review and adopt the charters 2021-24 LCAP as required by Ed Code:

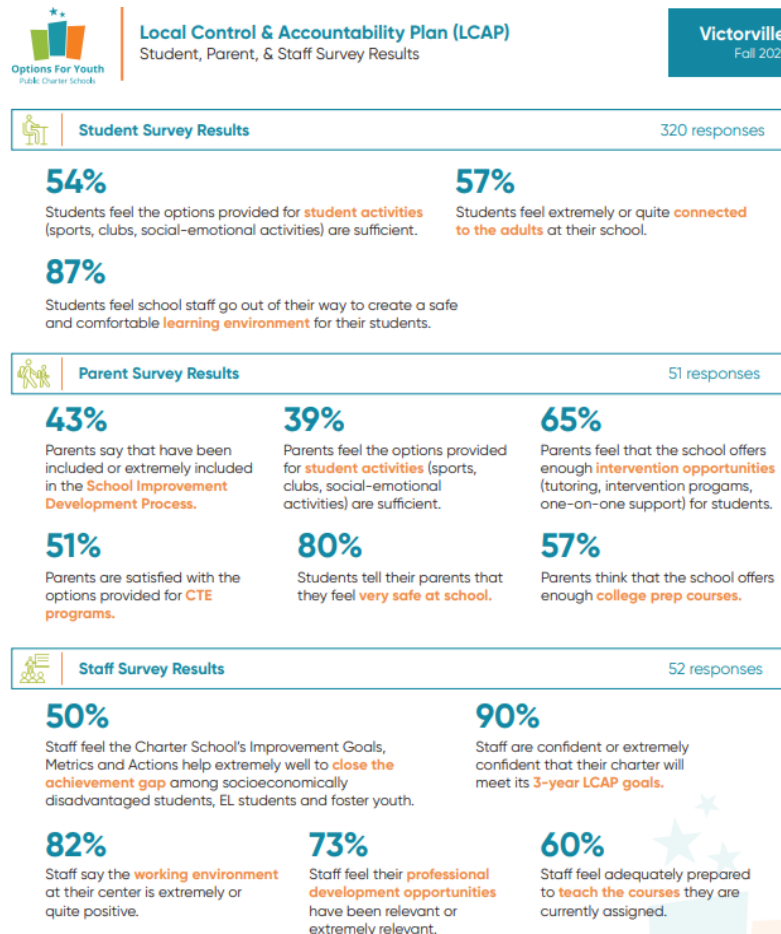
The LEA notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) - Notice was posted on or before May 2, 2022 to the public 72 hours in advance of the Board Meeting scheduled, which has the LCAP draft on the Agenda for review and public comment.

The LEA held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1) - Board Meeting was held on May 3, 2022

The LEA adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2) - Board Meeting was held on June 24, 2022 and the Board voted to Adopt the 2021-24 LCAP.

A summary of the feedback provided by specific educational partners.

After administering the LCAP survey and across several educational partner meetings such as DELAC, ELAC, SSC there were several trends identified based on the feedback received from community members and can be found below.



We met virtually with our District English Learner Advisory Committee on November 17, 2021, March 30, 2022, and April 27, 2022. 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 Educational Partners. One example is the modification to presentation materials to make sure multiple languages are available in print form. On April 27, 2022 the LCAP was presented to update and discuss the LCAP with the DELAC committee. The school reviewed what LCAP is and highlighted our successes for this past school year and identified needs in accomplishing our LCAP goals. During the meeting, parents did not have any questions or comments. . A parent did share that they were satisfied with our LCAP goals and did not feel there was a need to change them.

OFY- Victor Valley reviewed our LCAP goal, metrics, action and allocations and updated with SSC on May 26, 2022. During the meeting, students, parents, and staff were welcomed to ask questions or make comments during the review of our update. A few parents express they thought the actions and allocations were fine the way they were. Parents were interested to learn about the LCAP and would like to try and get more parents to participate in the process next time.

On April 14, 2022 the LEA met with the California Special Education Local Plan Area (SELPA), to discuss our LCAP goals, specifically goals 1, 3, and 4, and our plans and actions to implement these goals. The SELPA continues to appreciate our efforts to meet the needs of our SWDs and agree that the actions we are taking to meet their needs are appropriate. It was affirmed that our goals addressed the needs of our students. . The SELPA had questions about our suspension rate, dropout rate, and our iLit program. SELPA wanted to know more about what practices we have in place to keep our suspension rate low. The school explained we have a smaller population of students within each center and we have restorative practices in place when we do have to address an incident. . One item SELPA suggested was to research how surrounding schools are performing with their dropout rates. .The SELPA was in agreement with the Goals, Metrics, and Actions that the school intends to implement as a part of the 2021-22 school year.

After administering the LCAP survey and across several educational partner meetings such as DELAC, ELAC, SSC there were several trends identified based on the feedback received from community members.

Options for Youth Victor Valley's LCAP goals, metrics and actions were influenced by the input from educational partners through the meaningful educational partner engagement efforts, and our CNA in the 2021-22 academic year. As we reviewed the data for our Fall and Spring LCAP surveys, as well as feedback gathered throughout the year, most identified areas of need were consistent with our previous analysis when the 21-24 LCAP was developed. The areas of overall Math performance, overall English Performance, EL student Math and English development, Graduation rates, College and Career and student mental health and wellness all were continuing expressed needs.

In order to address the need and desire for additional supports for our EL population and target the need to increase English scores and fill in the gaps our students have, we hired English Tutors and we are continuing with the use of Exact Path Reading to help students recover skills they are lacking.

Specialized curriculum tailored to meet the needs of EL students has been implemented, and EL specialists receive annual professional development to help them support the specific needs of English Learners. Further, identifying students in need of intervention through RenSTAR benchmark assessments and the implementation of appropriate interventions such as iLit for EL students.

Overall the charter understands there is an appreciation and expressed desire for added support such as tutoring, Exact Path Math and Reading and one on one sessions. There is also an appreciation for COVID protocols and an overall desire for the safeguards to continue and potentially grow in the ways that the charter is currently executing

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The LEA incorporated the Educational Partner feedback in its 2021-24 LCAP development in several metrics and actions throughout our LCAP.

Options for Youth Victorville's LCAP goals, metrics and actions were heavily influenced by the input from Educational Partners through the meaningful Educational Partner engagement efforts set forth in the 2022-23 academic year. Based on the feedback from our Educational Partners, 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 Educational Partner 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. Both students and parents expressed the desire for the school to focus on College and Career preparation and planning. 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 and the addition of Career Pathways Coordinators This feedback was considered as the

creation of Goal 3 Action 4 - Pupil Engagement and College and Careers Pathways exposures and Goal 4 - meaningful Educational Partner Engagement where each action is designed to increase student connectedness.

Across the board educational partners expressed a desire for tutoring and intervention support with English and Math.

This feedback was implemented through Goal 1, Action 6 & 8 that specifically targets improving English and Math through specialized instruction, interventions such as iLit, tutoring support, and Homework Cafe Nights. Provide Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP) designated and specialized instruction tailored toward mastery of standards aligned instruction to improve academic achievement, reclassification rate (EL) and progress toward post-secondary goals.

Based on the feedback from our educational partners, the need for math support as expressed by feedback from students and parents led to Goal 1 Action 8 . Providing the necessary qualified staff support as well as intervention tiers and programs to address student math progression and growth.

Student and Parent feedback showed a strong need for continued Social Emotional development offerings. A large percentage of our students and parents in our LCAP survey indicated they wanted experiential learning field trips, sports and activities that focus on developing social-emotional skills. The expressed need by parents and students for increased social-emotional support and opportunities influenced the development of Goal 4 Actions 1 & 2 , all of which promote a safe learning environment and provide for Social Emotional programming through experiential learning trips, sports, and groups to provide students with a unique learning experience outside of the classroom. As a school, we want to create a sense of belonging and safety that encourages not only personal growth but academic growth as well.

Goals and Actions

Goal 1

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.

An explanation of why the LEA has developed this goal.

Through the LEA’s comprehensive needs assessment process and Educational Partner 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 . 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 71.1% 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. Educational Partner feedback, the findings of a Comprehensive Needs Assessment (CNA) in 2020-21 and 2021-22, and local assessment data have indicated that Options for Youth Victor Valley needs to prioritize designated and specialized instruction for English Learners (ELs), Students with Disabilities (SWD), Foster and Homeless Youth, and FRMP students in order to improve academic achievement outcomes and post-secondary goals. OFY- VV has identified the need to ensure that these subgroups have the tools and supports needed to meet their academic goals , post - secondary goals and help close opportunity gaps. Students often enroll with significant content area gaps are behind on credits, face additional social emotional barriers and other barriers to achievement. Our root cause analysis indicates that EL students have additional academic barriers, including lower reading comprehension and language fluency, which affects their academic progress. In focusing on reading interventions and improving Lexile level for SWD and EL students, the LEA feels that student progression, core course completion, and graduation rates will increase overall. By focusing on improving academic and progression outcomes for FRMP students (87% of the student population), we anticipate an increase in student progression and achievement for the general student population overall. By focusing on increasing core course completion rates for foster and homeless youth, the charter aims to increase student progression and graduation rates among those subgroups. In focusing on targeted and proactive interventions for all subgroups, the charter believes that credit attainment and core course completion toward graduation will improve for the general student population as a whole.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Taking into consideration the impacts of COVID-19, the charter aims to maintain or increase reclassification percentages that are above the state average.	16.67%	63.64% reclassification rate	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	58.65% of Students with Disabilities (SWD) has improved lexile measures from the first to the second Renaissance Star administration as it aligns to their IEP goals respectively.	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.
Taking into consideration the impacts of COVID-19, the charter aims to increase the participation of Students with Disabilities in extracurricular activities to support their transition goals.	15.79% of Students with Disabilities (SWD) completed an extracurricular activities or course in 2020-21	28.06% of Students with Disabilities (SWD) completed extracurricular activities to support their transition goals.	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	Foster Youth graduation rate was 100%	Not Applicable	Not Applicable	Maintain or increase the Foster Youth graduation rate at or above 68%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Taking into consideration the impact of COVID-19, the charter aims to maintain or increase the Core Course Completion rate for Low Income students.	Math - 5 Units English - 5 Units Science - 6 Units Social Science - 4 Units	Core course completion for our Low Income students: English: 6.61 units Math: 6.79units Science: 6.52 units Social Science: 7.84 units	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	62.71% of EL students demonstrated Lexile growth, measured through at least two Ren Star Reading benchmark	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.

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 Core Course Completion rate for foster youth and homeless students to facilitate student progression to graduation.	Math - 4 units English - 6 units Science - 6 units Social Science - 5 units	Core course completion for our Foster youth (FY) and homeless students: FY English: 3.00 units Math: 4.54units Science: 4.89 units Social Science: 3.65 units Homeless English: 3.29 units Math: 5.38 units Science: 4.29 units Social Science: 3.75 units	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 - State Data aligned to this outcome is unavailable	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 math tutoring to support them in their reclassification goals.	\$32,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$350,000.00	Yes
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.	\$130,000.00	Yes
Action #4	EL PD	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.	\$85,000.00	Yes
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	No
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.	\$75,000.00	Yes
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.	\$85,000.00	No
Action #8	Math and English Intervention	Unduplicated students performing below grade level will be assigned an intervention	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #9	Science Course completion	Students will be given a chance to experience real world applications for science in careers. They will go on experimental trips to see tangible opportunities for high paying careers that solve problems, meet needs, and create the resources we all enjoy on a daily basis.	\$25,000.00	Yes

Goal Analysis for 2021-2022

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

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

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

Successes As a result of the successful implementation of the actions outlined in goal 1, OFY- VV has improved student outcomes for EL, SWD, and Foster Youth students. EL students participated in iLit and received academic support from the English Language Specialists and the EL Coach, which resulted in a significant improvement in reclassification rates, improved Lexile growth. Students with Disabilities received support from Special Education Specialists, Para Professionals, their IS teacher and Small Group Instruction Classes with in all academics. Students with disabilities also had improved Lexile growth as well as an increased percentage of these students participating in Extra curricular and social emotional offerings to support them in meeting their social emotional needs and their transition goals. Foster Youth students have regularly scheduled meetings with their Post-Secondary Counselors for strategic planning and academic support and are exceeding the desired outcome for math SGI course completion.

Challenges OFY- VV was unable to fill one of the open EL positions, this put extra work on the EL coach. One of the school sites lost a Para Professional early in the school work and it took several months to fill the positions and this put extra work on the SES's .

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

The LEA was able to fully implement all actions as intended but did not spend as much as originally planned, there were no material differences to report.

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

The actions outlined within goal 1 directly targeting English Learners were proven to be effective based on the LEA's current data and monitoring of progress. Reclassification rates increased from a baseline 16.67% to 63.64% at the conclusion of the academic year. EL lexile growth also had a marked improvement from 41.67% demonstrated flexible growth in 2020-21 to 62.71% %. SWD showed an increased rate of participation in extracurricular activities as demonstrated by 13% gain in participation. SWD continued to receive individualized support from the Special Education Specialist, Para Professionals, IS teacher and Small Group Instruction Teachers, to help them meet their IEP goals and to receive additional support in completing school assignments. Foster Youth actions showed effectiveness by achieving outcomes again aligned to OFY - VV's desired outcomes. Foster Youth and Homeless students have regular check in appointments with their school counselor to receive support with academics, strategic planning, and meeting basic needs.

Foster Youth and Homeless support around core course completion did not show the gain the LEA was hoping for and as a result the LEA will continue its efforts to maintain support around actions and metrics that focus on core course completion for these students. Our FRMP student core course completion did show gains; further reinforcing supports around student completion of core courses needs to continue into the new year.

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

Based on what our educational partners indicated we have decided to include a new action that is focused on science course completion. We have added this goal to include science since it is also an important core course for students to focus on and to help with not only the graduation requirement but assisting students on achieving their A- G course completion.

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

Goal 2

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.

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. 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. Student achievement data also shows that only 58% of students demonstrated growth in their Lexile score, which is a critical indicator in academic success, both in ELA specifically and across the curriculum. We know that in order to support students in meeting achievement goals, especially toward graduation, the LEA will need to focus efforts on the continuation of assessment and instructional interventions so that students are meeting their full potential to make progress in school. 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. The math SBAC performance indicator only showed an average of 45.05 SGP , so more work need to be done her to move more students into a proficient level on the SBAC for Math

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	Students who took at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported had an average SGP of 45.05	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%	58.43% of students who took at least two Ren Star Reading assessments experienced Lexile growth	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	Student Lexile growth showed a increase in 2021-22 with an average +6.42L growth for an average of 45L	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	2021-22 Core Course Completion rates: ELA: 5.20units Math: 5.52units Science: 5.83 units Social Stds: 6.06 units	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	Targeted Small Group Instruction	Students will have access to targeted small group instruction to help aid their progression, identify learning gaps, and help close the achievement gap by implementing strategies such as integrated	\$800,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #2	Professional Development	Teachers will be offered professional development opportunities to better equip them to provide individualized, standards aligned instruction	\$25,000.00	Yes
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	Yes
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.	\$15,000.00	Yes
Action #5	21st Century Skills and Education Technology	The LEA will provide Educational Partners 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	Yes
Action #6	STEM - Skills	The LEA will purchase materials, provide PD opportunities and curriculum to support new STEM opportunities for students.	\$30,000.00	Yes

Goal Analysis for 2021-2022

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

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

The planned actions for this goal were effective during the 2021-22 school year and fully implemented. This year the charter focused on providing support for all students to make academic progress in assessments, course completion, and individualized intervention support to our educational partners

Successes: The LEA continued to utilize Ren Star as our benchmark assessment, which was administered three times during the school year. Students returned to back in-person Ren Star administration this year, which may have contributed, to our growth in the reading Lexile scores. Another contributing factor may have been the new intervention program we piloted during the Fall called Exact Path. Based on students' Ren Star performance in both reading and math an intervention path was created to support the students with skills they need to build upon. The implementation of Intervention trackers to identify and monitor student attendance, academic progress, and targeted interventions helped to ensure students were making appropriate academic progress. Students returned for in person learning and this may have contributed to the increase in core course completion. Students were also enrolled in Small group instruction classes for English, math and Science. These were offered in a hybrid format to allow students to attend classes, even if they had to quarantine at home. The LEA continued to make technology resources available for all students as we returned to in-person learning because many students continued to complete course work through our online curriculum, Edmentum. Teachers were offered Professional Development throughout the year to help support staff and the unique challenges that were presented this year due to the pandemic effects on the students social emotional wellbeing.

Challenges: Due to COVID restrictions and staffing,. OFY-Victor Valley experienced a staff shortage throughout the year which made it difficult to cover teacher when they were out sick or had to stay home to self-isolate. As we returned to mainly in-person instruction, the need for educational technology resources was not in high demand. Students either had the resources already from the prior year or were able to access technology while at the school site. Ofy- VV transitioned back to in-person instruction in the fall semester which was an adjustment for both the teachers and students. In-person COVID protocols needed to be established and implemented in the classroom and students needed to reacclimate to being in a classroom setting. Some parents and students were reluctant to come back in person due to the fear of contracting COVID. The LEA gave students who for medical or other reasons did not feel comfortable returning in person until Spring Semester to return to in- person instruction. While the majority did return in Fall Semester, about 25% did not return until the Spring Semester. Small Group classes were taught in hybrid format in the Fall Semester to allow for the slow return for in person instruction, as well navigate the loss of instructional time due to students and staff having to periodically isolate at home due to Covid exposures. Teachers needed additional classroom management strategies to keep students engaged in the lesson as they were excited to be back with their peers after 18 months of distance learning. Independent Study teachers also had to adjust to having some students in person and some virtual, this caused a lot of stress for the teachers.

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

The LEA was able to fully implement all actions as intended but did not spend as much as originally planned, there were no material differences to report. Due to unforeseen factors when developing our LCAP spend plan the LEA was unable to fully meet all its estimated budgeted expenditure allocations. Due to staff shortages, the LEA did not spend as much on basic services as anticipated. That money was

reallocated to the broad course of study. Due to returning back to in-person learning the need for educational technology resources for students was not as needed or anticipated.

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

The actions outlined within goal 2 relating to interventions/assessments and small group instruction were proven to be effective based on the LEA's current data and monitoring of progress. Students who took at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported a growth from initial baseline of 42.95 to 45.05. In ELA students demonstrated an increase from 47.64 to 58.43. Overall student core course completion has been maintained at 5 units/core course.

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

Based on what our educational partners indicated we have decided to maintain most of our actions in the hope of maintaining our progress in some areas as well as increasing our core course completion for students. The LEA has decided to also include a new action focused on STEM - Skills for the intent of supporting new STEM opportunities for students.

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

Goal 3

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.

An explanation of why the LEA has developed this goal.

Internal data continues to show that only 24.61% of students are on an A-G planning guide and less than 6.2% 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 20/21 and this year the state did not release the data. OFY- VV understands that not all students will be college bound and wants to ensure that all students are

adequately prepared for Post-Secondary opportunities based on their chosen career path. College bound students need to be assigned the A-G planning guide as early as possible. The earlier a student selects a career path, the soon they can be provided the resources and opportunities to build momentum towards graduating.. 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 students are college bound. Therefore, the LEA 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 students 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 Dual enrollment courses. The LEA understands that it is also important to offer CTE Pathways to our students to help prepare them for post - secondary opportunities. OFY- VV plans to offer 3 pathways in the 2022-23 school year. Those pathways will be medical, technology and construction.

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%	Based on State Released data in January 2022, the Charters 1-year graduation rate average is 71.70% and 3-year average is at 73.5%	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%	24.61% of students are on the A-G planning guide	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.	6.2%of eligible students completed a dual enrollment class	Not Applicable	Not Applicable	3% of eligible students will complete a dual enrollment class by the end of the 2023-24 academic school year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College/Career Preparedness	Prepared: 7.4%, Approaching Prepared: 25.4%, Not Prepared: 67.2%	Not Applicable - State Data aligned to this outcome is unavailable	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	Yes
Action #2	Dual Enrollment	The Charter will work toward the development/implementation of a Dual Enrollment Program.	\$50,000.00	Yes
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.	\$800,000.00	Yes
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.	\$50,000.00	Yes

Goal Analysis for 2021-2022

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

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

The actions outlined within goal 3 were partially implemented as intended and identified within the LCAP. Due to the ongoing challenges of the pandemic, the LEA was not able to implement Goal 3 Action #1. With the adjustment to returning to in person learning and the challenges presented to the LEA and COVID protocols, the LEA was not able to implement CTE and the in person learning modules that go with the CTE curriculum.

Successes: Returning back to in-person instruction made teachers, tutors, counselors, and career pathways coordinator more accessible to students. This allowed our post- secondary counselors to meet one on one with every senior to make sure they were on track for graduation. While we did experience a small dip in our graduation rate, we are still on track to meet or exceed our 3-year graduation average of 76.20 %. We were able to host FASFA nights to help parents and students navigate the college financial aid paperwork. We increased the number of students in dual enrollment from 1% of enrolled students to 6.2% of enrolled students, this is a significant increase. We attribute this to the return to in person classes at the community college and the increase in support offered to these students by our tutors and post- secondary counselors. Students had opportunities to participate in college and career activities at the school site through events like a virtual college and career fair, college week, and a college tour trip to Victor Valley College and a college tour of some Southern California Universities. The LEA collaborated with Victor Valley Community College and the Bridge program to offer students priority registration, support with filling out their application, and orientation.

Challenges: The LEA did experience the challenges of offering CTE courses. Due to coming off the 18 months of distance learning, implementation of new and ever changing Covid protocols and the hesitancy of some parents to send their students back to school in person, we were not able to get the CTE courses off the ground.

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

Due to unforeseen factors and/or an overestimate when developing our LCAP spend plan the LEA was unable to fully meet all its estimated budgeted expenditure allocations. The LEA was not able to implement CTE due to the restriction and challenges with COVID and the return to a slow return to full in person instruction. The funding was reallocated to address the many social emotional skills that needed to be addressed with our student's emotional wellbeing and the negative effects brought on by 18 months of virtual learning and the many negative experiences our students experienced during this time.

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

The actions outlined within goal 3 were proven to be somewhat effective based on the LEA’s current data and monitoring of progress. The LEA’s graduation rate took a slight dip from 76.20% to 71.7% 1 year / 73.5% 3-year average. Based on state released data in January 2022 on the 2020-21 on the California Dashboard. Students on the A-G planning guide remained the same and College and Career preparedness through Dual Enrollment increased from 1% to 6.2%.

Students participated in a college tour and a few other field trips as well as, students participated in 2 virtual Purple Easel sessions where they learned about painting on canvas and produced their own artwork.

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

Based on our educational partners feedback and overall reflections on goal 3 the OFY VV has decided to maintain both metrics and actions the same in the new year. Our hope is to continue to dig in and see the gains that have been identified for our 3 year LCAP plan.

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

Goal 4

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

An explanation of why the LEA has developed this goal.

In the analysis of our Educational Partner feedback, school safety, engagement, and social emotional development were high priorities for our parents and students. In our CNA and Educational Partner feedback, school safety, engagement, and social emotional development were consistently mentioned. Through our 2021-22 school year surveys we have scored responses to these questions when Educational

Partners were able to address measured areas. We therefore assessed 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 Educational Partners.

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 Educational Partners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The charter aims to maintain its suspension rates	Below 1.5%	0% Suspension rate	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%	72.22% Chronic Absenteeism rate which is a decline of 12.78%	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%	2021-22 Dropout rates: Middle School: 3.92% High Sschool: 7.61%	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%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services: Teacher misassignments, Fully Credentialed Teachers, Textbook Insufficiencies, Facilities Inspections, Number of Uniform Complaints	Teacher misassignments: 0, Fully Credentialed Teachers: 100%, Textbook Insufficiencies: 0, Facilities Inspections: 100%, Number of Uniform Complaints: 0	Teacher misassignments: 0, Fully Credentialed Teachers: 100%, Textbook Insufficiencies: 0, Facilities Inspections: 100%, Number of Uniform Complaints: 0	Not Applicable	Not Applicable	Teacher misassignments: 0, Fully Credentialed Teachers: 100%, Textbook Insufficiencies: 0, Facilities Inspections: 100%, Number of Uniform Complaints: 0

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parental Involvement and Educational Partner Engagement	The charter will host various Educational Partner 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 Educational Partner groups to inform program effectiveness.	\$12,000.00	Yes
Action #2	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.	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	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	Yes

Goal Analysis for 2021-2022

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

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

The actions outlined within goal 4 were fully as intended and identified within the LCAP.

Successes: The overall effectiveness of this goal was positive in the 2021-2022 school year and provided our educational partners with a safe and healthy learning environment. An environment that was able to draw in parents and families to various school events. We encouraged parents to participate and join the School Site Council (SSC), District English Learner Advisory Committee (DELAC), and our virtual Fall LCAP Night. During the Spring, we were able to offer more in-person events for our educational partner like our celebrations for English Learner Celebration s, Senior Signing, Sports Banquets. After the first semesters, OFY- VV returned our in-person sports opportunity with girls and boys soccer, boys basketball, and girls volleyball. The LEA also had students participate in student council where they did community service and learned how to create a more positive environment at school and in their community.

Challenges: The LEA did not experience challenges in implementing Goal 4.

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

The LEA was able to fully meet all its estimated budgeted expenditure allocations for Goal 4. The planned actions for this goal were effective during the 2022-2023 school year

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

The actions outlined within goal 4 were proven to be effective based on the LEA's current data and monitoring of progress. OFY VV's suspension rates have decreased from 1.5% to 0%. Students identified as chronically absent decreased from 85% to 72.22%, a decline of 12.78% overall. While middle school dropout rates increased slightly from 3.38% to 3.92% high school student drop-out rates decreased from 9.91% to 7.61%.

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.

In the New Year OFY VV moved basic services from goal 2 to goal 4 to ensure LEA is in compliance with all teacher assignments, credentialed teacher requirements, textbook availability, facilities inspections standards, and uniform complaints. We have also removed two actions from goal 4, school safety and nutrition services. Nutrition services as it is a required serves and we are fully reimbursed for this service . School safety efforts will still continue to be a priority in the charter but will not be a part of our LCAP plan.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$ 3,017,298.00	\$ 377,122.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
38.31%	0.00%	\$0.00	38.31%

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

- LCAP goal 1 / Action 8 - Math and English Interventions***
- LCAP Goal 2 / Action 3 - Benchmark Assessments and Interventions***
- LCAP Goal 4 / Action 3 - Enrollment and Outreach***

These actions are being offered on a charter wide basis but are principally directed toward our English Learners, Foster Youth and Low-Income students

As provided in the goal analysis and CNA addendum, progression was 70.27% for EL students, 73% for Foster youth as compared to the general population of students who are at 72.22%. It is clear this action will help close the achievement gap and sustain the gains that FY students have made this year and therefore incorporated into our school improvement plan. Through the LEA’s comprehensive needs assessment process and Educational Partner 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 . Data indicated that only 46% of students with disabilities demonstrated Lexile growth from the first to the second administration and only 41.67% of EL students demonstrated Lexile growth from the

first to second administration. Math & English Intervention: Unduplicated students performing below grade level will be assigned an intervention.

The charter expects that with these actions in place we will see 3% growth in the progress of student's Math and ELA performance as well as flexible level growth.

LCAP Goal 3 / Action 3 - Post Secondary Awareness

LCAP Goal 3 / Action 4 - Post Secondary Events

These actions are being offered on a charter wide basis but are principally directed toward our English Learners, Foster Youth and Low-Income students. As discussed in our identified need section only 25.9 % of EI students, 29% of Foster Students and 27% of FRMP Students were on an A- G planning Guide. To better serve these students, 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. Students will have the opportunity to attend college and career fairs, college tours, CTE course, FAFSA nights. They will also have the opportunity to meet with the Career Pathways Coordinators to help them with post-secondary planning. These events will be offered with Spanish translation to better serve our EL student population. Exposure to these events will help our Foster, EL, homeless and FMRP students have access to the skills and experiences necessary to pursue post-secondary skills and education. We expect the need for students in these subgroups to meet with their teacher, counselor, and/or career pathways coordinator to plan and set goals for high school and post-secondary plans to be higher. However, because we offer all students this opportunity to meet with staff to discuss post secondary plans, these actions are provided on a charter wide basis. The expected outcomes for all students will be a two-year graduation rate average will be at or above 71.2% (LCAP Goal 3 Metric 3 . In addition, 26% of all students will graduate on the A-G planning guide (LCAP Goal 3 Metric 2).

LCAP goal 1 / Action 9 - Science Course Completion

LCAP Goal 2 / Action 6 - STEM - Skills

These actions are being offered on a charter wide basis but principally directed toward our English Learners, Foster Youth and Low-Income students

As provided in the (identified needs section 25.9 % of EI students , 29% of Foster Students and 27% of FRMP Students were on an A- G planning Guide. Are on an A- G planning Guide. As compared to the general population of students who are at 24.6%, it is clear this action

will help close the achievement gap and is there needed in our school improvement plan. The LEA will purchase materials , provide PD opportunities and curriculum to support new STEM opportunities for students.

The charter expects that with these actions in place Students will be given a chance to experience real world applications for science in careers. They will go on experiential trips to see tangible opportunities for high paying careers that solve problems, meet needs, and create the resources we all enjoy on a daily basis.

LCAP Goal 2 / Action 1 - Targeted Small Group Instruction

This action is being offered on a charter wide basis, but our English Learners, Foster Youth, and Low-Income students are benefiting the most from this action. As provided in our CNA addendum as well as identified needs section our progression results during that time for all students was 72.22% which in comparison our EL students were slightly lower at 70.27 %, our Foster Youth students were slightly higher at 73% our Low-Income students were at 75.21%. Our results vary either slightly above or below our progression compared to all students and the results vary month to month throughout the school year. In addition, as provided in our CNA addendum as well as identified needs section, our core course completion rates were low during the data dive because it was performed early during the fall semester.. Ensuring our English Learners, Foster Youth, and Low-Income students are enrolled in targeted group instruction courses will support them in consistently performing near the overall progression and core course completion for all students throughout the school year.

We expect that the participation of students in these subgroups will increase their progression towards graduation as well as their core unit counts for the school year. However, because we provide access to small group instruction courses to all students, these actions are provided on a charter wide basis. In addition, the charter strives for all students to complete at least Math - 5 Units English - 5 Units Science - 6 Units Social Science - 4 Units (LCAP goal 2 Metric 4)

LCAP Goal 2 / Action 2 - Professional Development

This action is being offered on a charter wide basis but is principally directed toward our English Learners, Foster Youth and Low-Income students. As provided for in the highlights section, through professional development opportunities teachers will be offered professional development opportunities to better equip them to provide individualized, standards aligned instruction to specific subgroups, as well as all students in general. As provided for in the identified needs section, 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 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. Only 25.9 % of EL students , 29% of Foster Students and 27% of FRMP Students were on an A- G planning Guide.

The charter expects to better equip staff in their specific field and support overall student academic progress, instruction and social emotional learning. As well as increase overall Lexile and SGP growth , through specialized instruction and interventions, which include but are not

limited to RenStar, Exact Path (Reading/Math), and Tutoring. Additionally the charter expects that staff will be better equipped to target the learning needs of EL Students with SIOP strategies learned throughout the PDs's as well as the necessary support strategies for our FY students who need a holistic approach in their learning.

LCAP Goal 2 / Action 4 - Broad Course of Study

This action is being offered on a charter wide basis but is principally directed toward our English Learners, Foster Youth and Low-Income students, 25.9 % of EI students, 29% of Foster Students and 27% of FRMP Students were on an A- G planning Guide. 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. As provided in the needs section, 48.78% of SWD students were in the urgent intervention category. It was also discovered that 40% of ELL students and 50% of Homeless / Foster students were in the urgent intervention category. The charter expects 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.

LCAP Goal 2 / Action 5 - 21st Century Skills and Education Technology

This action is being offered on a charter wide basis, but our English Learners, Foster Youth, and Low-Income students are benefiting the most from this action. As provided in our CNA addendum as well as identified needs section our progression results during that time for all students was 72.22% which in comparison our EL students were slightly lower at 70.27 %, our Foster Youth students were slightly higher at 73% ur Low-Income students were at 75.21%. Our results vary either slightly above or below our progression compared to all students and the results vary month to month throughout the school year. We would love to continue our progress but also improve the EL progression results. In addition, as provided in our CNA addendum as well as identified needs section. Ensuring our Foster Youth and Low-Income students are provided the necessary technology resources to complete their coursework or other activities will support them in making progress in their academics as well as their core course completion. We expect the need for educational technology resources to be higher for these subgroups in order to complete digital courses and utilize research based digital intervention tools. However, because we provide access to educational technology resources to all students, these actions are provided on a charter wide basis. The charter strives for all students to complete at least Math - 5 Units English - 5 Units Science - 6 Units Social Science - 4 Units (LCAP goal 2 Metric 4)

LCAP Goal 3 / Action 1 - CTE Program

This action is being offered on a charter wide basis but is principally directed toward our English Learners, Foster Youth and Low-Income students. As provided in th identified needs section only 25.9 % of EI students, 29% of Foster Students and 27% of FRMP Students were on an A- G planning Guide. To better serve these students 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. Ensuring our Foster Youth and Low-Income students have access to explore different career options through CTE is important to prepare them for post-secondary plans and provide them the tools to be successful in their path. However, because we offer all students this opportunity to meet with staff to discuss post-secondary plans, these actions are provided on a charter wide basis.

The expected outcomes for all students will be a two-year graduation rate average will be at or above 71.2% (LCAP Goal 3 Metric 3). In addition, 30% of all students will graduate on the A-G planning guide (LCAP Goal 3 Metric 2). We expect the opportunities for students in these subgroups to be more beneficial by increasing their participation in CTE courses. 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.

LCAP Goal 4 / Action 1 - Parental Involvement and Educational Partner Engagement

This action is being offered on a charter wide basis, but our English Learners, Foster Youth, and Low-Income students are benefiting the most from this action. As provided in our CNA addendum as well as identified needs section our suspension rate was 0% for all students and all subgroups. As mentioned in our identified needs section, our high school drop-out rate was 7.96 % compared to the results of EL students at 6.31 %, our Foster Youth students at 10.71%, and our Low-Income students at 9.55%. with the exception of EL students, FY and LI subgroup's dropout rate was higher as compared to all students. Ensuring our English Learners, Foster Youth, and Low-Income students' parents/guardians are more involved in our school and their child's education while enrolled the LEA will provide more opportunities for the educational partners in these subgroups to participate in and for students to attend school more regularly. Receiving the feedback from the educational partner in these subgroups will contribute to the overall success in appropriate behaviors and completing high school graduation requirements.

We expect the educational partner engagement events will be more beneficial for students in these subgroups to help the LEA receive feedback in the development and growth of our program. However, because we offer all educational partners to be involved and participate in events, these actions are provided on a charter wide basis. The expected outcome will be that the charter aims to maintain its suspension rates at or below 1.5% (LCAP Goal 4 Metric 1) Along with this, we expect our high school drop-out rate will be maintained at or below 8% (LCAP Goal 4 Metric 3).

LCAP Goal 4 / Action 2 - Social Emotional Learning

This action is being offered on a charter wide basis, but our English Learners, Foster Youth, and Low-Income students are benefiting the most from this action. As provided in our CNA addendum as well as identified needs section our suspension rate was 0% for all students and all subgroups. As mentioned in our identified needs section, our high school drop-out rate was 7.96 % compared to the results of EL students at 6.31 %, our Foster Youth students at 10.71%, and our Low-Income students at 9.55%. Each subgroup is performing at a higher rate than all students. Ensuring our English Learners, Foster Youth, and Low-Income students' parents/guardians are more involved in our school and their child's education while enrolled the LEA will provide more opportunities for the educational partners in these subgroups to participate in.

Receiving the feedback from the educational partner in these subgroups will contribute to the overall success in appropriate behaviors and completing high school graduation requirements.

We expect the opportunity for Low-Income, English Learners and Foster Youth students to participate in experiential learning trips, field trips, SEL curriculum, sports, student council, and student events to be most beneficial. However, because we offer all students the same opportunities, these actions are provided on a charter wide basis. The expected outcome will be that the charter aims to maintain its suspension rates at or below 1.5% (LCAP Goal 4 Metric 1) Along with this, we expect high school drop-out rates will be maintained at or below 8% (LCAP Goal 4 Metric 3).

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

English Learners

Actions:

LCAP Goal 1 / Action 1 - Additional EL Support

LCAP Goal 1 / Action 2 - EL Individualized Support and Instruction

Goal 1 / Action 4 - EL PD

As identified in the CNA As identified in our CNA addendum as well as identified needs section, EL students will be provided individualized support from English Language Specialists as well as have access to designated ELD curriculum. EL Students will also participate in our Bilingual Scholars Program. EL Specialists will develop and review Academic Learning Plans at least twice a year with each student and their families. English Language Specialists will attend annual professional developments to keep up-to-date on current policies and practices. In addition, Lead Specialists will provide professional developments as well. (Goal 1; Actions 1 and 2).

We anticipate our EL students' that the charters Reclassification Rate will be at or above 20% by the end of the 2023-24 Academic school year and 56% of EL student will make progress on their ELPAC level by the 23/24 school year. Additionally, we anticipate that 60% of EL students will demonstrate lexile growth, measured through two Ren Star Reading benchmark assessments leading to reclassification.

Foster Youth/Homeless

LCAP Goal 1 / Action 3 - Foster Youth Support Services

LCAP goal 1 / Action 6 - Foster Youth and Homeless Student Core Course Completion

As identified in our CNA addendum as well as identified needs section, Foster/Homeless Youth need more support to make progress in core course completion as many of them come to us missing credits in core courses. (Goal1 Action 3) 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. To address this need, we will continue to have post-secondary counselors meet with FY students each semester to review their academic progress, post secondary plans, and monitor their social emotional development. Additionally, staffing will be provided to ensure both FY and homeless students are completing core academic course work.

We anticipate maintaining or increasing the Foster Youth graduation rate at or above 75%.

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

The LEA plans to use the additional concentration grant add-on funding, \$377,122, it will receive due to having an unduplicated student group count above 55% to retain staff and provide additional instructional time for English Learners, low-income students and foster youth. These funds will be used in a variety of ways, which will ensure we are retaining and / or hiring staff that directly impact our unduplicated student group's academic success in our program. This will include but is not limited to covering salaries of English Language Specialists and Foster Youth and Homeless Staff providing direct support to these students who are qualified to meet the needs of these student populations and avoid pupil turnover, as needed. This tie directly to our Goal 1 / Action 2 - EL Individualized support and instruction and Goal 1 / Action 6 - Foster Youth and Homeless student core course completion. The plan includes, but is not limited to salaries of positions, such as, English Language specialists that provide direct services to support our EL student and appropriate compensation for offering extended instructional learning time. The LEA also plans to retain staff working directly with its Low-income, English Learners and Foster youth by providing students with access to targeted small group instruction teachers to help aid their progression in core courses, identify and support students with achievement gaps, and fulfill A-G requirements. Teachers will implement strategies, which may include SIOP for EL students, hands-on activities, such as labs, cafe nights and additional instructional time for Foster Youth, Homeless, and Low Income students. Specialists and tutors readily available to provide additional support for students not only helps students but also assists teachers, which will help reduce teacher burnout and help the school retain high-quality teachers that world directly with our students most in need of support and services Goal 1 Action 8.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A – Single School LEA with no comparison schools.	N/A – Single School LEA with no comparison schools.
Staff-to-student ratio of certificated staff providing direct services to students	N/A – Single School LEA with no comparison schools.	N/A – Single School LEA with no comparison schools.

2022-2023 Total Planned Expenditures Table

Options for Youth Victor Valley (Victorville)

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	
Totals	\$ 3,439,500	\$ -	\$ -	\$ -	3,439,500	\$ 2,175,000	\$ 1,264,500	
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	\$ 32,500	\$ -	\$ -	\$ -	\$ 32,500
1	2	EL Individualized Support & Instruction	English Learners	\$ 350,000	\$ -	\$ -	\$ -	\$ 350,000
1	3	Foster Youth Support Services	Foster Youth, Homeless Youth	\$ 130,000	\$ -	\$ -	\$ -	\$ 130,000
1	4	EL PD	English Learners	\$ 85,000	\$ -	\$ -	\$ -	\$ 85,000
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 Youth	\$ 75,000	\$ -	\$ -	\$ -	\$ 75,000
1	7	SWD Professional Development	All	\$ 85,000	\$ -	\$ -	\$ -	\$ 85,000
1	8	Math and English Intervention	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
1	9	Science Course completion	All	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
2	1	Targeted Small Group Instruction	All	\$ 800,000	\$ -	\$ -	\$ -	\$ 800,000
2	2	Professional Development	All	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
2	3	Benchmark Assessments and Interventions	All	\$ 110,000	\$ -	\$ -	\$ -	\$ 110,000
2	4	Broad Course of Study	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
2	5	21st Century Skills and Education Technology	All	\$ 300,000	\$ -	\$ -	\$ -	\$ 300,000
2	6	STEM - Skills	All	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000
3	1	CTE Program	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
3	2	Dual Enrollment	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
3	3	Postsecondary Awareness	All	\$ 800,000	\$ -	\$ -	\$ -	\$ 800,000
3	4	Post-Secondary Events	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
4	1	Parental Involvement and Educational Partner Engagement	All	\$ 12,000	\$ -	\$ -	\$ -	\$ 12,000
4	2	Social Emotional Learning	All	\$ 200,000	\$ -	\$ -	\$ -	\$ 200,000
4	3	Enrollment and Outreach	All	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000

2022-2023 Contributing Actions Table

Options for Youth Victor Valley (Victorville)

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds	
\$ 7,876,420	\$ 3,017,298	38.31%	0.00%	38.31%	\$ 3,204,500	0.00%	40.68%	Total:	\$ 3,204,500	
									LEA-wide Total:	\$ 2,532,000
									Limited Total:	\$ 672,500
									Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Additional EL Support	Yes	Limited	English Learners	All Schools	\$ 32,500	0.00%
1	2	EL Individualized Support & Instruction	Yes	Limited	English Learners	All Schools	\$ 350,000	0.00%
1	3	Foster Youth Support Services	Yes	Limited	Foster Youth	All Schools	\$ 130,000	0.00%
1	4	EL PD	Yes	Limited	English Learners	All Schools	\$ 85,000	0.00%
1	6	Foster Youth and Homeless Student Core Course completion	Yes	Limited	Foster Youth	All Schools	\$ 75,000	0.00%
1	8	Math and English Intervention	Yes	LEA-wide	All	All Schools	\$ 15,000	0.00%
1	9	Science Course completion	Yes	LEA-wide	All	All Schools	\$ 25,000	0.00%
2	1	Targeted Small Group Instruction	Yes	LEA-wide	All	All Schools	\$ 800,000	0.00%
2	2	Professional Development	Yes	LEA-wide	All	All Schools	\$ 25,000	0.00%
2	3	Benchmark Assessments and Interventions	Yes	LEA-wide	All	All Schools	\$ 110,000	0.00%
2	4	Broad Course of Study	Yes	LEA-wide	All	All Schools	\$ 15,000	0.00%
2	5	21st Century Skills and Education Technology	Yes	LEA-wide	All	All Schools	\$ 300,000	0.00%
2	6	STEM - Skills	Yes	LEA-wide	All	All Schools	\$ 30,000	0.00%
3	1	CTE Program	Yes	LEA-wide	All	All Schools	\$ 50,000	0.00%
3	2	Dual Enrollment	Yes	LEA-wide	All	All Schools	\$ 50,000	0.00%
3	3	Postsecondary Awareness	Yes	LEA-wide	All	All Schools	\$ 800,000	0.00%
3	4	Post-Secondary Events	Yes	LEA-wide	All	All Schools	\$ 50,000	0.00%
4	1	Parental Involvement and Educational Partner Engagement	Yes	LEA-wide	All	All Schools	\$ 12,000	0.00%
4	2	Social Emotional Learning	Yes	LEA-wide	All	All Schools	\$ 200,000	0.00%
4	3	Enrollment and Outreach	Yes	LEA-wide	All	All Schools	\$ 50,000	0.00%

2021-2022 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,432,000.00	\$ 3,508,083.14

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Additional EL Support	Yes	\$ 50,000	\$ 49,131
1	2	EL Individualized Support & Instruction	Yes	\$ 200,000	\$ 172,949
1	3	Foster Youth Support Services	Yes	\$ 100,000	\$ 92,541
1	4	EL PD	Yes	\$ 60,000	\$ 32,303
1	5	Social Emotional Support for Students with Disabilities (SWD)	No	\$ 150,000	\$ 262,814
1	6	Foster Youth and Homeless Student Core Course completion	Yes	\$ 100,000	\$ 94,605
1	7	SWD Professional Development	No	\$ 50,000	\$ 106,975
1	8	Math and English Intervention	Yes	\$ 25,000	\$ 15,135
2	1	Basic Services	Yes	\$ 1,000,000	\$ 955,821
2	2	Professional Development	Yes	\$ 10,000	\$ 36,986
2	3	Benchmark Assessments and Interventions	Yes	\$ 110,000	\$ 85,774
2	4	Broad Course of Study	Yes	\$ 10,000	\$ 176,824
2	5	21st Century Skills and Education Technology	Yes	\$ 300,000	\$ 125,298
3	1	CTE Program	Yes	\$ 50,000	\$ -
3	2	Dual Enrollment	Yes	\$ 50,000	\$ 35,707
3	3	Postsecondary Awareness	Yes	\$ 1,000,000	\$ 920,230
3	4	Post-Secondary Events	Yes	\$ 5,000	\$ 13,323
4	1	Parental Involvement and Stakeholder Engagement	Yes	\$ 5,000	\$ 1,271
4	2	School Safety	Yes	\$ 50,000	\$ 131,043
4	3	Nutrition Program	Yes	\$ 42,000	\$ 43,575

4	4	Social Emotional Learning	Yes	\$ 15,000	\$ 86,713
4	5	Enrollment and Outreach	Yes	\$ 50,000	\$ 69,066

2021-2022 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 2,832,703	\$ 3,232,000	\$ 3,138,294	\$ 93,706	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Additional EL Support	Yes	\$ 50,000	\$ 49,131.21	0.00%	0.00%
1	2	EL Individualized Support & Instruction	Yes	\$ 200,000	\$ 172,948.84	0.00%	0.00%
1	3	Foster Youth Support Services	Yes	\$ 100,000	\$ 92,541.30	0.00%	0.00%
1	4	EL PD	Yes	\$ 60,000	\$ 32,302.67	0.00%	0.00%
1	6	Foster Youth and Homeless Student Core Course completion	Yes	\$ 100,000	\$ 94,604.50	0.00%	0.00%
1	8	Math and English Intervention	Yes	\$ 25,000	\$ 15,135.09	0.00%	0.00%
2	1	Basic Services	Yes	\$ 1,000,000	\$ 955,820.59	0.00%	0.00%
2	2	Professional Development	Yes	\$ 10,000	\$ 36,985.62	0.00%	0.00%
2	3	Benchmark Assessments and Interventions	Yes	\$ 110,000	\$ 85,774.37	0.00%	0.00%
2	4	Broad Course of Study	Yes	\$ 10,000	\$ 176,823.52	0.00%	0.00%
2	5	21st Century Skills and Education Technology	Yes	\$ 300,000	\$ 125,297.96	0.00%	0.00%
3	1	CTE Program	Yes	\$ 50,000	\$ -	0.00%	0.00%
3	2	Dual Enrollment	Yes	\$ 50,000	\$ 35,706.68	0.00%	0.00%
3	3	Postsecondary Awareness	Yes	\$ 1,000,000	\$ 920,229.54	0.00%	0.00%
3	4	Post-Secondary Events	Yes	\$ 5,000	\$ 13,323.33	0.00%	0.00%
4	1	Parental Involvement and Stakeholder Engagement	Yes	\$ 5,000	\$ 1,271.21	0.00%	0.00%
4	2	School Safety	Yes	\$ 50,000	\$ 131,043.49	0.00%	0.00%
4	3	Nutrition Program	Yes	\$ 42,000	\$ 43,575.23	0.00%	0.00%
4	4	Social Emotional Learning	Yes	\$ 15,000	\$ 86,712.56	0.00%	0.00%
4	5	Enrollment and Outreach	Yes	\$ 50,000	\$ 69,066.39	0.00%	0.00%

2021-2022 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 7,522,582	\$ 2,832,703	0.00%	37.66%	\$ 3,138,294	0.00%	41.72%	\$0.00 - No Carryover	0.00% - No Carryover

Summary / Addendum Document

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

**What stakeholders are 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 Options For Youth-VV leadership team and Coaches participated in a series of data digest sessions that comprised the Comprehensive Needs Assessment. The team of individuals that attended the data dive sessions and contributed to the root cause analysis included all the Teaching and support staff members from VV1, VV3 and VV4. These staff members also participated in dimensions of a resource inequity session and root cause analysis. Findings from the Comprehensive Needs Assessment were shared with various educational partner groups, including the School Site Council . SELPA and District English Learner Advisory Committee.

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)

Two formal data dive sessions were conducted as a part of the CNA process. The data dive protocol was followed at each session which included an observation round, a questions round, and a hypothesis round. Observations, findings, and reflection were also shared on a broader level with the whole group, while the data dive protocol was followed in smaller groups of 10 -15 individuals.

Data Dive #1:

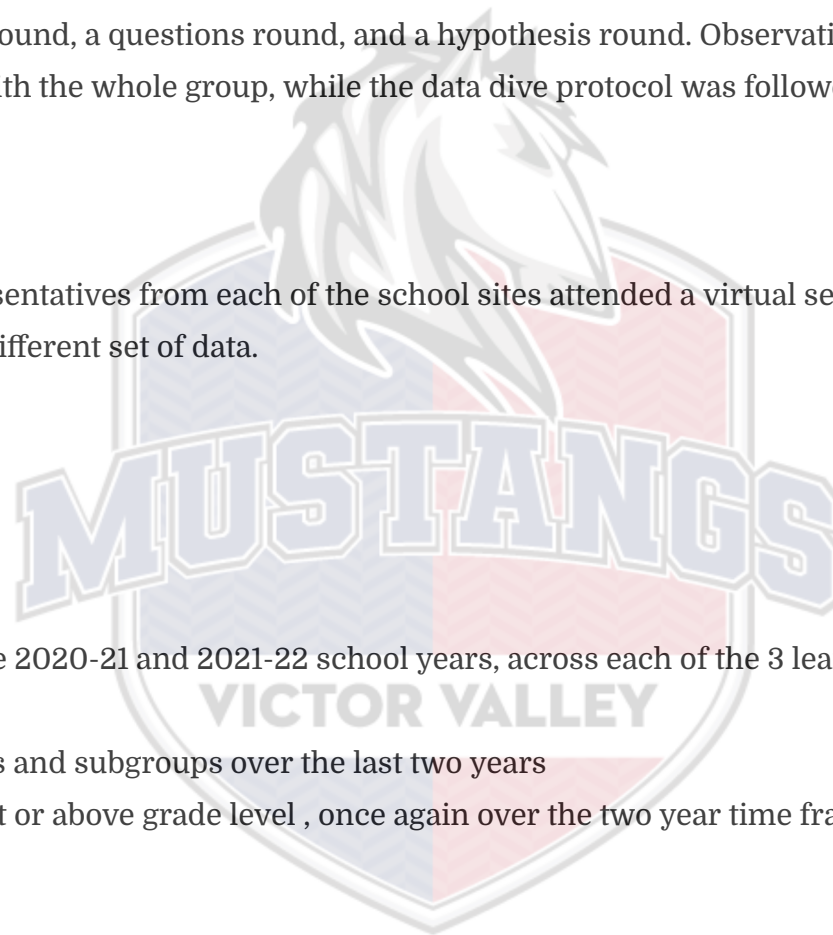
During the first Data Dive, representatives from each of the school sites attended a virtual session. They were split into three groups; each group reviewed a different set of data.

Group 1 reviewed:

A-G completion
Graduation rates
Core course completion

Group 2 focused on:

Monthly progression for both the 2020-21 and 2021-22 school years, across each of the 3 learning centers, and broken down by subgroup
Credit attainment for all students and subgroups over the last two years
Percentage of students scoring at or above grade level , once again over the two year time frame and across each of the subgroups.



Group 3 analyzed:

2018-19 CAASPP Math and ELA data, broken down by subgroups and
Fall 2021 Renaissance Star Math and Reading data, broken down by learning center and subgroup
EL reclassification rates

Data Dive #2 : This session looked deeper into the data to determine possible causes for the inequities. This session involved staff from all school sites and they were broken down by school site. Each team took a look at 2 different inequities that were identified during the first session.

A-G completion

Graduation rates

2018-19 and 2020-21 preview CAASPP Math and ELA data

Fall 2021 Renaissance Star Math and Reading data

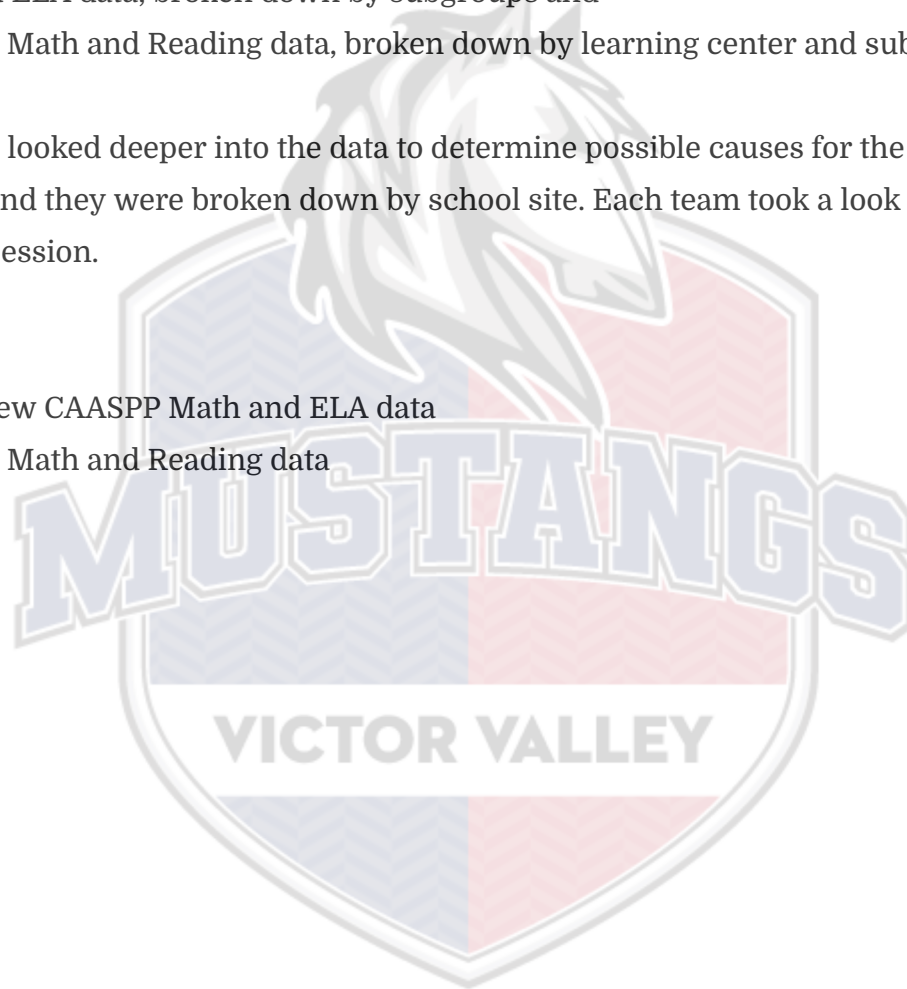
Lexile band

Core course completion

Credit attainment

EL reclassification rates

SWD Data



RESULTS / Phase 2 (Data Dive Summary Table)

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

- Increase core course completion rates in math for foster youth and homeless, foster youth is at 3.67 units and homeless is 2.64 units of math. Increase the course completion rate to 6 math units a month by 23/24.
- In 2018 5.2% of students were prepared for career and college, which increased to 9.3% in 2019 of students prepared. We would like to continue the increase of students that are prepared for college by 2% in 2024.
- Charter Graduation Rate dropped to 71.1% from 76.2%, we would like to see all subgroups continue to increase or maintain the Graduation Rate.SWD student graduation rate declined by 4% .
- ELL and SWD lexile level growth is below average with only 62.71 % of ELL and 38.2% of SWD showing growth in the 20/21 school year.
- Students with disabilities ELA scores on state tests are low and not progressing as needed.
- ELL students are not at grade level Lexile levels, only 17.9% are at grade level.
- Core Course completion data shows that all subgroups including, EL, FRMP, SWD, Foster and Homeless Youth continue to need additional support in English and Mathematics to move at a pace comparable to a traditional highschool.
- Students on an A-G track so far in the 2021-22 school year is currently at 24.61 %, of students were placed on the A-G graduation track..

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

The priorities for the charter that is most critical is to increase the amount of Math and English courses through standard based curriculum. Students completing and having access to a broad range of courses in standard/mastery based English and Math curriculum will have the greatest impact on student outcomes. If students have mastered and completed appropriate grade level courses, they will test better on end of year assessments such as SBAC in Math and English.

Providing seniors with support and access to Post Secondary counselors. Providing interventions and resources to increase the graduation rate among all subgroup, with a targeted focus on EL and SWD student populations.

Professional development opportunities geared at closing the instructional and social emotional gaps found during the 2021/2022 CNA analysis among subgroups of students.

Providing technology, interventions and resources to most vulnerable student groups to ensure they are reaching their academic goals with an emphasis on Math, English and Graduation support.

College and Career readiness, based on low a-g completion rates, among all students was identified as an area of focus. To ensure that all students are college and career ready, students will continue to have access to school counselors, career pathways coordinators, and

post-secondary activities. Furthermore, the School plans to increase the number of students graduating with the A-G requirements completed and reduce the number of students that have selected undecided for their career pathway.

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.

- Root cause for low English and Math scores- Students enrolled/are enrolling with the school credit deficient and/or lack of grade level skills.
- Root cause for not meeting Graduation Rate: Majority of seniors are 18+ years old and transitioning to adult responsibilities which require additional school support to balance school and home life. Additional support and planning time are needed to keep them engaged and motivated to continue with their education.
- Root cause for instructional and social-emotional gaps is in large part due to the transition to distant learning during Covid-19 pandemic. Students were isolated at home with family and away from the support and connectivity of their peers and supportive school staff. As the school resumed in-person learning in the 21-22 SY, the need for social, emotional and academic support are more important than ever during the transition back to re-engage students and educational partners.
- Root cause for low parent engagement: The school uses a variety of platforms to communicate school events and activities but might need to offer additional dates and time to provide additional opportunities for participation and diversity offerings. In addition, more frequent and a more streamlined approach to communicating school events and activities might be needed. Virtual options have demonstrated some growth in this area for the 20-21 school year and should continue, if possible.
- 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.

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?

Historically low parent participation in surveys. The school will continue to diversify efforts to ensure that data collected is representative of all student populations including subgroups of students.

Graduation rates had been steadily increasing but the graduation rate for this last school year dipped and additional support will be needed to raise the graduation rate for all subgroups of students. .

Math and English Support continues to be areas of focus



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.

Charter	Date Resource Inequity Review was conducted
Options for Youth Victor Valley, Inc.	02/11/2022

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/servies/resource or etc to help remedy the issue. **As a reminder resource inequity identification is an LEA decision and is locally controlled and determined.**

<p>1. What actionable inequities were identified by the Charter during their Resource Inequity Review?</p>	<ol style="list-style-type: none"> 1. Our EL students had the largest decline in grad rates from 2017-2018 to 2018-2019 school year (-10.4%) as well as being the only student group that changed level was lower than the All Student group (all students = 78.6% and EL= 71.4%). 2. Academic Performance in Math for all students - Only 5.39% of 11th grade students met or exceeded mastery. 3. Only 7.4% of our students were Prepared for College and Career and 25.4% were Approaching Prepared. 4. Students with disabilities ELA scores on state tests are low and not progressing as needed. 5. Graduation Rate Dropped to 71.1% from 76.2%
<p>6. Which inequities are priorities for the Charter to address in their School Improvement Plans?</p>	<ol style="list-style-type: none"> 1. Graduation rate for all students 2. Math proficiency for all students 3. College and Career preparedness 4. ELA proficiency for all students 5. PD for teachers to address these inequities 6. SEL for staff and students.
<p>7. How does the Charter plan on addressing these inequities?</p>	<ol style="list-style-type: none"> 1. Develop a PD plan with the coaches that focuses on a year long plan of PD's incorporating PLC's. Also, adjust teacher and staff reviews to align with the goals we have as a charter (LCAP, WASC, SPSA) 2. Hiring of additional staff members (EL Specialists/ Tutors/ and additional teachers.

	<p>Increasing retention rates of these staff through coaching and added support for staff to better their practices. SEL training and support for Staff members</p> <ol style="list-style-type: none"> 3. Contracting with a CTE support provider to offer more CTE pathways and classes. 4. Developing a partnership with VVC to offer dual/concurrent enrollment courses for our students. 5. Adding additional SEL activities and supports for students 6. Offering more support classes for students lacking basic skills 7. Partnering with our chartering district for teacher and staff training.
<p>8. 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.</p>	<p>N/A</p>

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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:
 - 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 Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 students
- 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

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

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000.

Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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