

Comprehensive Support and Improvement

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

Options for Youth Victor Valley (Victorville) CDS Code: 36 67934 3630670

Schools Identified

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

Options for Youth Public Charter Schools – Victor Valley

Support for Identified Schools

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

During the 2022-2023 school year, Options for Youth Victorville was identified as being on CSI due to our 4 / 5-year graduation rate being at 52.9% which is below the 68% ESSA requirement. The plan will reflect and evaluate current programs and practices and will make needed adjustments to ensure an increase in our overall graduation rate. In addition, according to the California dashboard OFY-VV is low or very low in the following categories: Graduation rate, Chronic Absenteeism, Suspension Rates, EL Progress, EL and Math student performance. OFY-VV has chronic absenteeism of 59.7% for the charter. Additionally, only 35.7% of OFY-VV ELL students are making progress towards English language proficiency. OFY-VV SBAC ELA results indicate for all students an average of 32.9 points below the standard level. For the SBAC math assessment, OFY-VV students average 151.8 points below the standard. For these reasons, OFY-VV is currently identified as CSI.

The purpose of our plan is to reflect upon current practices from 2022-23 which shows an increase of 1.77% in our one-year graduation rate. The school will continue to review our best practices, make ongoing adjustments, and continue to move forward in the 2023-24 school year in order to increase our graduation rate and exit CSI identification. Our reflection process includes sharing current indicator data with all Educational Partners and collaboratively establishing program practice goals based on the following indicators: grad rate, ELA and Math SBAC, EL progress, suspension rates, and chronic absenteeism. The Charter collaborated with its School Site Council/Parent Advisory Committee and Educational Partners to develop the CSI prompts that outline the 2023-24 school year's plan to improve our performance indicators and work towards exiting the CSI identification.

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

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

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

Comprehensive Needs Assessment Findings:

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

CNA Data Reviewed

Math- A majority of OFY-VV students are struggling with successfully meeting the standards of the SBAC at both a level 3 and level 4. OFY- VV had 1.41% of all students meet or exceed math SBAC standards (16.90% nearly met, 1.41% met, and 81.69% not met). For SWD, math scores were 6.06% nearly met and 93.94% not met. In addition, 0% of SWD succeeded in the met and exceeded standards of the math SBAC. For EL students, math SBAC scores were 8% nearly met and 92% not met. 0% of EL students met or exceeded standards on the math SBAC. Additionally, 11th graders' math SBAC scores declined from 5.38% met or exceeded standards to .84% met or exceeds standards.

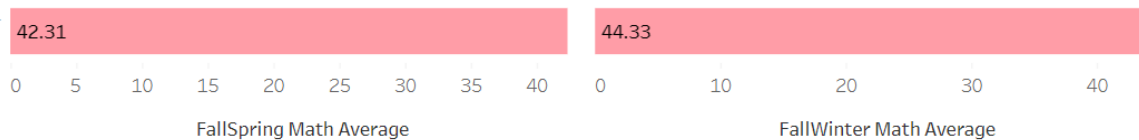
2022 SBAC Math Results									
	Student Count	Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded	
11th Grade	230	192	83.48%	36	15.65%	2	0.87%	--	--
8th Grade	186	158	84.95%	26	13.98%	2	1.08%	--	--
7th Grade	146	110	75.34%	32	21.92%	4	2.74%	--	--
ELL	50	46	92%	4	8%				
FRMP	496	404	81.45%	88	17.74%	4	0.81%		
Special Ed	77	73	94.81%	4	5.19%				
Foster Youth	10	6	60%	4	40%				
Homeless	22	16	72.73%	6	27.27%				
Asian	0	--							
Black or African American	102	100	98.04%	2	1.96%				
Hispanic or Latino	378	296	78.31%	80	21.16%	2	0.53%		
Native Hawaiian or Pacific Islander	3	3	100%						
White	62	52	83.87%	6	9.68%	4	6.45%		
Two or More Races	20	12	60%	8	40%				

STAR Ren Average SGP:

SGP Math Average
 Student Growth Percentile Average

Report Level

Options For Youth -
 Victor Valley



ELA- A majority of OFY-VV students are struggling with successfully meeting the standards of the SBAC at both a level 3 and level 4. OFY-VV had 26.32% of all students meet or exceed ELA SBAC standards (33.68% nearly met, 40% not met, 22.46% met, and 3.86% exceeded). For ELA SWD were 27.27% nearly met and 72.73% not met. For EL students the SBAC ELA were 36% nearly met and 64% not met. EL students also were 0% met or exceeds for the ELA SBAC.

2022 SBAC ELA Results									
	Student Count	Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded	
11th Grade	230	64	27.83%	84	36.52%	62	26.96%	20	8.70%
8th Grade	186	84	45.16%	56	30.11%	46	24.73%		
7th Grade	147	80	54.42%	49	33.33%	16	10.88%	2	1.36%
ELL	50	32	64.00%	18	36.00%				
FRMP	497	205	41.25%	164	33%	112	22.54%	16	3.22%
Special Ed	77	58	75.32%	19	24.68%				
Foster Youth	10	8	80%			2	20%		
Homeless	22	14	63.64%	6	27.27%	2	9.09%		
Asian	0	--							
Black or African American	103	59	57.28%	36	34.95%	8	7.77%		
Hispanic or Latino	378	140	37.04%	118	31.22%	102	26.98%	18	4.76%
Native Hawaiian or Pacific Islander	3			3	100%				
White	63	22	34.92%	27	42.86%	12	19.05%	2	3.17%
Two or More Races	20	8	40%	6	30%	6	30%		

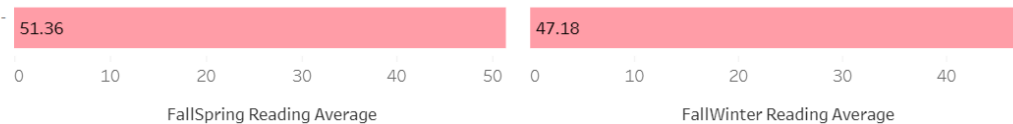
STAR Ren:

SGP Reading Average

Student Growth Percentile Average

Report Level

Options For Youth -
Victor Valley



Graduation Rate- OFY-VV 1-year graduation rate is 84.6% for all students, 87.5% for ELL students, 83.4% for FRMP students, and 83.9% for SPED students. Students graduating who completed A-G requirements were 42.86% for all students, 50% for ELL students, 35.48% for FRMP students, and 50% for SPED students.

College and Career- Of the 1,202 students attending OFY-VV 568 students or 47.25% of all students are on the A-G track. 42.86% of A-G 12th grade students are actually completing and graduating on the A-G track. Approximately 30.62% of OFY-VV students plan to attend a 4-year college after high school followed by 16.97% of the population that are planning to attend a community or 2-year college.

Chronic Absenteeism- 67.32% of OFY-VV's 7th and 8th grade students are chronically absent. Additionally, 52.61% of all 6th-12th grade students at OFY-VV are chronically absent. For ELL 7th and 8th grade students are 90.9% chronically absent and 59.86% chronically absent for 6th-12th grade. For FRMP 7th and 8th grade students are 71.36% chronically absent and 67.35% for 6th-12th grade. For SWD 67.74% of the 7th and 8th graders are chronically absent and 61.20% for 6th-12th grade. For foster youth 44.44% of 7th and 8th graders are chronically absent and 60.38% for 6th-12th grade. For homeless students 61.54% of students are chronically absent and 65.33% for 6th-12th grade.

English Learner Progress- 35.7% of EL students are making progress towards English proficiency. Additionally, 12 out of the 14 students or 85.7% of the students eligible were reclassified. Additionally, 61.02% of EL students increased in their Lexile level and 40.55% of EL students are at or above grade level for Lexile level. Only 21.48% of EL students are currently participating in the iLit program and 0% of EL students in the Achieve 3,000 course.

Suspension Rate- .5% of the 215 SWD were suspended at least 1 day, .3% of the 315 African American students were suspended at least 1 day, .1% of the 1,103 Hispanic students were suspended at least 1 day, and .1% of the 1,458 socioeconomically disadvantaged students were suspended at least 1 day. The CNA data indicates 0% suspension rate and the California dashboard indicates an overall .1% suspension rate for OFY-VV.

Table Explanation: The below table includes OFY-VV's specific focus areas under CSI and the California dashboard with comparative data and goals from the previous year, if available. Any **improvements from the previous year are highlighted in yellow** and any **decreases compared to last year are highlighted in pink**. Additionally, OFY-VV measurable outcomes for the following year (23/34) are listed in the last column. These measurable outcomes are based on this year and last year's (if available) outcomes and goals. The table was created in order to add visual understanding of the focus areas as a whole and to keep the goals in-sight and prioritized for the charter. All OFY-VV educators and leaders were sent the table to reflect and set goals for the following school year.

FOCUS AREAS MEASURABLE OUTCOMES LCAP 23-24

Focus Areas CSI	Previous Year Result or Goal	Current Reality	What Are Our Measurable Outcomes? (Goals)	LCAP Goal and Metric 2023-2024
SBAC Math	No data for previous year	1.41% Met/Exceeds (combined)	3% or higher	Goal 2 Metric 1
SBAC ELA	No data for previous year	26.32% Met/Exceeds (combined)	30% or higher	Goal 2 Metric 2
STAR REN Student Growth Percentile (SGP) Math	42.95 SGP	42.31SGP and 44.33 SGP	45 SGP or higher	Goal 2 Metric 1
STAR REN Student Growth Percentile (SGP) ELA	47.64 SGP	51.36 SGP and 47.18 SGP	51 SGP or higher	Goal 2 Metric 2
1 Year Graduation Rate (DASS)	76.2%	84.6%	84.6% or higher	Goal 3 Metric 1
5 Year Graduation Rate	Not under this criteria	52.9%	55% or higher (eventually get to 68% required)	
A-G Enrollment	28.65%	47.25%	47.25% or higher	Goal 3 Metric 2
A-G Completion (12th grade)	<ul style="list-style-type: none"> 50% (A-G 12th completed/A-G 12th participated) 8.22% (A-G 12th Completed/ All 12th graders) 	<ul style="list-style-type: none"> 42.86% (A-G 12th completed/A-G 12th participated) 9.87% (A-G 12th Completed/ All 12th graders) 	<ul style="list-style-type: none"> 50% or higher (A-G 12th completed/A-G 12th participated) 10% or higher (A-G 12th Completed/ All 12th graders) 	Goal 3 Metric 2
Chronic Absenteeism (Middle School)	92.05%	67.32%	60% or lower	Goal 4 Metric 2
English Learner Progress (Progress towards English Proficiency)	No data for previous year	35.7%	45% or higher	Goal 1 Metric 1
Suspension Rate	0%	.1% CA dashboard/ 0% Tableau	0%	Goal 4 Metric 1

CNA Root Cause Findings and Areas of Focus

Area of Focus #1: To Increase the SBAC or Overall Math Academic Achievement for All Students
Math Root Cause Findings

Not enough students are enrolled in Exact path for mathematics. This course has not been taken advantage of by the charter's teachers and will need to be more fully implemented to give students the preparation they need to improve on the SBAC. Insufficient prep time and resources have been allotted to students to prepare to take the SBAC exams. The charter will need to come together to develop an action plan to implement intentional measures to work on SBAC practice questions throughout the year within and outside of SGI classes. This will involve Star Renaissance reports and CAASPP created resources and interventions to improve student's outcomes. In addition, OFY-VV Charter does not utilize Renaissance student math data to make informed decisions as a whole. An action plan will need to be developed to ensure Renaissance data is accessible to educational partners and that instructional decisions are made based on student renaissance results. Addressing Renaissance data will help support student preparation and therefore success with SBAC.

Math Measurable Outcomes-

Goal 2 Action Item #3 Benchmark Assessments and Interventions

1. By the end of the 23/24 school year OFY-VV will increase the math SBAC average student percentile from 1.41% combined met or exceeded standards to 3% or higher combined met or exceeded standards.
2. OFY-VV will increase the average math student growth percentile for the STAR Ren to 45 SGP or higher annually.

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

English Language Arts Root Cause Findings/Areas of Focus

Insufficient prep time and resources have been allotted to students to prepare to take the SBAC exams. The charter will need to come together to develop an action plan to implement intentional measures to work on SBAC practice questions throughout the year within and outside of SGI classes. OFY-VV Charter does not utilize Renaissance student data to make informed decisions as a whole. An action plan will need to be developed to ensure Renaissance data is accessible to educational partners and that instructional decisions are made based on student renaissance results. Addressing Renaissance data will help support student preparation and therefore success with SBAC.

English Language Arts Measurable Outcomes-

Goal 2 Action Item #3 Benchmark Assessments and Interventions

1. By the end of the 23/24 school year OFY-VV will increase the ELA SBAC average student percentile from 26.32% combined met or exceeded standards to 30% or higher combined met or exceeded standards.
2. OFY-VV will increase the average ELA student growth percentile for the STAR Ren to 51 SGP or higher annually.

Area of Focus #3 To Increase 4-5 Year Graduation Rate in Order to Exit CSI

Graduation Rate Root Cause Findings/Areas of Focus

Teachers will need to identify early on whether the student will attempt to meet the A-G requirements and courses will need to be arranged and planned out in order to help the student achieve the A-G requirements in a timely fashion. In addition, core subject courses should be taken every semester in order to avoid taking core subject courses too late. In addition, not enough EL and

SPED students are A-G. OFY-VV will need to increase the amount of ELL and SPED students attempting to meet the A-G requirements. In order to achieve this, EL and SPED students will need to be placed in SGI classes where they can complete core subject courses in a setting where ample support is provided. This will include additional support from math and English tutors and intervention specialists. Additionally, in order to increase the graduation rate teachers will need to ensure that students are always assigned core academic courses so that these classes are not attempted mostly in later grades. With a growing CTE program and dual enrollment offerings, OFY-VV is hoping to help retain and meet the needs of more students in order that they graduate with the charter. OFY-VV hopes to retain students by ensuring they are given the opportunity to attend Pathways trips that fulfill social emotional development requirements of the charter. Added support and guidance from the counselors is another area the charter is looking to support students with graduation. These supports include both post-secondary awareness and events.

Graduation Measurable Outcomes:

Goal 3 Action Item #'s, 1 CTE program, 2 Dual Enrollment, 3 Post-secondary awareness, and 4 Post-secondary events.

1. OFY-VV will maintain or increase the 1-year graduation rate to 84.6% or higher for the 23/24 school year.
2. OFY-VV will increase the 5-year graduation rate to 55% or higher for the 23/24 school year.

Area of Focus #4: Increase College and Career Preparedness

College and Career Root Cause Findings/Areas of Focus

OFY-VV will need to add CTE pathways that are diverse enough to meet the needs of the students. With a little over 30% of the students wanting to attend a 4-year university, more students will need to complete graduation with A-G status. Additionally more sub-groups of the charter's students need to be included in A-G pathways. These include ELL students and SWD. In order to support these goals more EL and SPED students will need to take DI courses where ample support is provided. Additionally, students should take advantage of the various post-secondary events and information from the counselor earlier on in their enrollment with OFY and seek support to meet A-G requirements.

College and Career Measurable Outcomes:

Goal 3 Action Item #'s, 1 CTE program, 2 Dual Enrollment, 3 Post-secondary awareness, and 4 Post-secondary events.

1. OFY-VV will increase A-G enrollment for all grades to 47.25% or higher for the 23/24 school year
2. OFY-VV will increase the A-G graduation rate completion of 12th graders out of the total A-G 12th graders participating in A-G to 50% or higher for the 23/24 school year.
3. OFY-VV will increase the A-G graduation rate completion of 12th graders out of the total of all 12th grades to 10% or higher for the 23/24 school year.
4. OFY-VV will increase the CTE pathways offerings from 2 pathways to 4 pathways by the end of the 23/24 school year.

Area of Focus #5 Chronic Absenteeism

Chronic Absenteeism Root Cause Findings/Areas of Focus

The high percentage of chronic absenteeism can be due to several factors. These factors include unreliable modes of transportation and familial obstacles. This can also be due to inaccurate attendance tracking. Moving forward, all teachers are meeting the requirements of AB130 which requires students to meet synchronous instruction and engagement. Staff will be using student trac and the notes features to track all students and are required to call parents regarding absences. Additionally, DI teachers are using trackers to keep attendance and keep in communication with IS teachers regarding any attendance issues. Additionally, the middle schools are required to communicate to students on Fridays and to document those engagements.

Chronic Absenteeism Measurable Outcomes:

Goal 4 Action Item #3 Enrollment and Outreach

1. OFY-VV will decrease the chronic absenteeism percentage for middle school students to 60% or lower for the 23/24 school year.

Area of Focus #6 English Learner Progress

English Learner Progress Root Cause Findings/Areas of Focus

While reclassification rate remains high, OFY-VV has seen a drop in EL progression. This may be due to English Learner students coming out of distance learning due to COVID. Teachers of ELL students are finding out that students have been reverting back to their home language. During the two years of distance learning, students were communicating more with their home language and didn't get as many opportunities to communicate in English with teachers and peers. We are intending to raise our English Learner Progression by increasing enrollment in classes (iLit and Achieve 3000) to increase the opportunity for English Learner students to engage in more meaningful communication in English.

EL Learner Progress Measurable Outcomes:

Goal 1 Action #2 EL Individualized Support and Instruction

1. OFY-VV will increase the percentage of ELL students making progress towards English proficiency to 45% or higher for the 23/24 school year.

Area of Focus #7 Suspension Rates

Suspension Rate Root Cause Findings/Areas of Focus

OFY-VV suspension rates for all students are low at almost 0% suspension rate. However, the suspension rate for SWDs was slightly higher. For this reason, the overall suspension rate was .1%. OFY administrators do well at communicating to all parents/guardians and students involved in all situations in order to avoid students missing school and disrupting their education goals. OFY-VV will continue to utilize restorative practices when it comes to discipline at the school. Administrators will continue to support SPED students along with SPED Teachers and Specialists to ensure behaviors are addressed and that support is provided in order to more justly and equitably support SWDs. These supports can also extend to School Psychologists and goals and plans to improve the behavior and/or provide better coping mechanisms.

Suspension Rate Measurable Outcomes:**Goal 4 Action Item #3 Enrollment and Outreach**

1. OFY-VV will maintain a 0% suspension rate for the 23/24 school year.

Data Utilized to conduct our Comprehensive Needs Assessment:

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

The following quantitative data was gathered and analyzed for the CNA:

California Dashboard performance data (Graduation Rates, Chronic Absenteeism, SBAC ELA and Math)

CAASPP data (ELA and Math)

Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates)

ELPAC data

A-G course enrollment & completion rates

Educational Partner Surveys and School Climate Survey

Star Renaissance Data (Lexile Growth, Urgent Intervention Data)

iLit, Achieve 3000 and Exact Path data

California Dept. of Education College and Career Data

Student and Family Participation Rates in Events Data

Evidence-based interventions:

A CSI plan was developed in conjunction with our LCAP focus areas using the data from our Comprehensive Needs Assessment and subsequent analysis from the charter-level data dive, including the identification of evidence-based interventions and resources identified for implementation. The School leadership team met to analyze data, determine areas of need based on the analysis of student data and Educational Partner feedback, and identify evidence-based interventions that could be implemented to improve identified performance indicators from the CA Dashboard. Identified areas of improvement, resource inequities, and evidence-based interventions were shared with the School Site Council/ Parent Advisory Committee for feedback. The identified evidence-based interventions include the following: Exact Path, Achieve 3000, iLit, Renaissance reports, Pathful Explore and Tools For Teachers.

Evidence-Based Interventions incorporated into our CSI Plan/LCAP:**Exact Path**

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

<https://www.edmentum.com/products/exact-path>

Achieve 3,000:

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

<https://www.achieve3000.com/products/achieve3000-literacy/>

iLit:

The iLit program is a tier 1 intervention. It is an instruction designed for English learners, including newcomers. The designated curriculum focuses on developing English for academic purposes, which emphasizes the development of listening, speaking, writing, and reading skills based on relevant literature. It is a reading intervention program designed to comprehensively support comprehension and literacy gains for English Learners, in a digital platform. iLit uses high-interest texts, fiction and nonfiction, to engage students. It also provides real-time student achievement feedback to teachers so that instruction is adjusted to differentiate for each student. In studies of iLit's effectiveness, the average iLit student saw an increase in 20 percentiles more than the average comparison student in vocabulary did, 23 percentiles did more than the average student on sentence comprehension did, 5 percentiles more than the average student on overall comprehension. This program, and its unique design for improved English language acquisition, provides an additional curricular support for our English Learner population, which

directly correlates to the increased success of English Learners in our program and increased skills necessary for English Learners to reclassify as Fluent English Proficient. A program description of iLit can be found in the link below

https://assets.savvas.com/asset_mgr/current/201851/iLit_CA_Research_Overview.pdf?_ga=2.48241062.1296961985.1603409995-1008456371.1588740253

Renaissance Reports:

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

<https://global-zone05.renaissance-go.com/welcomeportal/7285778>

Pathful Explore:

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

<https://pathful.com/explore>

Tools for Teachers (CAASPP):

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

<https://www.smartertoolsforteachers.org/>

Educational Partner Involvement:

OFY Victorville plan has integrated the established goals within our 2021-24 LCAP to create an effective CSI school plan. To effectively meet the ESSA requirements, the plan will incorporate LCAP Educational Partner engagement feedback by utilizing Educational Partner feedback through a comprehensive survey gathered once a semester and through various Educational Partner engagement events throughout the year. These events can include back to school night, senior social, pathways

orientations, and/ or independent studies appointments. Parents and students are provided the survey on chromebooks and given an explanation as to why they are taking the survey and how it is important to our charter.

School Site Council / Parent Advisory Council

The School Site Council (SSC) consists of various educational partners such as students, parents, staff, teachers, and community members. During meetings, School Site Council training is provided with data that is reviewed and analyzed, budget overviews are presented and discussed, and updates are given regarding LCAP and SPSA. Members provide feedback on agenda items and updates to create a culture of collaboration to include educational partner input on the development of new plans such as SPSA/LCAP. For the 2023-2024 School Year our SSC will be transitioning to a Parent Advisory Committee (PAC) because the charter will be combining our Single Plan for Student Achievement and our LCAP into one plan instead of having two in previous years. The goal and mission of the PAC is to engage parents and students in providing feedback and advice on the LCAP and for the LCAP to reflect the diverse needs of our student population. The SSC met throughout the school year on the following dates: November 3, 2022, December 1, 2022, January 12, 2023, May 3, 2023, May 31, 2023 and June 5, 2023. SSC was composed of parents, students, staff members, teachers, and principal. During these meetings parents, students, teachers, staff, and administrators participated in discussions involving the review and update to the School Plan for Student Achievement (SPSA), monitor the progress and evaluate the goals outlined in CSI/SPSA, and help the school decide how to allocate title funds for school improvement. SSC was also trained to learn about the legal requirements for SSC and Title Funds. During the school year, SSC worked on reviewing, sharing feedback, and approving goals, actions, metrics, and allocations in SPSA for Title Funds spending.

The SSC worked on reviewing, sharing feedback, and approving the Parent Family Engagement Policy and School-Parent Compact.

DELAC

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

OFY-VV DELAC Meeting on October 6, 2023. Topics that were discussed were English Learner Program Information, Importance of Student Attendance, and a review of the purpose and responsibilities of DELAC. Parents and students were introduced to the English Learner Department and were explained how the ELD can help support the Language needs of English Learner students. Parents and students were also given information on the importance of student attendance and how it impacts their

success at OFY-VV. The next part of the meeting reviewed the purpose, duties, and responsibilities of the District English Learner Advisory Committee. Parents and students were explained what the DELAC was and how they can contribute to meetings to inform us how to support ELLs from the parent perspective. The last part of the meeting opened the floor to anyone for public input. No public input was given at this time.

OFY-VV DELAC Meeting on January 25, 2023. Topics that were discussed included Reclassification Overview. Parents and students were informed on how ELL students are reclassified as English Proficient at OFY-VV. Parents were given information on the ELPAC test and how it impacts re-designation of EL students. Parents and students were also given information about the Star Renaissance tests and how that impacts re-designation of EL students. The last part of the meeting opened the floor to anyone for public input. No public input was given at this time.

Monitoring and Evaluating Effectiveness

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

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

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

- Monthly Student Progression
- Monthly Credit Attainment
- Annual Core Completion Rates

- RenStar Assessment Data
- Graduation Rates
- Chronic Absenteeism

Suspension/Chronic Absenteeism

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

English Language Arts / Math

OFY-VV Charter will know that the plan to increase SBAC and Ren STAR scores in both Math and ELA is working if students improve in both areas of the STAR Ren between the three points of administration within the school year. OFY-VV will also track an increase in students enrolled or engaged in iLIT, Achieve 3,000, Exact Path, and core subject SGI classrooms. Students should also do notably better in the SGI classrooms with the support of the foundations learning courses that were aforementioned. This can be observed through the data collected from SGI trackers collected both in the fall and spring. Additionally, each center within the OFY-VV charter will create an “action plan” that addresses SBAC preparation and Ren STAR utilization of reports to inform instruction. Assistant Principal’s will lead center meetings and address the action plan during these meetings to ensure consistency and to ensure the center meets the goals and protocol they have set for themselves. Assistant Principals will follow through with DI and IS teachers to ensure those students who need the courses are enrolled and actively working to complete the course. Additionally, IS teachers will be asked to ensure every student is taking core course subject classes as a part of their schedule at all times throughout the year. If the students require CTE or dual enrollment courses these will also be offered and marketed to students in order to meet the students’ needs in order to support them in graduating.

English Learners

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

Chronic Absenteeism

Chronic absenteeism will continue to be monitored and evaluated using student trac. The use of Student Trac by all IS Teachers will be overseen by the Instructional Coach. The charter will continue to follow regulations set forth by AB130 in order to meet synchronous and asynchronous instruction requirements. All Teaching staff will ensure they are completing attendance and rescheduling students' appointments when needed. DI Teachers will monitor attendance through their SGI trackers as overseen by the Instructional Coach. Pathful will be implemented this school year in order to offer guidance to OFY-VV students towards their career and educational goals. The effectiveness of this program will be determined by the amount of students enrolled in A-G and or CTE program pathways.