LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Options for Youth - Victor Valley
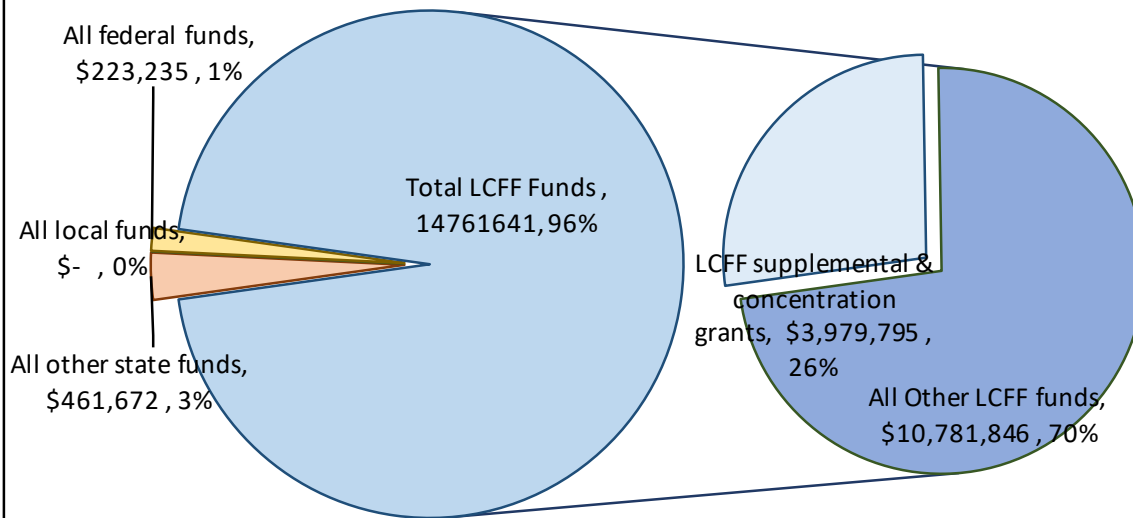CDS Code: 36679343630670
School Year: 2023-24
LEA contact information: Bryan Gillespie, Principal, Principal, P: (626) 685-9300, E: bgillespie@ofy.org

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $223,235 , 1%

All local funds, $- , 0%

All other state funds, $461,672 , 3%

Total LCFF Funds , 14761641, 96%

LCFF supplemental & concentration grants, $3,979,795 , 26%
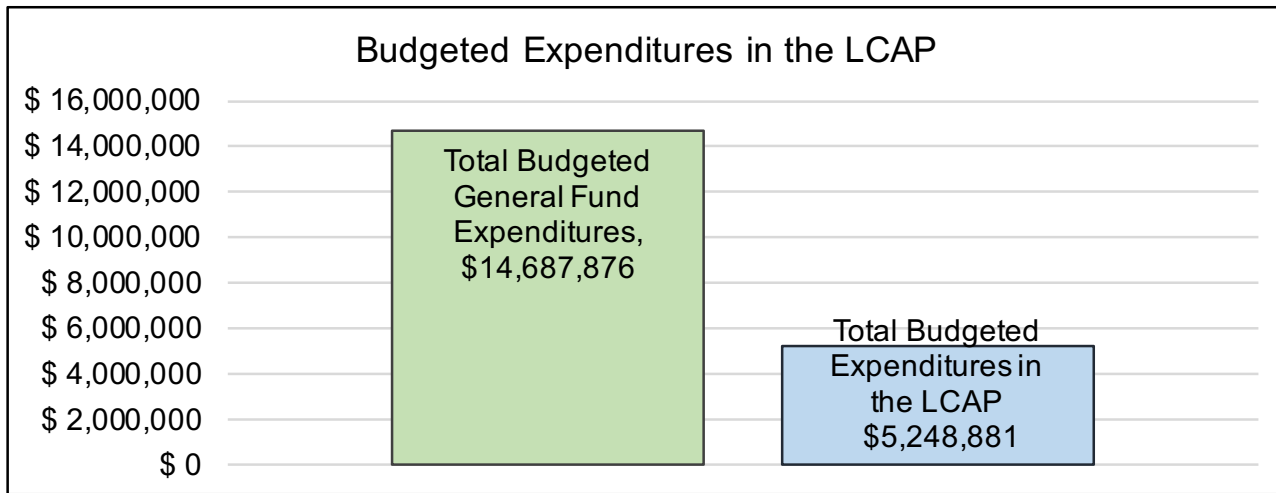
All Other LCFF funds, $10,781,846 , 70%

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 $15,446,548.00, of which $14,761,641.00 is Local Control Funding Formula (LCFF), $461,672.00 is other state funds, $0.00 is local funds, and $223,235.00 is federal funds. Of the $14,761,641.00 in LCFF Funds, $3,979,795.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents

Budgeted Expenditures in the LCAP

$ 16,000,000	
$ 14,000,000	Total Budgeted General Fund Expenditures, $14,687,876
$ 12,000,000	
$ 10,000,000	
$ 8,000,000	
$ 6,000,000	Total Budgeted Expenditures in the LCAP $5,248,881
$ 4,000,000	
$ 2,000,000	
$ 0	

This chart provides a quick summary of how much Options for Youth - Victor Valley plans to spend for 2023-24. 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 $14,687,876.00 for the 2023-24 school year. Of that amount, $5,248,881.00 is tied to actions/services in the LCAP and $9,438,995.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
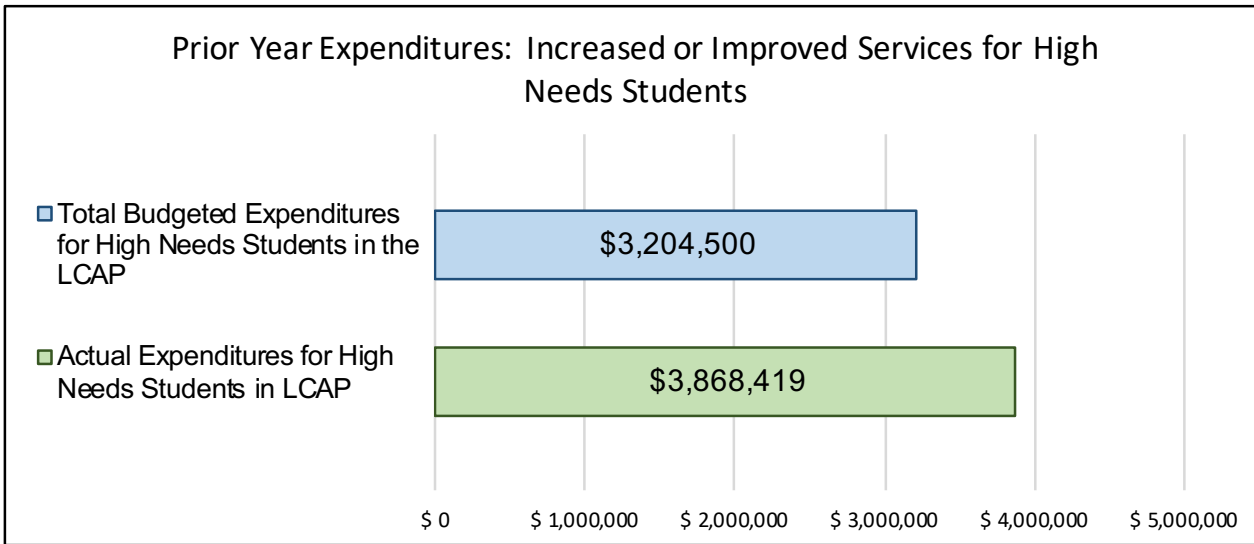
General Fund Budget Expenditures, for the 2023-24 year that are not included in the LCAP cover a number of operational and business costs. These costs include but are not limited to non-instructional staff salaries, staff business expenses (i.e. office supplies), rent, general business expenses (i.e. taxes and licensing costs), management fees, and district administrative fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Options for Youth - Victor Valley is projecting it will receive $3,979,795.00 based on the enrollment of foster youth, English learner, and low-income students. Options for Youth - Victor Valley must describe how it intends to increase or improve services for high needs students in the LCAP. Options for Youth - Victor Valley plans to spend $4,062,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$3,204,500
☐ Actual Expenditures for High Needs Students in LCAP	$3,868,419

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000

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 2022-23, Options for Youth - Victor Valley's LCAP budgeted $3,204,500.00 for planned actions to increase or improve services for high needs students. Options for Youth - Victor Valley actually spent $3,868,419.00 for actions to increase or improve services for high needs students in 2022-23.

Options for Youth -Victor Valley (Victorville) 2023-24 LCFF Budget Overview for Parents (Board Adopted on June 30th, 2023)

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Local Control and Accountability Plan

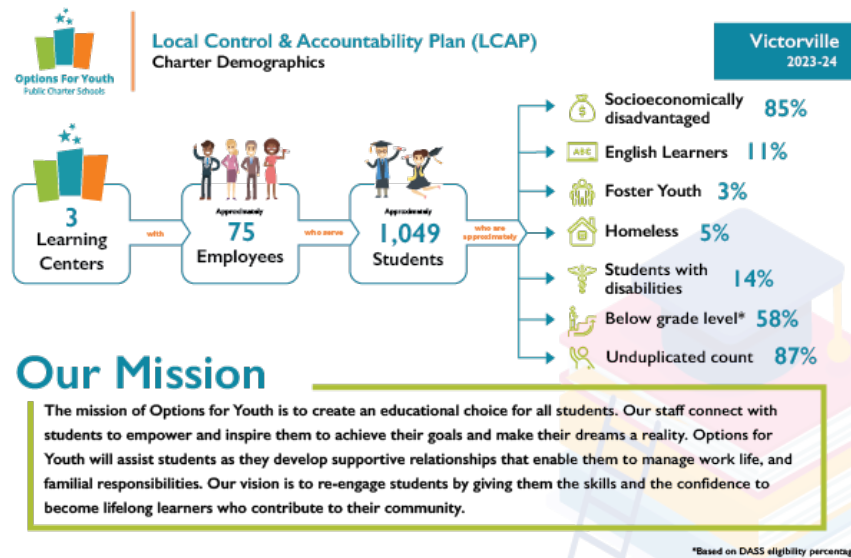**The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.**

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

Plan Summary 2023 - 2024

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 2023-24

Options For Youth Public Charter Schools

3 Learning Centers · with · 75 Employees · who serve · 1,049 Students · who are approximately

- Socioeconomically disadvantaged **85%**
- English Learners **11%**
- Foster Youth **3%**
- Homeless **5%**
- Students with disabilities **14%**
- Below grade level* **58%**
- Unduplicated count **87%**

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.

*Based on DASS eligibility percentage

General Information:

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

Educational Philosophy:

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

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

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

Educational Program:

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

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

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

- Read and analyze grade-level text

- Communicate with different audiences using oral and written language

- Use math to solve everyday problems

- Understand the scientific method, and how science impacts daily life

- Take the initiative and be self-directed

- Adapts to and is flexible toward new situations

- Shows leadership and takes responsibility

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

- Identifying students who are disconnected, or in need of additional support

- Addressing skill gaps with personalized, one-on-one academic support

- Provide opportunities for recovery and re-engagement through regular and summer programs, sports and experiential learning trips

- reinforcing academic and personal growth, ultimately leading to increased district graduation rates

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

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

- Positive reinforcement of incremental student behavior improvements

- Support with transportation

- Reading, English and math support with interventionists

- Meetings with school psychologists

- Collaborative meetings between teachers, support staff, parents, and students

Title I - Schoolwide Program (SWP) / SPSA / LCAP

"Options for Youth Victor Valley will continue with 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. Options for Youth Victor Valley has integrated its SPSA into its LCAP 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.

Learning Recovery Emergency Block Grant (LREBG)

In addition to LCFF and Title funding, and other state and federal funds, OFY Victorville will be using Learning Recovery Emergency Block Grant (LREBG) funds to establish learning recovery initiatives that support academic learning recovery, and staff and pupil social and emotional well-being. The LREBG was established in response to the emergency caused by the COVID-19 pandemic to assist schools serving pupils in the long-term recovery from the COVID-19 pandemic, and provides one-time funds for learning recovery initiatives through the 2027-28 school year. Our strategic plan for spending these funds to improve student outcomes in the 2023-24 school year is outlined in this LCAP Plan.

Reflections: Successes

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

Suspension Rate

Our school: 0.0%
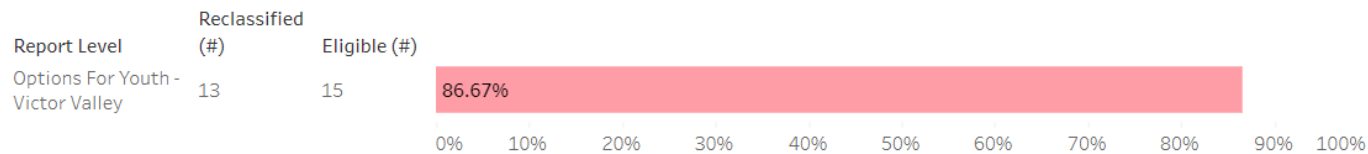
State average: 3.1%
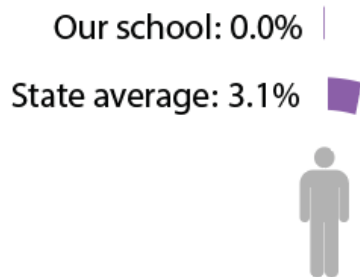
Suspension Rate

Of the 1,203 students enrolled in OFY-VV for the 22-23 school year, there was a 0% suspension rate. OFY-VV believes that students should not miss school as a consequence to bad behavior. Rather, OFY provides students ample opportunities to fix the behavior. In addition, administration does well at communicating to parents separately regarding the issue(s) in order to assist involved parties in continuing to meet their academic goals.

English Learners

OFY-VV had a reclassification rate of 85.71% of eligible ELL students redesignated as English Proficient in the 2022-2023 school year. OFY-VV prides itself in supporting English Learners achieve proficiency in English by providing them designated support in the form of iLit classes, English Learner Specialists, and extra support time. Our EL Students demonstrate 61.02% of Lexile growth, measured through at least two Ren Star Reading benchmarks. EL students have access to support from designated English tutors and every school site has an EL specialist to ensure all EL students are given additional support and instructional time to help close the achievement gaps. In addition, ELL students have the opportunity to attend field trips, EL celebrations and other events to provide social emotional support to this population of students. EL students also meet with their EL Specialist to develop An Individualized Plan and this plan is revisited throughout the school year and updated as needed. This plan is shared with instructional staff that are working with these students to ensure the goals are being met.
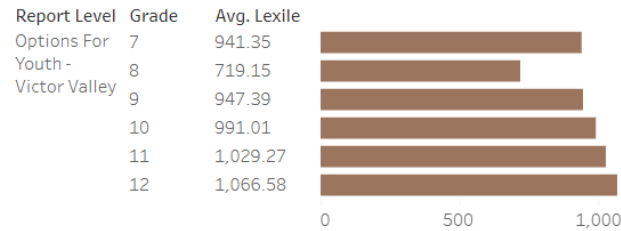
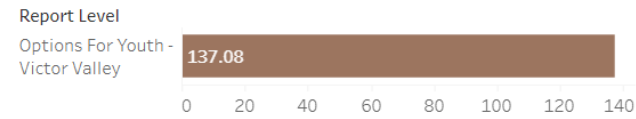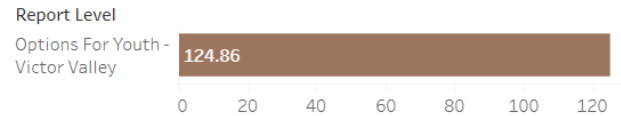## EL RECLASSIFICATION

English Learner Reclassification Rate

Report Level	Reclassified (#)	Eligible (#)	
Options For Youth - Victor Valley	13	15	86.67%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

LEXILE GROWTH

Average Reading Lexile Measure

Report Level	Grade	Avg. Lexile
Options For Youth - Victor Valley	7	941.35
	8	719.15
	9	947.39
	10	991.01
	11	1,029.27
	12	1,066.58

Avg. Fall-Winter Lexile Growth

Report Level	
Options For Youth - Victor Valley	137.08

Avg. Winter-Spring Lexile Growth

Report Level	
Options For Youth - Victor Valley	124.86

Avg. Fall-Spring Lexile Growth

Report Level	
Options For Youth - Victor Valley	130.13
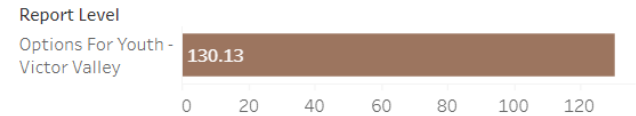
By default, this dashboard does not include data from students who were enrolled for less than 30 days. Students must have assessments during both of the spefecied windows to be included.
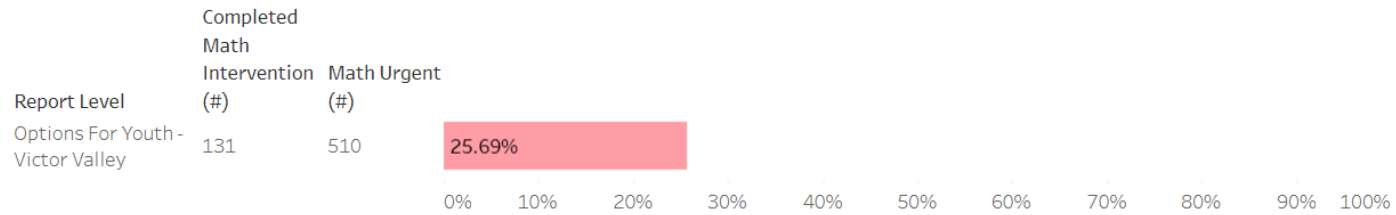
Math

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, 32 % 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 be 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 specialists and or Math tutors, as well as our highly qualified math teachers. 26 % of students that needed intervention in the 21/22 school year completed math intervention. 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 needs. We will continue with these efforts in the 2023/24 school year and hope to see our Math SBAC score continue to increase closer to being at or above standard (level3). For the 23//24, school year 35% students who took at least two administrations of the Ren Star Test for Math had an SPG of 45.05. While more work needs to be done on this goal. This is a great achievement, coming back from Covid and the gaps created by pandemic learning

Percentage of Students Completing At Least 1 Semester of Math Intervention:
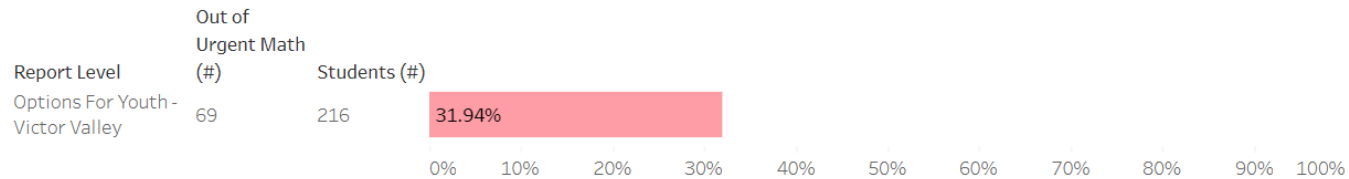
URGENT INTERVENTION COMPLETION

Math "Urgent Intervention" Completion Rate

Report Level	Completed Math Intervention (#)	Math Urgent (#)	
Options For Youth - Victor Valley	131	510	25.69%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Percentage of Students that were Above Urgent Levels for Math:

OUT OF URGENT INTERVENTION

Math "Out of Urgent Intervention"

Report Level	Out of Urgent Math (#)	Students (#)	
Options For Youth - Victor Valley	69	216	31.94%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

Educational Partner Feedback - School climate

The feedback from our educational partners show that 87% of parents/guardians think we offer enough intervention opportunities for their students. This shows that the interventions we have in place, such as, Math and ELA tutoring, Direct Instruction courses and the use of intervention strategies and curriculum are having positive results. 71.4 % of parents feel that OFY-VV offers a safe environment for students. This is testament to our efforts to address bullying, school safety and communication between parents, students and staff. Educational partners rated OFY- VV 4 or above in school connectedness, parent/teacher communication, support for learning, and respect for diversity in our bi-annual school climate survey for 2023. OFY values the opinions and needs of our educational partners. Our teachers and staff work to communicate with our Educational Partners to ensure all student needs are met and addressed in a prompt and professional manner. We have School Counselors and Psychologist available to address not just academic needs but social emotional needs as well.

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.

Chronic Absenteeism
(Attendance)

Our school: 59.7%

State average: 30.0%
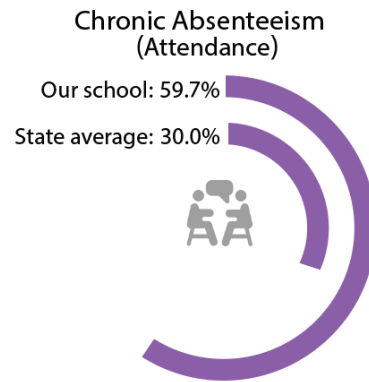
Chronic Absenteeism

According to the CNA data chronic absenteeism was 52.61% for grades 6th-12th and 67.32% for middle grades (7th-8th). According to the California school dashboard 59.7% of the students are chronically absent. 60% of the students who are chronically absent are socioeconomically disadvantaged, 52.5% are Hispanic, and 80.6% are African American. The high percentage of chronic absenteeism could be due to ineffective attendance protocols. These issues have begun to be resolved with the enforcement of AB130 which requires a certain percentage of in-person or synchronous learning. Staff at OFY-VV are now utilizing student trac and DI student trackers to monitor attendance and notate any absences or tardiness that may occur. In addition, middle school students are communicated with on Friday's to ensure a full week of engagement that is required of AB130. Other areas to further investigate include improving protocol for students to take affordable transportation to and from school using the city buses. The LEA continues to provide support and resources to our middle school

students. Teachers actively implement intervention strategies such as communication home and setting up parent teacher conferences to address concerns with attendance and work completion. When possible, middle school cohorts are assigned to one teacher so they can receive focused instruction along with their peers.

5 Year Graduation Rate

Our school: 52.9%

State average: 87.4%
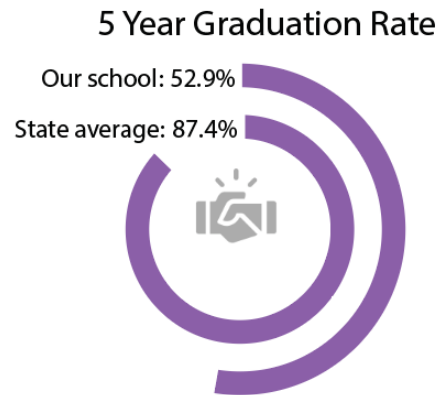
5 Year Graduation Rate

OFY-VV is a year-round charter school that accepts students from VVUHSD wherein students are struggling and can't catch up in the traditional fashion. OFY accepts student's year long and meets them wherever they are in their educational journey towards graduation. Additionally, there are some students who come to OFY-VV from VVUHSD to catch up and attain the credits they need in order to return to VVUHSD to graduate at their original school. Student's length of time with us in order to catch up on credits can have a large range of time. As a result, because of OFY-VV's alternative nature, the 5-year graduation rate appears to be lower than the traditional and required 68% graduation rate. The 4-5-year graduation rate for OFY-VV is 52.9%. The graduation rate outcomes differ and are improved under the 1-year graduation rate previously held according to the DASS criteria. The 1-year graduation rate for OFY-VV is 84.6%. OFY-VV is looking to retain more students and graduate them using social-emotional methods such as pathways trips, more SGI class offerings, and improved intervention tools and support. The pathways trips have shown to be crucial in the retention and success of students because they target the students' social-emotional needs and learning. Students build friendships and become more clear about the paths they want to take. In order to meet the needs of our students and provide additional support to them and ensure a higher graduation rate, the charter is planning to offer more SGI core subject classes. These classes will also offer additional spots for SWDs and ELL students. Additionally, the charter is also providing tutoring to help students improve in the English and math performance in order to complete core subject classes. We 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 2023-24 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. Counselors will be holding senior meetings for each student who have reached 170 credits where they provide a graduation plan and recommend supports that are provided in the center (i.e. extra appointments with tutors, small group instruction classes, etc.). The 4th/5th year seniors will be tracked and monitored monthly to ensure they are following their graduation plan. A senior check will be completed at 170 to verify official transcripts and to ensure all classes are accounted for and placed correctly on the planning guide. Counselors will be offering many workshops to help support students in transitioning between high-school and college or job training. Counselors provide workshops for financial aid, Career Chats, College Application workshops, and parent nights. These workshops will provide students with the confidence and tools necessary to transition and move onto the next steps of their education.

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

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

English Learner Progress
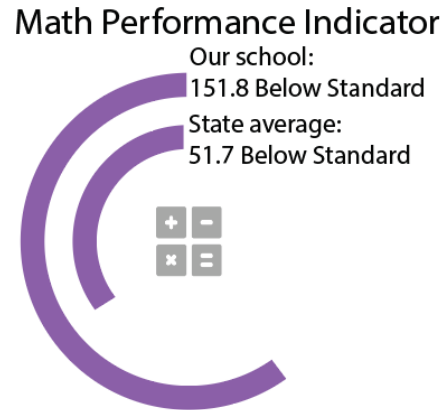
Our school: 35.7%

State average: 50.3%
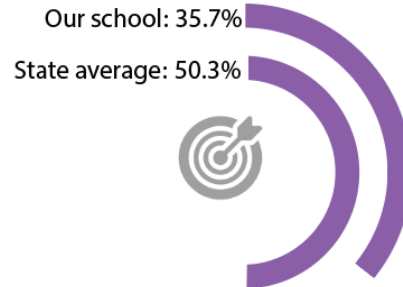
English Learner Progress

According to the CA Dashboard, OFY-VV had 35.7% of English Language Learner students show progression in their English proficiency using the ELPAC test. This number reflects the students who maintained or improved their ELPAC score from the previous year. The ELPAC score results indicate that EL students are in need of more support in Reading and Writing skills. OFY-VV would like to improve this to 40% or higher by increasing attendance in designated support classes like iLit and Achieve 3000. iLit is a comprehensive class that incorporates interactive technology, authentic texts, and differentiated instruction to create an engaging learning environment. It focuses on four key areas: reading, writing, speaking, and listening. Through a variety of activities and exercises, students improve their reading comprehension, writing abilities, and oral communication skills. The class integrates technology, offering digital resources and personalized learning platforms that provide immediate feedback and track individual progress. Ultimately, the iLit class aims to empower EL students with the necessary tools and strategies to become proficient English speakers and confident communicators. Achieve3000 improves writing proficiency through interactive writing activities and structured prompts that encourage EL students to express their thoughts and ideas in English. With its personalized approach and emphasis on both reading and writing skills, Achieve3000 helps EL students strengthen their English language abilities and achieve academic success.

Parents and students will be informed of the ELPAC test during the DELAC meeting. During the meeting, Educational partners are given a description of the ELPAC test, how it is administered, and explanation of scores and how it affects Reclassification. To address the needs of ELL students to improve English Learner Progress rate, OFY-VV also intends to offer practice testing times prior to the ELPAC testing window to allow students to familiarize themselves with the testing process and to receive meaningful feedback. We recognize that intervention supports are not being utilized to support reading levels. After the first administration of Ren Star, EL students who are not reading at or above their Lexile grade level band will be assigned My Reading Path in Exact Path, which provides intervention support to assist and improve their reading skills. We believe implementing this support will assist our ELL students in reaching their reading goals. Additionally, we will have our EL Specialists assign our EL student's lessons using ILIT throughout the school year in order to provide students supplemental material to practice and improve their reading ability. EL specialists will attend PD to provide teachers and Staff with knowledge to select and use the most appropriate instructional strategies. Each EL student has an individualized learning plan and it is used

to help the student and teachers ensure the students are working toward their goals. Students also meet with the counselor to go over post-secondary goals and they are reviewed with the student quarterly.

Math Performance Indicator

Our school:
151.8 Below Standard

State average:
51.7 Below Standard

Math Performance Indicators

Based on the California Dashboard OFY VV students are performing in the very low level 151.8 below standard. Of the OFY-VV student population, Hispanic students and socioeconomically disadvantaged students seem to be trailing behind in Math. Hispanic students were 149.6 points below standard level and socioeconomically disadvantaged students were 154 points below standard in mathematics. According to the SBAC data, OFY-VV students achieved 1.41% met or exceeded the standards combined. OFY-VV plans to implement SBAC prep throughout the year within DI classes and to follow an action plan to review and utilize renaissance results in order to better improve SBAC outcomes through more data-informed decision making. For the Ren Star mathematics, SGP increased a small percentage from 42.31 to 44.33 SGP. Lastly, 0% of ELL and SWDs met or exceeded standards for the math SBAC assessment. OFY-VV charter offers math tutoring for students and both the Exact Path course and Math Readiness course to prepare students for their integrated math courses. The Exact Path course enables students to practice foundational math concepts based on where they perform on the STAR Ren. The Math Readiness course provides support for basic math skills so that students feel more confident and prepared. Additionally, the charter offers SGI courses for integrated math 1,2, and 3. Students in the SGI courses are provided with more time with their teachers as the classes are generally smaller class sizes for more one-on-one attention with the teacher. Students are also provided additional support for SGI make-up sessions to get caught up and review content of the class. Beyond the support courses, students also have the opportunity to work with math tutors and intervention specialists. The tutors support the students with Edmentum, Independent studies and direct instruction math coursework. Other plans to improve math performance include an SBAC committee that also incorporates math SGI Teachers and the resources found on the CAASPP resource website "Tools for Teachers." This website includes lessons, activities, and practice questions (interim assessment blocks) by topics and standards that address the SBAC content. These resources will not only be embedded in the SGI

classroom but will be reviewed with students not enrolled in the SGI classes between a month or bimonthly basis organized by the SBAC committee and the math SGI teachers. The school also hopes to increase scores on the SBAC by increasing the Core Completion rate for mathematics. The more opportunities students have to practice mathematical skills and processes, the more they will move toward proficiency and mastery.
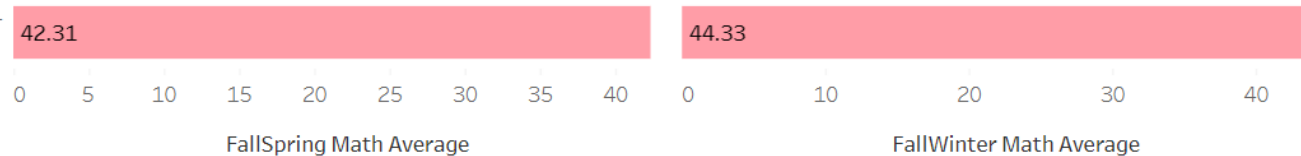
2022 SBAC Math Results									
	Student Count	Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded	
11th Grade	230	192	83.48%	36	15.65%	2	0.87%	--	--
8th Grade	186	158	84.95%	26	13.98%	2	1.08%	--	--
7th Grade	146	110	75.34%	32	21.92%	4	2.74%	--	--
ELL	50	46	92%	4	8%				
FRMP	496	404	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%				

SGP Math Average
Student Growth Percentile Average

Report Level

Options For Youth - Victor Valley   42.31   44.33

FallSpring Math Average   FallWinter Math Average

ELA Performance Indicator

Our school:
32.9 Below Standard

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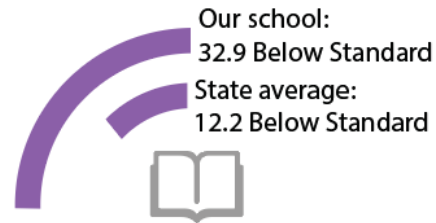
Based on the California Dashboard OFY VV students are performing in the low status level 32.9 below standard OFY-VV had 26.32% of all students meet or exceed ELA SBAC standards (33.68% nearly met, 40% not met, 22.46% met, and 3.86% exceeded). For ELA SWD were 27.27% nearly met and 72.73% not met. For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

The 2022 SBAC ELA results align with our internal assessments with the majority of our students below grade level across all the special populations. We do not have any comparison data from the previous year. Historically our students are below grade level and our students test in the standard not met range. In order to address our low performance, we will work on better test preparation to adapt to the online test platform and test prep to review concepts that students may have forgotten throughout the year.

For the 23-24 school year, the charter will continue to adapt intervention programs to fit the needs of our staff and students and create support and resources to address the gap in English language skills for our students who are below grade level. We will be putting more of a focus on core course completion (English, math, science, and social studies) to ensure mastery of courses/materials. Students will be given plans monthly to incorporate mostly core units to build the skills needed to perform at grade level.
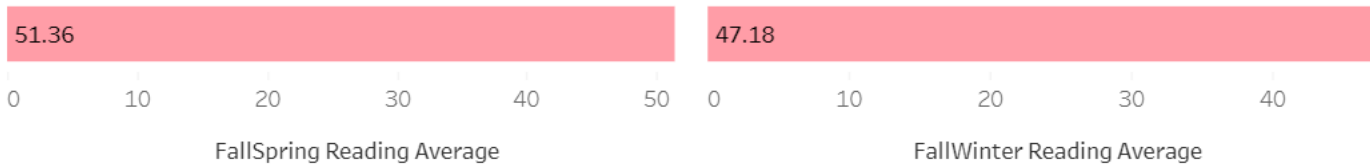
2022 SBAC ELA Results									
	Student Count	Standard Not Met		Standard Nearly Met		Standard Met		Standard Exceeded	
11th Grade	230	64	27.83%	84	36.52%	62	26.96%	20	8.70%
8th Grade	186	84	45.16%	56	30.11%	46	24.73%		
7th Grade	147	80	54.42%	49	33.33%	16	10.88%	2	1.36%
ELL	50	32	64.00%	18	36.00%				
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%		

SGP Reading Average
Student Growth Percentile Average

Report Level

Options For Youth - Victor Valley

51.36

FallSpring Reading Average

47.18

FallWinter Reading Average

Lexile Measure Increase

Report Level	Increased Lexile (#)	
Options For Youth - Victor Valley	529	71.10%

0%   10%   20%   30%   40%   50%   60%   70%
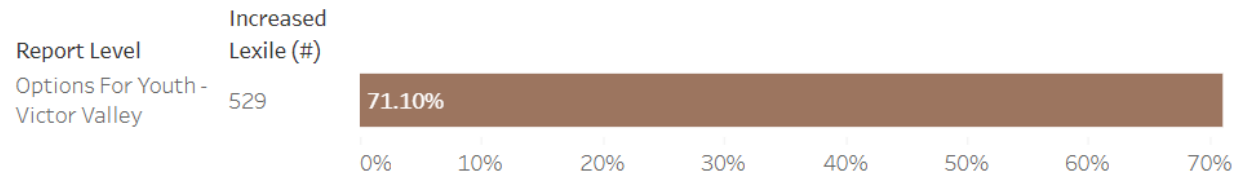
Lexile Measure At/Above Grade Level Band

Report Level	At/Above Grade Level (#)	
Options For Youth - Victor Valley	459	42.27%

0%   10%   20%   30%   40%   50%   60%   70%
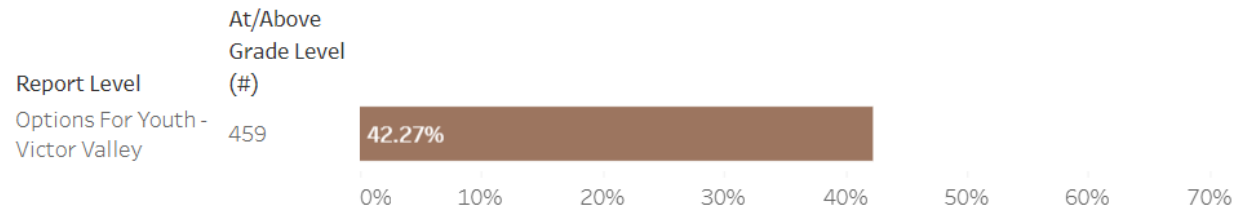
LCAP Highlights

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

GREATEST NEEDS

INCREASE MATH AND ELA SUMMATIVE ASSESSMENT SCORES

INCREASE THE NUMBER OF 12TH GRADERS COMPLETING A-G

DECREASE MIDDLE SCHOOL CHRONIC ABSENTEEISM

INCREASE ENGLISH LEARNER PROGRESSION

INCREASE 5-YEAR GRADUATION RATE

PLANNED ACTIONS

- Embedd SBAC preparation throughout the school year
- Utilize Ren Star reports to make informed instructional decisions
- Increase the number of SGI classes offered
- Ensure more ELL and SWD are in SGI classes
- Offer additional CTE pathways
- Continue to use reliable tracking system for attendance
- Increase enrollment in iLIT, Achieve 3,000, & Exact Path

GREATEST PROGRESS

INCREASED THE NUMBER OF A-G STUDENTS

DECREASED MIDDLE SCHOOL CHRONIC ABSENTEEISM

INCREASED 1-YEAR GRADUATION RATE

INCREASED RECLASSIFICATION RATE FOR ELL STUDENTS

1

Foster Youth, Homeless, English Language Learners (EL), Students with Disabilities (SWD) and Socioeconomically Disadvantaged pupils (FRMP) will be provided designated and specialized instruction

Actions:
- EL Individualized Support & Instruction
- Foster Youth Support Services
- EL PD
- Social Emotional Support for Students with Disabilities (SWD)
- Foster Youth and Homeless Student Core Course Completion
- SWD Professional Development
- Math and English Intervention
- Science Course Completion

2 All Students will have access to a Broad Course of Study

Actions:
- Targeted Small Group Instruction
- Professional Development
- Benchmark Assessments and Interventions
- Broad Course of Study
- 21st Century Skills and Education Technology
- STEM-skills

Pupil Achievement and Engagement in order to expose students to college and career pathways **3**

Actions:
- CTE Program
- Dual Enrollment
- Postsecondary Awareness
- Postsecondary Events

4 **A safe and healthy learning environment and school climate through an increased emphasis on conducting meaningful Educational Partner Engagement opportunities**

- Parental Involvement and Educational Partner Engagement
- Social Emotional Learning
- Enrollment and Outreach

Comprehensive Support and Improvement

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

Schools Identified

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

Options for Youth 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 | 42.31

FallSpring Math Average

44.33

FallWinter Math Average
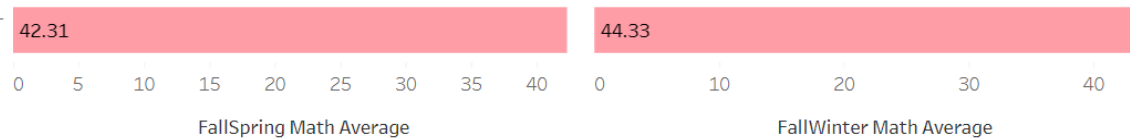
ELA- A majority of OFY-VV students are struggling with successfully meeting the standards of the SBAC at both a level 3 and level 4. OFY-VV had 26.32% of all students meet or exceed ELA SBAC standards (33.68% nearly met, 40% not met, 22.46% met, and 3.86% exceeded).

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

51.36

0 10 20 30 40 50
FallSpring Reading Average

47.18

0 10 20 30 40
FallWinter Reading Average
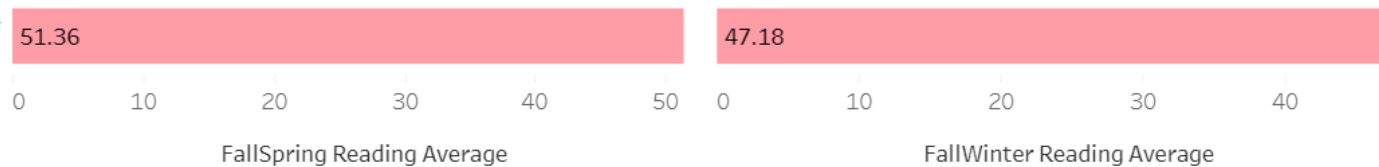
Graduation Rate- OFY-VV 1-year graduation rate is 84.6% for all students, 87.5% for ELL students, 83.4% for FRMP students, and 83.9% for SPED students. Students graduating who completed A-G requirements were 42.86% for all students, 50% for ELL students, 35.48% for FRMP students, and 50% for SPED students.

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)	• 50% (A-G 12th completed/A-G 12th participated) • 8.22% (A-G 12th Completed/ All 12th graders)	• 42.86% (A-G 12th completed/A-G 12th participated) • 9.87% (A-G 12th Completed/ All 12th graders)	• 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.

Engaging Educational Partners

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

Options For Youth Victorville's Approach to Educational Partner Engagement.

OFY-VV's philosophical approach looks at the needs of all diverse educational partners, so that the decisions are made through the diverse lenses of multiple perspectives. OFY-VV aims to be both inclusive and equitable so that all educational partners have the opportunity to engage in and have success with our program. Educational Partner engagement provides the Charter with invaluable feedback to reflect on our current practices and adjust them to meet the needs of all educational partners throughout the 2022-2023 school year; some of the topics covered include English Learner needs and learning outcomes by looking at data and providing feedback on how to improve our Bilingual Scholars Program. During these meetings, participants were provided with updates on progress toward LCAP and Comprehensive Support and Improvement (CSI) goals, and were able to provide feedback on what they wanted to see in future LCAP and CSI plans. Parents were

also encouraged to provide ideas on ways to further engage the educational partners in our school community in the upcoming school year 23/24 to help increase parent participation in DELAC and other school events.

The LEA consulted with its educational partners listed below on the stated dates to review and plan the LCAP/Annual Review and Analysis development 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 provided a list of engagement sessions and events that were held throughout the 2022-23 academic year.

Governing School Board Meetings: The Governing Board meets regularly to discuss charter goals, monitor progress, review LCAP and SPSA goals, and discusses the direction of the LEA. They met on: 9/23/22, 10/9/2022, 1/27/2023, 3/20/2023, 5/26/2023, and 6/16/2023.

Principals Meetings: The network of Charter Schools meets with all the principals bi-weekly to discuss upcoming school policies and procedures. In addition, Principals collaborate on best practices and how to continue to move the school forward with their charter goals.

Dates:7-20-23, 7-27-23, 8-10-23, 8-31-23, 9-14-23, 10-12-23, 11-9-23, 11-16-23, 12-4-23, 1-18-24, 1-25-24, 2-15-24, 2-22-24, 3-22-24, 4-12-24, 4-19-24, 5-10-24, 5-17-24

Teacher/Staff Meetings/In-Services:09/09/22 "student voice" staff meeting, **10/07/22** PLC on depth of knowledge, **11/04/22** AB130 staff meeting, **02/10/23** PLC on performance task writing, **02/10/23** PLC on the role of an instructional coach, **04/14/23** PLC on CAASPP and Renaissance data and action plan, **02/10/23** IS PLC on synchronous attendance and codes, **10/07/22** best practices in SPED orientation and progress reviews, **10/07/22** truancy policies and MIA procedures, DELAC meeting **1/25/23**, **10/06/22** DELAC meeting

Student- Achievement Chats: Achievement Chats are held every semester to review academic progress and plan for the upcoming semester. This year they were held in December 2022   and May 2023 they were offered virtually and in person, with parents, students, and staff.

School Improvement Feedback Surveys: Surveys are given in the fall and Spring Semesters to provide an opportunity for all educational partners to help develop our LCAP for the upcoming school year.

School Climate Survey: The Comprehensive School Climate Inventory survey is administered every other year through the National Climate Center. The survey was administered to OFY Victor Valley educational partners in January 2023.

The SELPA Consultation: Our Lead Special Education Specialist (SES) is part of our LCAP planning team. The Lead SES conducts monthly meetings with our Special Education Specialists to review our current charter goals, to analyze student data, and to determine what our students with disabilities need. The Lead SES attends monthly SELPA meetings and shares what is learned with the SES teachers and Leadership Team. The charter met with our SELPA on February 27, 2023 to consult on our SWD goals, metrics and actions and provide a mid-year update and some areas of concern were how to better support mental health needs and attendance for our SWD.

On **May 31, 2023,** the charter met with the SELPA for a final consultation of the 23/24 SPSA/LCAP and provided the following feedback: Desert/Mountain SELPA was very supportive of our goals and agreed with our analysis of the data. During the meeting, the SELPA asked a couple of questions about the current dropout rate compared to the previous school year. They asked what measures we are taking to improve our 2021-2022 performance rates in ELA and math for CAASPP. They also provided suggestions for PD that are available for our SES's and Leadership and will include us in any PD they have or any they are made aware of.

School Site Council (SSC)/ Parent Advisory Meetings: Meetings are held monthly in the Fall and Spring where our SPSA and LCAP plans are discussed and monitored. SSC/PAC Members look at data and discuss new ideas on how to improve our focus areas. The SSC/PAC met on June 5, 2023 to discuss and provide feedback on the 2023-2024 LCAP. The SSC did not provide any comments or feedback but agreed with the proposed actions and metrics based on their continued monitoring of SPSA/ LCAP goals throughout the school year and their knowledge of the Comprehensive Needs Assessment SSC meeting that were conducted on the following dates:

October 28, 2022; November 16,2022; December 8, 2022; January 12, 2023; April 13,2023, May 31,2023, June 5, 2023.

DELAC Meetings:

OFY-VV's District English Learner Advisory Committee meets quarterly throughout the school year and is made up of parents/guardians and staff with the intention to provide guidance and advice to principal and staff with regard to the needs of students who are learning English as a second language. The school has presented LCAP goals and actions specifically for EL students during meetings and presented the 23-24 LCAP update during the DELAC meeting on **May 31, 2023**. During the meeting, students, parents, and staff were welcomed to ask questions or make comments during the review of OFY-Victor Valley's updates. The parents in attendance did not have any questions or feedback to provide after the school presented each goal's actions, allocations, and metrics and how they address the identified needs for English learners.

Comprehensive needs assessment (CNA): The comprehensive needs assessment (CNA) completed in spring 2023 included a variety of educational partners to analyze the areas of strengths and weaknesses in our Charter. The educational partners that were involved in the overall process include: Principals, Assistant Principals, Teachers, SGI Teachers. Math Intervention Specialist, English Learner Specialist,

instructional support staff, Coaches, and our DELAC committee. Data was collected for specific areas for our program: Math, English, College and Career, Graduation, Special Populations, and Middle School. Small committees were created to perform a data analysis to find the root cause of the strength or weakness in the area. Once the root cause was identified, the leadership team developed Goals and Actions to move our program forward and continue to close the opportunity gap for our students.

Board of Directors

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 June 25, 2023 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 June 30, 2023

The LEA adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52060(b)(2) or 52068(b)(2)- Board Meeting was held on June 30, 2023 and the Board voted to Adopt the 2021-2024 LCAP.

A summary of the feedback provided by specific educational partners.
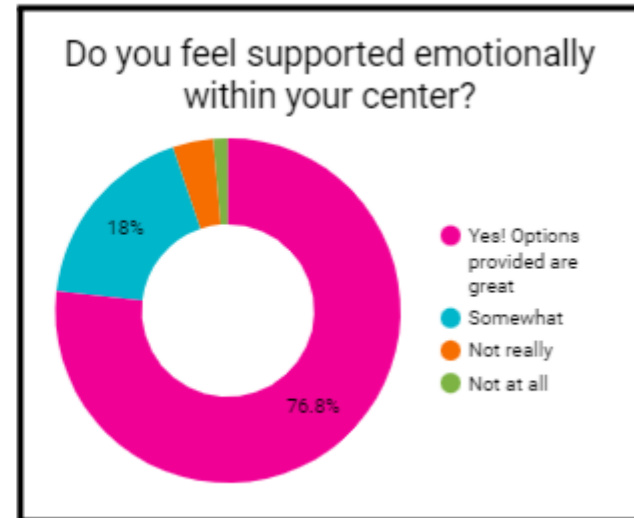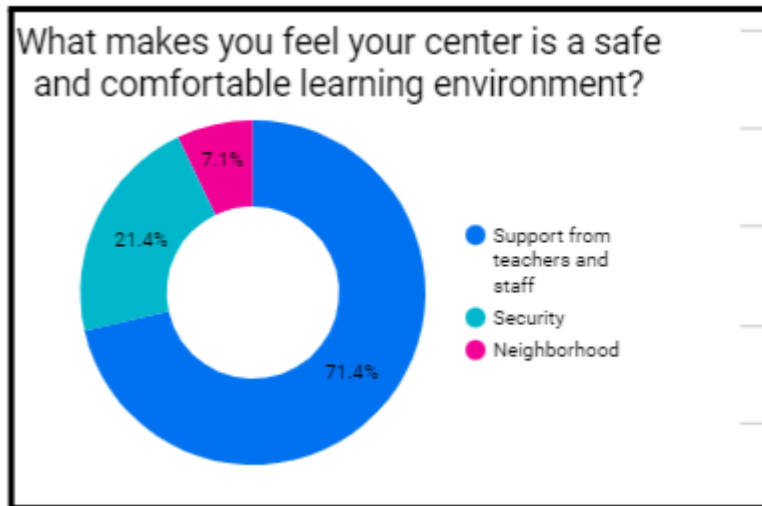
After administering the LCAP survey and across several educational partner meetings such as DELAC, ELAC, SSC/PAC there were several trends identified based on the feedback received from community members. Below is a summary of the School Climate Survey from Spring of 2023. Below you will find the most relevant trends and findings which helped the charter determine what in our 2021-24 LCAP should remain and focus areas for the 23-24 school year.

OFY Victorville
**Parents School Climate Survey Analysis 2023**

Dimension	2017 Rating	2019 Rating	2023 Rating	3 Year Median	Rationale, key reasons for change.
Physical Surroundings ▼	4	4.33	4	4	
Respect for Diversity ▼	4.17	4.67	4.08	4.17	
Social Support/Adults ▼	4.14	4.43	4.14	4.14	
Support For Learning ▼	4.13	4.5	4.13	4.13	
Sense of Physical Safety ▼	4	4.5	4	4	
Safety Rules and Norms ▼	4.2	4.6	4.2	4.2	
School Connectedness/Engagement ▼	4.14	4.57	4.14	4.14	
Sense of Social-Emotional Security ▼	3.83	4.17	3.73	3.83	
Social Support/Students ▼	4	4.2	3.8	4	
Social and Civic Learning ▼	4	4.1	3.89	4	
Social Media ▼	3.83	4	3.67	3.83	
Social Inclusion ▼				4	4

The data above from the school climate indicates a strong and consistent trend for student safety both physically and emotionally. In addition, there is a strong emphasis and reinforcement for respect for diversity and school norms. The data indicated consistency as evidenced from the scores of 4 or approximately 4 across dimensions.

What makes you feel your center is a safe and comfortable learning environment?
- 7.1%
- 21.4%
- 71.4%
- Support from teachers and staff
- Security
- Neighborhood

Do you feel supported emotionally within your center?
- 18%
- 76.8%
- Yes! Options provided are great
- Somewhat
- Not really
- Not at all

The data from the victor valley spring school improvement survey indicates that students feel physically safe and supported by teachers at their school sites. According to the data collected, 71.4% of students feel support from teachers and staff. Additionally, students feel security is an additional layer of safety. OFY-VV students also feel emotionally safe as indicated by the data which shows that 76.8% of students feel emotionally safe within the centers. Together, the data indicates that students feel a majority both physically and emotionally safe. The positive and supportive culture is what enables students to learn and get involved at the school. The data supports the OFY philosophy that "students learn from those that they love."
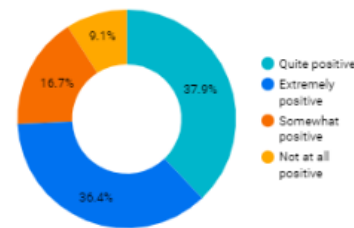

Are school leaders effective at developing policies that promote student learning?
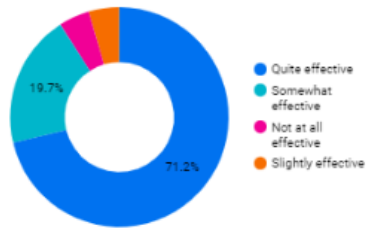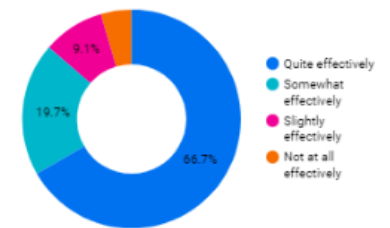
Do school leaders set a positive tone for the culture of the charter?
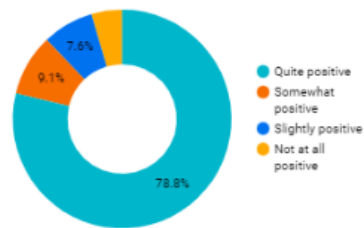
How positive is the working environment at your center?

Do school leaders effectively communicate important information?

The school improvement survey indicates that most staff see the leadership staff in a positive manner. According to the data school leaders set a positive tone and help create a positive learning environment. In addition, the efforts of the school leaders are also noticed in a positive light as most believe leadership is effectively developing policies to promote student learning and most staff believe leaders are also doing a great job of communicating. All of these efforts contribute to an overall positive culture within the OFY-VV charter.

Students

The charter is aiming to create more clubs and opportunities for social-emotional development both in the classrooms and field-trip opportunities

54% of OFY students feel that activities such as sports, clubs, and social-emotional activities are sufficient.

57% of the students feel extremely or quite connected to the adults of their school

87% of school staff feel that they go out of their way to create a safe and comfortable learning environment for their students.

Parents

CTE options will increase from 2 pathways to 4 pathways by next school year

Parents will be informed of their students' renaissance results and be offered more interventions and support to guide their students to the next level.

80% of students tell their parents that they feel very safe at school

65% of parents feel that their school offers enough intervention opportunities such as tutoring

57% of parents feel that OFY offers enough college prep courses

51% of parents are satisfied with the options provided for CTE programs

43% of parents feel they have felt included in the school development process

39% of parents feel that school activities offered such as sports, clubs, and social-emotional activities are sufficient

Staff

Through increased PLC's and all staff meetings, the charter school is looking to increase collaboration and therefore improve the working environment.

60% of teachers feel adequately prepared to teach the courses they are currently assigned

90% of staff are confident that OFY-VV will meet the 3-year LCAP goals

73% of staff feel that their PD opportunities have been relevant

82% of staff feel the working environment is positive

50% of the staff feel the charter's school improvement goals. Metrics and actions help to close the achievement gap among socioeconomically disadvantaged students, EL students, and foster youth.

Overall

The charter understands there is an appreciation for added support such as tutoring, cafe nights, night school and one on one sessions. There is 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. Charter understands there is a direct correlation between PD and growing leadership skill sets and will ultimately look for opportunities to build the leadership bench and enhance the level of development for all staff at every level.

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 2023-24 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. Parents and students wanted more CTE offerings to help students gain the needed skills to obtain skilled employment after graduation. LCAP Goal 4 - Action one will allow us to add 2 more Pathways to the 23/224 school years CTE offerings for a total of 4 pathways.

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. Educational Partners provided positive feedback for metrics used and are in support of continuing with the identified metrics based on charter needs and state requirements for the 2023-24 academic year.

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. Priorities: 2, 4, 7

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 66 % of students with disabilities demonstrated Lexile growth from the first to the second administration, 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. Our Foster / homeless students had a 36 % graduation rate compared to the 52.9 % overall graduation rate ⅘ year grad 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) 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 ELL 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 (84% 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	84.62% reclassification rate	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.	67.39% of Students with Disabilities (SWD) has improved Lexile measures from the first to the second Renaissance Star administration as it aligns to their IEP goals respectively.	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.	34.76% of Students with Disabilities (SWD) completed extracurricular activities to support their transition goals.	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%	Foster Youth graduation rate was 66.67% as of May 2023	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	Core course completion for our Low-Income students: English: 5.68 units Math: 6.05 units Science: 6.56 units Social Science: 5.86 units	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	61.02% of EL students demonstrated Lexile growth, measured through at least two Ren Star Reading benchmark	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	Core course completion for our Foster youth (FY) and homeless students: FY English: 3.43 units Math: 5.89 units Science: 4.7 units Social Science: 5.73 units Homeless English: 3.77 units Math: 4.19 units Science: 4.69 units Social Science: 6.18 units	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	Fall 2022 CA Dashboard data: 35.7% making progress towards English language proficiency	Not applicable	56% of EL students will maintain or 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.	$50,000.00	Y
Action #2	EL Individualized Support & Instruction	The LEA will provide individualized support for EL students through English Language Specialists. Additionally, EL students have access to the Bilingual Scholars Program, designated ELD curriculum (iLit and ERWC), and support in the development of Academic Learning Plans twice a year.	$350,000.00	Y
Action #3	Foster Youth Support Services	Post-Secondary Counselors will meet with Foster youth students each semester to review academic progress, workforce opportunities, post-secondary plans, and monitor their progress in a social emotional development course and/or activity.	$200,000.00	Y
Action #4	EL PD	Staff will attend training 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	Y
Action #5	Social Emotional Support for Students with Disabilities (SWD)	Additional resources and support will be provided to Students with Disabilities (SWD) to help meet their social emotional needs and their transition goals. This will include additional opportunities and staff to support them in this goal.	$150,000.00	N
Action #6	Foster Youth and Homeless Student Core Course Completion	The LEA will provide additional staffing to support Foster Youth and Homeless students in completing core academic course work.	$85,000.00	Y
Action #7	SWD Professional Development	Annual Professional Development will be provided to Special Education Specialists to keep them up-to-date on current policies and practices.	$95,000.00	N

Action #	Title	Description	Total Funds	Contributing
Action #8	Math and English Intervention	Unduplicated students performing below grade level will be assigned an intervention	$150,000.00	Y
Action #9	Science Course Completion	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.	$35,000.00	Y
Action #10	English tutors (Title I)	English Tutors (3) will provide English and other core class tutoring to all students and will focus on students who are behind in credits and or below grade level. Their goals will be to help increase core course completion and graduation rate.	$100,00.00	N
Action #11	PD for Leadership and Instructional Staff (Title II)	Professional Development for Leadership & Instructional Staff - OFY-VV will provide additional Professional Development which will include workshops, trainings, and conferences that will strengthen the quality and effectiveness of school leadership, as well as, instructional staff. The purpose of this action is to enhance/improve academic achievement by focusing on increasing the quality and quantity of school leadership and instructional staff.	$36,553.00	N
Action #12	Targeted 1:1 Math Support (LREBG)	Students who are below grade level as defined by RenSTAR assessments will be provided with 1:1 Math support to engage in learning recovery by qualified math tutors or math intervention specialists.	$200,00.00	N
Action #13	Targeted Student Support and Learning Recovery (LREBG)	Students who are credit deficient or below grade level as defined by RenStar assessments will be provided with targeted opportunities and resources to engage in learning recovery by qualified school personnel.	$350,000.00	N

Goal Analysis for 2022-2023

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: Within the outlined actions, no substantive differences were identified - all actions were fully implemented as intended and identified through the LCAP. With the successful implementation of the outlined actions, OFY-VV has continued to improve student opportunities for SWD, EL, and Foster Youth students. **Students with Disabilities** received support with transition goals based on student preferences, and were given a career/interest assessment with a follow-up interview - they were also connected with a Post-Secondary Counselor and/or a Career Pathways Coordinator (CPC) to discuss future plans. Social and Emotional support was provided by the School Psychologist or a clinician as needed depending on the severity. The SWD team met throughout the year for professional development and through professional learning communities to address a range from Alternative Dispute Resolution (ADR), best practices for Dually Identified Students, CAASPP, Comprehensive High Quality IEPs and Goalbook. **English Language Learners** received tutoring onsite from Math and English tutors, EL Specialists, and EL Coach which enhanced reclassification goals. One improvement within the outlined actions was the implementation of EL Specialist available at each site to provide additional academic support to all ELL Students, which has improved the opportunity for students to have access to iLit and Exact Path. **Foster Youth** students have been provided with the opportunity to meet regularly with Post-Secondary Counselors as well as Career Pathway Coordinators for academic support and planning. Foster Youth students were provided with additional academic support from support staff that led to an improvement in core academic course completion. Students engaged in real world experiences that focused on science through career exploration on field trips, by utilizing the Amgen biotechnology within direct instruction, and engaging in the Engineering Design Challenge. **SWD** 67.39% of Students with Disabilities (SWD) has improved Lexile measures from the first to the second Renaissance Star administration as it aligns to their IEP goals respectively.

Challenges: Our core course completion rates for our FMRP students has decreased from 21/22 school year. As well as our foster your grad rate, which may be due to specific circumstances for those students and we saw a slight decrease in our EL Lexile growth over last year. We had a difficult time finding an EL teacher for one of our school sites and we only hired a new one at the end of this school year.

To address the challenge, the LEA has found an EL Teacher for the site that did not have one, we also have the addition of our EL tutors at each school site. English and math proficiency for SWD is an identified area of growth. Graduation rates for Foster Youth and Homeless students are currently below desired outcomes; however, this rate may increase as students reach the end of the academic school year.

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

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

Challenges: The English Tutor position was a new position within the LEA and there were challenges recruiting the right candidate. However, by the end of the first quarter, the LEA was able to fulfill the position and English Tutors were able to fully engage with students and support them in their academic success.

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

Material Differences LCAP: The LEA has no material differences between Budgeted Expenditures and Estimated Actual Expenditures to report as all actions were implemented as intended.

Material Differences SPSA (Title): There are no material differences in our SPSA.

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

The overall effectiveness shows in the data below for LCAP:

Based on the LEA's current data and monitoring progress, the outlined actions for English Language Learners in Goal 1 showed growth with reclassification rates. Reclassification rates increased to 85.71%, showing a growth of 20.98%. SWD showed an increased rate in Lexile growth going from 58.65% to 67.39%. SWD continued to show improvement and receive individualized support from the Special Education Specialist, paraprofessionals, IS teacher, and direct instruction teachers, to help improve academic achievement and meet their IEP goals. SWD have also shown a gain of 6.7% for student participation in extracurricular activities. Foster Youth actions showed effectiveness aligned to OFY-VV outlined actions through core course completion rates improving in Math, English, and Social Studies; more specifically there was a gain of 0.26 units in English, 0.73 units in Math, and 1.23 units in Social Studies.

Foster Youth and Homeless graduation rates did not show the gain the LEA had hoped for, and as a result the LEA will continue to provide support for Foster and Homeless students to focus on core course completion and scheduled meetings with post-secondary counselors to maintain academic progress and setting goals. EL Lexile growth showed a decrease of 12%, however academic programs designed for EL students, such as Exact Path and iLit, are being reinforced to provide students with the proper intervention to meet their goals and show improvement.

Title 1- LCAP goal 1 Action 10 specifically targets the improvement of English Language Arts skills, making it a central area of focus for our SPSA/CSI. To address the issue of learning loss among students, we have employed Title 1 English Tutors. These tutors are dedicated to

providing targeted interventions to students, aiming to mitigate the effects of learning loss and create a positive impact on student progression. The English Tutors are making an impact on our EL, SWD, H/FY and FMRP students. Students have been working with the English Tutors and making progress on completing core units. Although we are not seeing the growth we expected, this program was recently implemented; therefore, we anticipate an increase in academic success among our students over time.

Title II- The LEA allocated Title II Funds towards the improvement and growth of their administrative staff by providing various opportunities for professional development. The purpose of these funds is to equip instructional and administrative staff with the necessary skills and strategies to support students in meeting challenging State academic standards. OFY-VV will continue to utilize Title II Funds to provide additional support and professional development opportunities to strengthen the quality and effectiveness of school leaders and instructional staff as it has made a positive impact on school culture and student-engagement.

PROPEL OPERATIONS

Services Directly Impact:
English Learners (EL)
Foster Youth
Low-Income Students (FRMP)
Students with Disabilities (SWD)
Homeless Youth

Demonstrates Effectiveness by:
Increasing student progression from 72.26% in 21-22 to 82.22% as of March 2023

Contributes to our charter's academic success by:
Analyzing and monitoring monthly data with the school leadership team in each of the charters (APs, APIOs and principals). Data Dives occur at the principal meetings, one-on-ones with the regions and funnels to the teachers via achievement chat/center meetings and in-services. The purpose is to review each of the schools metrics, action items and areas of growth so that support can happen immediately. One way this happens is by developing a new plan of action to counter the low numbers for each of the metrics in the school improvement dashboards.

They review our LCAP goals regularly, meeting with teams to create benchmarks and plans for the month, then review the outcomes. We use each charter's data to inform decisions about whether they continue with plans that demonstrate success or to make adjustments as needed.

Supports our LCAP in:

Goal 2: Actions 2 & 3 - Metrics 1-8   Goal 2: Action 4

SKYROCKET
CURRICULUM SUPPORT & DEVELOPMENT

Services directly impact:
English Learners (EL)
Foster Youth
Low-Income Students (FRMP)
Students with Disabilities (SWD)
Homeless Youth

Demonstrates Effectiveness by:
Increasing the % of students earning 5 or more units per month from 27.27% in 21-22 to 37.57% as of March 2023

Contributes to charter academic success by:
Creating online and physical curriculum (Edmentum and Student Activity Workbooks), facilitating curriculum trainings and PDs, providing online resource support; direct customer relations support; and supporting with intervention software programs such as Achieve 3000, Exact Path, and Renaissance Star.

All curriculum targets core coursework and electives that aim to progress students through grade level coursework and toward graduation. The curriculum often includes assignments, activities, and assessments that are rooted in SDAIE practices and have built in EL supports. The trainings, PDs, and resources support teacher best practices and instructional growth. The intervention programs that Curriculum oversees and facilitates access to has helped to show many facets of student growth.

Supports our LCAP plan in:

Goal 1: Action 2   Goal 2: Actions 3-4

SKYROCKET
DIVERSE LEARNERS - SPED

Services Directly Impact:
English Learners (EL)
Foster Youth
Low-Income Students (FRMP)
Students with Disabilities (SWD)
Homeless Youth

Demonstrates Effectiveness By:
Increasing their participation of SWD in social-emotional learning activities from a baseline of 15.79% to 37.04% as of February 2023

Supports our LCAP plan in:

Goal 1: Actions 5 & 7
Metrics 2 & 3

Contributes to Our Charter's Academic Success by:
Ensuring the provision of free and appropriate public education in the least restrictive environment for all subgroups by providing research and data analysis to better support these subgroups.

The services the Diverse Learners team provide contribute to increased collaboration among special education, English language learners staff, general education, and other service providers. They work closely with our SELPAs to stay abrest of current and new legislation as it effects our at-promise youth.

They also provide professional development opportunities to special education leadership and administration, provide information on external professional development, student achievement data analysis and monitoring, policy, procedure development, and best practices implementation.

SKYROCKET
ENGLISH LANGUAGE DEVELOPMENT

Services Directly Impact:
English Learners (EL)

Demonstrates Effectiveness by:
Increasing EL reclassification from a baseline of 16.67% to 84.62% as of February 2023

Supports our LCAP in:

Goal 1: Actions 1, 2, & 4
Metrics 1, 6, 8

Contributes to Charter Academic Success by:
Providing guidance and support for building a school-wide comprehensive ELD program. This includes outlining ELD program requirements established by the state and ESSA such as staffing, program entry and exit criteria, performance monitoring, instruction, intervention, and parent engagement. Their services also include research, recommendations, planning, and training staff to implement ELD curriculum for all language levels, including newcomer students, the IS desk, SGI classroom, and online. Staff receive support in using second language acquisition strategies effectively and in reviewing performance reports to trace student/class progress along with areas of growth.

They also assist with documentation and aligning the school's policies to address all state and Department of Education elements, including enrollment, academic accessibility, program options, assessment, translated materials, and parent communication. Due to the wide range of needs involved in engaging English learners and their families, they offer ongoing professional development including SIOP Training, Diverse Learners and Family Engagement workshops, ELD Roadmap planning and review, and Reclassification training.

It takes time to develop the infrastructure and capacity to support English language learners. The English Language Development team helps leaders define and shift priorities as the needs of students change.

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 and the decreased number of EL students' Lexile growth, we would like to better monitor participation in Achieve 3000 as this program is being underutilized. This program supports EL students with their goals of reclassification. Achieve 3000 provides students with designated support to raise their Lexile level through adaptive reading and writing assessments.

SPSA planned goals, action, and metrics

Based on the feedback from our educational partner and our comprehensive needs assessment, the school did not make any changes to the planned goal, metrics, desired outcomes, or actions for the coming school year for our SPSA.

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.

Goals and Actions

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 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. Priorities: 2, 7, 8

An explanation of why the LEA has developed this goal.

The LEA's achievement data and internal benchmark assessment scores (Star Ren) demonstrates the importance for the LEA to provide a standards-aligned, rigorous curriculum that is taught by highly qualified and fully credentialed staff. The Comprehensive Needs Assessment shows a need to focus on English, math, social science and science as core course completion decreased for students in these core areas over the 21/22 school year. 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 Student Lexile growth showed an increase in 2022-23 with an average +6.99L growth per month for an overall average of 55.95L, 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 and average of 44.03 SGP, so more work needs to be done here to move more students into a proficient level on the SBAC for Math. Educational partner feedback indicated that our families fell OFY-VV is a good match for their child's academic, social and developmental needs. To address these identified needs, the student achievement metrics were developed as well as appropriate actions to ensure students are receiving quality instruction and support and staff are receiving professional development to provide quality instruction to students. Students are receiving the support they need to address the whole student.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The Charter aims to demonstrate student Math growth on the Math SBAC performance indicator	42.95 SGP	Students who took at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported had an average SGP of 45.05	Students who took at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported had an average SGP of 44.30	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.
The charter aims to maintain or improve its SBAC ELA academic performance as indicated by past internal benchmark assessments.	47.64%	58.43% of students who took at least two Ren Star Reading assessments experienced Lexile growth	60.57% of students who took at least two Ren Star Reading assessments experienced Lexile growth	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	Student Lexile growth showed a increase in 2022-23 with an average +6.99L growth per month for an overall average of 55.95L	Not applicable	The Charter aims to maintain student Lexile growth at or above 42L by the end of the 2023-24 year

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 to facilitate student progression to graduation	Math - 5 units English- 5 units Science- 5 units Social Science- 4 units	2021-22 Core Course Completion rates: ELA: 5.20units Math: 5.52units Science: 5.83 units Social Stds: 6.06 units	2022-23 Core Course Completion rates: ELA: 5.28units Math: 5.60 units Science: 6.28units Social Studies: 5.68 units	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	$1,000,000.00	Y
Action #2	Professional Development	Teachers will be offered professional development opportunities to better equip them to provide individualized, standards aligned instruction	$30,000.00	Y
Action #3	Benchmark Assessments and Interventions	Charter aims to increase overall Lexile growth, through specialized instruction and interventions which include RenSTAR, Achieve 3000, Math Intervention Specialist, and Tutoring. (math intervention program)	$110,00.00	Y
Action #4	Broad Course of Study	All Students will have access to academic resources that help aid in their mastery in a broad course of study that is CCSS, NGSS, and CCR aligned in the following subjects: English, Science, Mathematics, and Career Technical Education. Digital Edmentum curriculum.	$25,000.00	Y

Action #	Title	Description	Total Funds	Contributing
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)	$400,000.00	Y
Action #6	STEM-skills	The LEA will purchase materials, provide PD opportunities and curriculum to support new STEM opportunities for students.	$30,000.00	Y

Goal Analysis for 2022-2023

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

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

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

The planned actions for this goal were effective during the 2022-23 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 took Ren Star administration in person this year, which may have contributed to our growth in the reading Lexile scores. Another contributing factor may have been that we have continued with the intervention program 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 had an increase in core course completion. Students were also enrolled in Small group instruction classes for English, math and Science. These were offered in person and had excellent completion rates and attendance. 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's effects on the student's social emotional wellbeing. We were able to send students on experiential science field trips and these trips were full and student, parent and teacher feedback was positive. We continue to invest in technology to ensure our students and teachers have the latest

software and hardware to enhance learning. Teachers are offered PD to help them implement technology with their students. We continue to supply students with Chromebook and Hot Spot to ensure all students have access to our curriculum resources regardless of their personal economic circumstances.

Challenges: OFY-Victor Valley experienced a staff storage throughout the year which made it difficult to cover teachers when they were out sick or had to stay home to self-Isolate. Students are still also struggling to come in to all of their appointments and complete work. Staffing small group instruction classes was a challenge this year. We were able to fill our rosters for classes at most sites, it has been a struggle to have students attend all the class meetings and some have had transportation problems as gas money is an issue for some students. We have also had to reduce the number of class offerings due to student enrollment not being at a level high enough to hire more Direct Instruction teachers. While we offer many different academic resources for students, getting students to engage with those resources continues to be a challenge for some students. Many students are still struggling with social anxiety due to the effect of the pandemic. With all professional development, it is hard to reach the needs and or expectations of every staff member with every professional development. In order to gauge the desires of the staff, local leadership surveyed the instructional staff on what kinds of PD they would like to see and did its best to meet those needs.

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.

Material Differences LCAP The LEA overestimated the cost of the budgeted expenditure for goal 2 action for 21st century skills. The school anticipated the cost of providing 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, Alltech support services, Sign Now, Kami, Google Suites, Ed Puzzle) to be higher. As of April 2023, the LEA had $82,495.13 remaining for this action.

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

The overall effectiveness shows in the data below for LCAP:

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.

SKYROCKET PROFESSIONAL DEVELOPMENT

Services Directly Impact:
English Learners (EL)
Foster Youth
Low-Income Students (FRMP)
Students with Disabilities (SWD)
Homeless Youth

Demonstrates Effectiveness by:
Hosting 72 different professional developement sessions attended by our staff last school year and 31 so far this year (as of March)

Contributes to Our Charter's Academic Success by:

Providing custom charter-based professional development workshops and materials including: Equity Summit, CNA Data Dives, Conference in a Day, and the Reengagement series.

Their Equity Summit is designed for teachers and leadership, with a general topic of making access for students more equitable. Strands for the 2022 Equity Summit included "Amplifying Voices," "Building Community Partnerships," "Academic Engagement for All Learners," and "Healing Through Social Emotional Learning." Their CNA Data dives are designed to engage the charter/region in data analysis practices that result in targeting specific areas of growth that can be made into a region-wide initiative. The reengagement series was designed to help teachers reengage their students emotionally, academically, and socially post-pandemic.

Supports Our LCAP in:

Goal 2: Action 2 - Metrics 1-4

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.

LCAP planned goals, actions, and metrics

Based on what our educational partners indicated we have decided to maintain all of our actions in the hope of maintaining our progress in some areas as well as increasing our core course completion 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.

Goals and Actions

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. Priorities: 4, 5

An explanation of why the LEA has developed this goal.

Internal data for the 2022/23 school year continues to show that 46.78% % of students are on an A-G planning guide, 54.35 % or EL, 33.55% of SPED students and 46.35% of FRMP, and 43% of homeless students were on the A- G planning guide and less than 6% of students overall completed a dual enrollment college class. 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 for our charter. 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 has developed and implemented CTE pathways for students who wish to explore these options. We offered 2 pathways this school year and will add an additional 2 more for the 23/24 school year. We will offer Nursing, Technology, Veterinary and Art pathways in the 23/24 school year. 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 continue to 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Taking into consideration the impacts of COVID-19, the charter aims to maintain its graduation rate.	76.20%	Based on State Released data in January 2022, the Charters 1-year graduation rate average is 71.70% and 3-year average is at 73.5%	Fall 2022 CA Dashboard 2021-22 4 / 5-year grad rate average= 52.9% graduation rate. 2021-22 DASS 1-year Graduation rate: 83.94% There was a change in the way the state reports graduation rates for DASS schools moving from a 1-year grad rate to a 4 / 5-year cohort grad rate. This has impacted the charter in its CSI Identification for the 2023-24 academic year.	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	48.36% of students are on the A-G planning guide	Not applicable	47.25 % of students will be on the A-G planning guide.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Preparedness through increase in Dual Enrollment	1% (19) students completed a dual enrollment class during the 2019/20 school year.	6.2%of eligible students completed a dual enrollment class	2 % of eligible students completed a dual enrollment class	Not applicable	3% of eligible students will complete a dual enrollment class by the end of the 2023-24 academic school year
College/Career Preparedness	Prepared: 7.4%, Approaching Prepared: 25.4%, Not Prepared: 67.2%	Not Applicable - State Data aligned to this outcome is unavailable	N/A - Data is currently unavailable. The State did not release CCI performance indicator data in the Fall 2022 dashboard	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.	$75,000.00	Y
Action #2	Dual Enrollment	The Charter will work toward the development/implementation of a Dual Enrollment Program.	$50,000.00	Y

Action #	Title	Description	Total Funds	Contributing
Action #3	Postsecondary Awareness	All seniors will meet with their credentialed teacher, Post-Secondary Counselor for strategic planning and goal setting based on Common Core state standards, career aspirations, GPA, assessment data, and performance standards.	$1,000,000.00	Y
Action #4	Postsecondary Events	The LEA will host/develop the following events: College & Career Fair, Senior Social, College Trips, Graduation, College Signing Day, FAFSA Nights, A-G night, Senior Information night, and senior early transition. These events may be held virtually if we need to due to the COVID-19 pandemic.	$100,000.00	Y
Action #5	Career Pathways Coordinators (3) (Title I)	Career Pathways Coordinator will support student's post-secondary goals and assist with the college and career planning, resumes, job search and CTE pathways.	$200,000.00	N

Goal Analysis for 2022-2023

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 fully implemented as intended and identified within the LCAP.

Successes: Our teachers, tutors, counselors, and career pathways coordinator are very accessible to students. This allows our post-secondary counselors to meet one on one with every senior to make sure they are on track for graduation. While we did experience a growth in our 1-year grad rate this year it was 83.94%. We were able to host FAFSA nights to help parents and students navigate the college financial aid paperwork. Students had opportunities to participate in college and career activities at the school site through events like a 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. We had a very successful job fair with many local businesses that offered job opportunities and internships for some of our students. We were able to offer 2 CTE career pathways this year and had excellent student participation. We offered a computer technology pathway and a nursing pathway.

Challenges: This year we struggled to have students enroll in dual enrollment classes. Students are still struggling to get back on track academically after the learning loss experienced due to covid distance learning. There are many students suffering with social emotional challenges and it has made it difficult to get students to enroll in college classes. We hope the social emotional support and academic support we have put in place for this past year and next year will help our students feel comfortable taking dual enrollment courses. While our 1-year grad rate increased our 4-5-year grade rate was 52.9%, which places us on CSI for the next school year. We are addressing this by continuing to offer academic support and focusing on core course completion will help us move closer to the expected 4-5-year graduation rate.

The actions outlined within goal 3 were fully implemented as intended and identified within the SPSA.

Successes: The LEA utilized Title I Funds to implement the Career Pathways Coordinator position to support homeless and foster youth students. This program played a vital role in increasing academic success by eliminating barriers homeless and foster youth students face on a daily basis. By providing independent living essentials, the program aims to ensure that students have the necessary resources to focus on their academic goals. The LEA has seen an increase in student engagement and well-being and has provided additional services to support students in their post-secondary success such as resume-building, internship opportunities and various job opportunities.

Challenges: Implementing Title Funded positions have been challenging in terms of identifying expectations, clarifying roles, as well as, determining the best support to ensure the success of these staff members as they assist our student population. The LEA's primary goal of these positions is to support students in their academic success; however, training and ongoing development of these positions have hindered the progress the LEA expected to make. Recruiting challenges have also been a major challenge but after some time, the LEA was able to hire qualified candidates.

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.

Material Differences LCAP

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 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.

Material Differences SPSA:

The LEA was able to fully implement the actions listed within goal 3 SPSA, therefore there are no material differences to report.

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

The overall effectiveness shows in the data below:

The actions outlined within goal 3 were proven to be very effective based on the LEA's current data and monitoring of progress. The LEA's one-year graduation rate rose from 71.7% to 83.94% but our ⅘ year rate was 52.9% Based on state released data in January 2023 on the 2021-22 on the California Dashboard. Students on the A-G planning guide went from 24.61% to 48.36 % which was a huge jump. Students participated in college tours and various other field trips and camps as well as, students participated in virtual Purple Easel sessions where they learned about painting on canvas and produced their own artwork. CTE program: The school offered Nursing and Computer Technology pathways during this school year. Nursing students met virtually with their CTE instructor throughout the whole school year in an accelerated program where they earned their CPR/AED and First Aid Credential, preparation for the NNAAP Certified Nursing Assistant Exam, and science or elective high school graduation credits. The Computer Technology Class met virtually and students earned certifications. . A new cohort of in person Nursing and Computer Technology students will begin next school year. We will also open up 2 new pathways one in Veterinary and one in Art. The CTE program contributes to many factors including college and career readiness and indicators as well as graduation rates and ultimately providing a starting point for students to have the knowledge, skills, and experience in a career after graduation to continue their goals and aspirations in the career.

SKYROCKET CAREER & TECHNICAL EDUCATION

Services Directly Impact:

English Learners (EL)

Foster Youth

Low-Income Students (FRMP)

Students with Disabilities (SWD)

Homeless Youth

Contributes to Our Charter's Academic Success by:

Targeting and supporting students overcoming barriers to entry into the workforce.

The listed sub-groups are targeted for special supports, including but not limited to: WIOA caseload participant, internships, job placement, dual enrollment, and CTE. This impacts the College and Career indicator, student retention, and WIOA compliance.

Supports our LCAP plan in:

Goal 3: Action 1

Metrics 1-4

Demonstrates Effectiveness by:

Increasing the % of students on A-G track from the baseline of 24.91% to 46.77% as of February 2023

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.

LCAP planned goals, actions, and metrics

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.

SPSA planned goals, action, and metrics: OFY Victor Valley made the decision to combine our LCAP and our SPSA/CSI Plan for the 2023-2024 school year, thus incorporating our Title Funds into our LCAP plan. As such, we have added action 5: Title I Career Pathways Coordinators which is Title I focused into goal 3.

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.

Goals and Actions

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. Priorities: 1, 3, 5, 6

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 along with the school needs to continue to promote opportunities for parental involvement, educational partner engagement, with an emphasis on social media safety, mental health and wellness. Through our 2022-23 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	0% Suspension rate	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%	64.49% Chronic Absenteeism rate which is a decline of 20.51%	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 School: 7.61%	2022-23 Dropout rates: Middle School: 1.43% High School: 6.6%		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	Missassignments : Teacher misassignment portion of the local indicator for Priority 1 in the Dashboard in the fall of 2023 will be pre populated by the state. Textbook Insufficiencies: 0% across all subjects Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 0 Number of Uniform Complaints: 0	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	Y

Action #	Title	Description	Total Funds	Contributing
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.	$250,000.00	Y
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	Y
Action #4	Parent and Family Engagement (Title I)	The LEA aims to increase Parent and Family Engagement by providing activities and programs; as well as, hosting a series of events centered on wellness. This was identified as a need based on survey feedback proved by the LEA. In addition, the LEA will also host family education events that go over topics such as fentanyl education, social media awareness, and cyberbullying. These events will provide homework support and cover subjects that cater to the specific interests and needs of our families. Lastly, the LEA's goal is to build a strong partnership with parents and families to promote a supportive environment that will benefit students and their academic success. The LEA aims to increase Parent and Family Engagement by providing activities and programs; as well as, hosting a series of events centered on wellness. This was identified as a need based on survey feedback proved by the LEA. In addition, the LEA will also host family education events that go over topics such as fentanyl education, social media awareness, and cyberbullying. These events will provide homework support and cover subjects that cater to the specific interests and needs of our families. Lastly, the LEA's goal is to build a strong partnership with parents and families to promote a supportive environment that will benefit students and their academic success.	$25,328.00	N

Action #	Title	Description	Total Funds	Contributing
Action #5	Homeless / Foster Support Services (Title I)	In order to provide effective support to our homeless and foster youth students, our goal is to close the achievement gap by implementing a program that will eliminate everyday barriers by providing independent living essentials such as shower passes, meals, clothing and hygiene products. Our school counseling team, as well as, our staff have been working towards enhancing the program by expanding our community partnerships to offer additional resources and academic support to our homeless and foster youth students.	$5,000.00	N

Goal Analysis for 2022-2023

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 2022-2023 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/Parent Advisory Council (Pac), (SSC), District English Learner Advisory Committee (DELAC), and our v Fall LCAP Night, Awards Nights, FAFSA Nights and Cafe Nights,. During the spring, we were able to offer more events for our educational partner like our celebrations for English Learner Celebration, Senior Signing, Sports Banquets, Spring LCAP Night, Awards nights, and Wellness Fair. OFY- VV offered sports opportunities with girls' and boys' soccer, boys' basketball, and girls volleyball, softball, cheer and flag football, along with E-Sports. 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. Students are also part of our SSC/PAC.

Challenges: Although we had a great year of educational partner engagement, the LEA would like to see all partners engaged in activities and events throughout the year that will foster a stronger connection between school and community. Recruiting parents to our SCC/PAC and DELAC were difficult, while we did get some parents involved we would like to develop more strategies to get parents more involved in the school. OFY-VV hopes to send more individual students on overnight trips in the coming year. There are many students who hope to go on multiple trips, and the school wants to prioritize putting as many students on the trips as possible.

The actions outlined within goal 4 were partially implemented as intended and identified within the SPSA.

Homeless/ Foster Support Services- In order to provide effective support to our homeless and foster youth students, our goal is to close the achievement gap by implementing a program that will eliminate everyday barriers by providing independent living essentials such as shower passes, meals, clothing and hygiene products. Our school counseling team, as well as, our staff have been working towards enhancing the program by expanding our community partnerships to offer additional resources and academic support to our homeless and foster youth students.

Parent and Family Engagement - Parent and Family Engagement - The LEA aims to increase Parent and Family Engagement by providing activities and programs; as well as, hosting a series of events centered around wellness. This was identified as a need based on survey feedback proved by the LEA. In addition, the LEA will also host family education events that go over topics such as fentanyl education, social media awareness, and cyberbullying. These events will provide homework support and cover subjects that cater to the specific interests and needs of our families. Lastly, the LEA's goal is to build a strong partnership with parents and families to promote a supportive environment that will benefit students and their academic success.

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

Material Differences LCAP

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

Material Differences SPSA:

The LEA faced challenges in organizing family education nights for the current school year due to space availability, as well as, limited community resources. The LEA is still committed to hosting family education nights and will move forward with this action in the upcoming school year.

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

The overall effectiveness shows in the data below:

The actions outlined within this goal were proven to be effective based on the LEA's current data, including maintained retention and a safe learning environment for all students. Dropout rates declined from the baseline rate of 8% to 6.6 % for High school and 1.43% for middle school students. Suspension rates stayed at   0% in the 22-23 school year. However, there is a continued need to encourage further engagement in the resources we are providing for our students and families.

Action 1: Parental Involvement and Educational Partner Engagement: The LEA did have parental involvement through SSC, DELAC, Fall LCAP Family nights. Based on the feedback during these meetings and events, the LEA recognizes there is a need for more opportunities for families to be involved at the school and receive consistent communication from the school about events, activities, student performance updates, and opportunities for their child to be more successful and connected to the school. The school also collected feedback through the School Climate Survey and LCAP Fall and Spring surveys which informed the school that there is a great sense of safety while at school, but a need to address social-emotional needs of students including social media safety.

Action 2: Social Emotional Learning: The school was able to return to providing the opportunity for students to participate in experiential learning trips to places like Washington DC, Black History and Culture tour, college tours, Colorado at the Rocky Mountain Pathways Ranch, Las Vegas for CSI activities, and Ireland. On these trips' students learned a variety of information including, but not limited to how to work with their peers, learn more about different cultures and perspectives, history, career exploration, and animal care.

Action 3: Enrollment and Outreach: The LEA continues to work on strengthening the intervention process and provides additional support to support students' needs in academic progress. This action contributed to the efforts made in having a 1.43 % middle school dropout rate and decreasing the high school dropout rate compared to the baseline of 8% to 6.6% this year.

Action 4: Parent and Family Engagement (Title I) Parent and Family Engagement - The LEA aims to increase Parent and Family Engagement by providing activities and programs; as well as, hosting a series of events centered on wellness. This was identified as a need based on survey feedback proved by the LEA. In addition, the LEA will also host family education events that go over topics such as fentanyl education, social media awareness, and cyberbullying. These events will provide homework support and cover subjects that cater to the specific interests and needs of our families. Lastly, the LEA's goal is to build a strong partnership with parents and families to promote a supportive environment that will benefit students and their academic success.

Action 5: Homeless / Foster Support Services (Title I): In order to provide effective support to our homeless and foster youth students, our goal is to close the achievement gap by implementing a program that will eliminate everyday barriers by providing independent living essentials such as shower passes, meals, and clothing and hygiene products. Our school counseling team, as well as, our staff have been working towards enhancing the program by expanding our community partnerships to offer additional resources and academic support to our homeless and foster youth students.

PROPEL
ENROLLMENT & OUTREACH

We support direct impact to:

English Learners
Foster Youth
Low-Income Students
Homeless Youth
Students with Disabilities

Demonstrates Effectiveness by:

Decreasing our dropout rate
from a basline of 9.91% to 6% as
of February 2023

Contributes to charter academic success by:

Supporting the charter's service to these subgroups by actively reaching out to community organizations and other schools that work with these subgroups so that students who need our services can learn of our school and be referred. Second, the E & O department works to streamline the enrollment process for those students by responding to their inquiries and partnering with local center staff to insure timely enrollment for these students.

In particular, the Outreach team members network with foster agencies, homeless support organizations, parole officers, pregnancy centers, school counselors, and other community groups that serve the student populations we aim to serve.

Supports our LCAP in:

Goal 4: Action 3 - Metrics 1-3

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.

LCAP planned goals, actions, and metrics

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 service 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.

SPSA planned goals, action, metrics: After feedback received from our Educational Partners we have added homeless/ Foster Support Services in our SPSA. In order to provide effective support to our homeless and foster youth students, our goal is to close the achievement gap by implementing a program that will eliminate everyday barriers by providing independent living essentials such as shower passes, meals, and clothing and hygiene products. Our school counseling team, as well as, our staff have been working towards enhancing the

program by expanding our community partnerships to offer additional resources and academic support to our homeless and foster youth 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023 - 2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$ 3,979,795.00	$ 476,773.00

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
36.91%	0.00%	$0.00	75.30%

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

Goal 1 Action 6 - FY and Homeless student core course completion

These actions are being offered on a charter wide basis but are principally directed toward our English Learners, Foster Youth and Low-Income students. It is clear these actions 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 67.39% of students with disabilities demonstrated Lexile growth from the first to the second administration and only 61.02 % 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. 0% of ELL

and SWDs met or exceeded standards for the math SBAC assessment. OFY-VV charter offers math tutoring for students and both the Exact Path course and Math Readiness course to prepare students for their integrated math courses. The charter aims to improve or maintain the core course completion for our students Math - 7 Units, English - 7 Units, Science - 6 Units, Social Science - 5 Units By completing core course this will help students close the achievement gab and move students towards graduation and increase benchmark assessment scores. These actions will be effective in meeting the requirements of increasing and improving services for EL, FY and FRMP students in that the Exact Path course enables students to practice foundational math concepts based on where they perform on the STAR Ren. The Math Readiness course provides support for basic math skills so that students feel more confident and prepared. Additionally, the charter offers SGI courses for integrated math 1, 2, and 3. Students in the SGI courses are provided with more time with their teachers as the classes are generally smaller class sizes for more one-on-one attention with the teacher. Students are also provided additional support for SGI make-up sessions to get caught up and review content of the class. Beyond the support courses, students also have the opportunity to work with math tutors and intervention specialists. The 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.

We expect that with increased participation in benchmark assessments and interventions, of unduplicated students will take at least two Ren Star Math assessments and have a Student Growth Percentile (SGP) reported will maintain or exceed an average SGP of 42.95 or higher.50% of all students who take at least two Ren Star Reading assessments will experience Lexile growth .The Charter aims to maintain student Lexile growth at or above 42L by the end of the 2023-24 year .The charter aims to maintain its Core Course Completion rates annually at: Math - 5 units ,English- 5 units, Science- 5 units, Social Science- 5 units.

LCAP Goal 4 / Action 3 - Enrollment and Outreach

This action is being offered on a charter wide basis but is principally directed toward our English Learners, Low-income and Foster Youth students. The LEA will designate staff to conduct an intervention process and offer remediation as a part of the intervention process to ensure that all student needs are being met and that adequate support is provided. A team that includes, the Assistant Principal, teachers, counselor and support staff will provide outreach with the student and Parent/guardian, to ensure that at enrollment and beyond students are given the support they need to help close the achievement gap and keep them enrolled. These actions will be effective in meeting the requirements of increasing and improving services for EL, FY and FRMP as the school anticipates that the participation and enrollment of unduplicated students will increase in small groups instruction courses where their progression towards graduation will increase as well as their math performance levels 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.

The expected outcomes for all students will be Suspension rates will be at or below 1.5%. Chronic Absenteeism will be reduced by at least 10% based on current enrollment. The middle school and high school dropout rates for middle school and high school will be maintained at

or below 8%. Teacher misassignments: 0, Fully Credentialed Teachers: 100%, Textbook Insufficiencies: 0, Facilities Inspections: 100%'
Number of Uniform Complaints: 0

LCAP Goal 3 / Action 3 - Post Secondary Awareness

LCAP Goal 3 / Action 4 - Post Secondary Events

LCAP Goal 3 Action 2 - Dual Enrollment

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

Income students. Our data shows that 54.35 % or EL, 33.55% of SPED students and 46.35% of FRMP, and 43% of homeless students were on the A- G planning guide and less than 6% of students overall completed a dual enrollment college class. This action will be effective in meeting the requirements of increasing and improving services for Low Income, English Learners and Foster Youth/Homeless students as they are provided in better serving these students as 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. They will be offered with Spanish translation to better serve our EL student population. Students will work with Post - secondary Counselors to enroll in dual enrollment course with our partner community college VVC. The Post -Secondary Counselors with help the students enroll and monitor the students' progress in the dual enrollment courses to make sure they are making progress in the class and supporting them to ensure they are successful in the courses.

We expect that 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. We expect that students will graduate with at least 6 college credits. 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. Our data shows that 54.35 % or EL, 33.55% of SPED students and 46.35% of FRMP, and 43% of homeless students were on the A- G planning guide. It is clear this action will help close the achievement gap and is 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. As a result of these initiatives, we anticipate an increase in the graduation rate for Foster Youth, English Learners, and Low-Income students, as well as a higher percentage of these subgroups fulfilling A-G requirements, an increase in science core course completion, participation in dual enrollment programs, and engaging in STEM Career Technical Education pathways. It is important to note that while the actions primarily target these specific student groups, we expect that all students will benefit from these charter-wide efforts

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 80.28% which in comparison our EL students were slightly higher at 82.51 %, our Foster Youth students were lower at 72.20 % our Low-Income students were at 79.80%. 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. These results with the exception of the Homeless student population have increased over last 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. This action will be effective in meeting the requirements of increasing and improving services for Low Income, English Learners and Foster Youth/Homeless students as they ensure 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. In comparison only 25.9 % of El students, 29% of Foster Students and 27% of FRMP Students were on an A- G planning Guide. This action will be effective in meeting the requirements of increasing and improving services for Low Income and Foster Youth/Homeless students as they are provided with high quality staff who are equipped to and compensated for working with underserved

populations with higher needs, thus reducing turnover and providing these students with the educator stability that research shows is necessary for positive student outcomes.

We expect that the core course completion rates in ELA, mathematics, and science for Low Income, English Learners, and Foster Youth students will increase significantly more than the core course completion rates of all other students, as these actions are designed specifically to focus on differentiating instructional practices for the socioeconomic, language acquisition, social emotional, and technology needs of unduplicated students. However, because we expect that all students with social emotional and technology acquisition needs rate will benefit, these actions are provided on a charter wide basis. 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 PD's as well as the necessary support strategies for our FY students who need a holistic approach in their learning.

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% and 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. This action will be effective in meeting the requirements of increasing and improving services for Low Income, English Learners and Foster Youth/Homeless students as it ensures 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 the identified needs section only 25.9 % of El 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 English Learners and Low-Income students have access to explore different career options through CTE is important to prepare them to thrive and graduate as well as 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. This action will be effective in meeting the requirements of increasing and improving services for Low Income, English Learners and Foster Youth/Homeless students as it provides more opportunities for our English Learners, Foster Youth, and Low-Income students' parents/guardians to be 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 has a higher rate than all

students. This action will be effective in meeting the requirements of increasing and improving services for Low Income and Foster Youth/Homeless students as it provides our English Learners, Foster Youth, and Low-Income students information about the opportunities to participate in trips, programs, and events at the school will improve their involvement and provide a more positive experience and meet 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 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 continue to use the additional concentration grant add-on funding it will receive for the unduplicated student group count above 55% to provide training for staff and provide additional instructional time for English Learners, Low-Income students and foster youth. Options for Youth Victor Valley, plans to use the funds in a variety of ways, which will ensure our staff is receiving the training that will directly impact our unduplicated student groups' academic success in our program and improve our teacher retention. The staff will provide student's access to specialized instructional support to help aid their progression, identify learning gaps, and help close the achievement gap by implementing strategies such as integrated instruction for ELL students. The LEA will provide additional staffing to support Foster Youth and Homeless students in completing core academic coursework for FY and Homeless Goal **1 Action 6 (FY and Homeless Student Course Completion)**. The LEA also plans to retain intervention teachers and tutors to help close the achievement gap for low income students performing below grade level **Goal 1 Action 8 (Math and English Intervention).**

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

Staff-to-student 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 certificated staff providing direct services to students	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.	Not applicable- the LEA is a charter school with one CDS code and no comparison schools.

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,332,000	$ 550,000	$ -	$ 366,881	5,248,881	$ 4,025,000	$ 1,223,881

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Additional EL Support	English Learners	$ 50,000	$ -	$ -	$ -	$ 50,000
1	2	EL Individualized Support & Instruction	English Learners	$ 350,000	$ -	$ -	$ -	$ 350,000
1	3	Foster Youth Support Services	Foster Youth	$ 200,000	$ -	$ -	$ -	$ 200,000
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	$ 85,000	$ -	$ -	$ -	$ 85,000
1	7	SWD Professional Development	Students with Disabilities	$ 95,000	$ -	$ -	$ -	$ 95,000
1	8	Math and English Intervention	All	$ 150,000	$ -	$ -	$ -	$ 150,000
1	9	Science Couse completion	All	$ 35,000	$ -	$ -	$ -	$ 35,000
1	10	English Tutors (Title I)	All	$ -	$ -	$ -	$ 100,000	$ 100,000
1	11	PD for Leadership and Instuctional staff (Title II)	All	$ -	$ -	$ -	$ 36,553	$ 36,553
1	12	Targeted 1:1 Math support	All	$ -	$ 200,000	$ -	$ -	$ 200,000
1	13	Targeted Student Support and Learning Recovery - LREBG	All	$ -	$ 350,000	$ -	$ -	$ 350,000
2	1	Targeted Small Group Instruction	All	$ 1,000,000	$ -	$ -	$ -	$ 1,000,000
2	2	Professional Development	All	$ 30,000	$ -	$ -	$ -	$ 30,000
2	3	Benchmark Assessments and Interventions	All	$ 110,000	$ -	$ -	$ -	$ 110,000
2	4	Broad Course of Study	All	$ 25,000	$ -	$ -	$ -	$ 25,000
2	5	21st Century Skills and Education Technology	Foster Youth, Homeless, Low-income and Students with Disabilities	$ 400,000	$ -	$ -	$ -	$ 400,000
2	6	STEM - Skills	Foster Youth, Homeless, Low-income, and Students with Disabilities	$ 30,000	$ -	$ -	$ -	$ 30,000
3	1	CTE Program	Foster Youth, Homeless and Low-income	$ 75,000	$ -	$ -	$ -	$ 75,000
3	2	Dual Enrollment	Foster Youth, Homeless and Low-income	$ 50,000	$ -	$ -	$ -	$ 50,000

Options for Youth - Victor Valley (Victorville) 2023-24 Total Planned Expenditures Table (Board Adopted on June 30th, 2023)

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				LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	Postsecondary Awareness	Foster Youth, Homeless and Low-income	$ 1,000,000	$ -	$ -	$ -	$ 1,000,000
3	4	Post-Secondary Events	Foster Youth, Homeless and Low-income	$ 100,000	$ -	$ -	$ -	$ 100,000
3	5	Career Pathways Coordinators (3) (Title I)	All Students	$ -	$ -	$ -	$ 200,000	$ 200,000
4	1	Parental Involvement and Educational Partner Engagement	Foster Youth, Homeless, English Learners and Low-income	$ 12,000	$ -	$ -	$ -	$ 12,000
4	2	Social Emotional Learning	Foster Youth, Homeless, English Learners and Low-income	$ 250,000	$ -	$ -	$ -	$ 250,000
4	3	Enrollment and Outreach	Foster Youth, Homeless, English Learners and Low-income	$ 50,000	$ -	$ -	$ -	$ 50,000
4	4	Parent and Family Engagement (Title I)	All	$ -	$ -	$ -	$ 25,328	$ 25,328
4	5	Homeless / Foster Support Services (Title I)	Homless and Foster Youth	$ -	$ -	$ -	$ 5,000	$ 5,000

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 10,781,846	$ 3,979,795	36.91%	38.39%	75.30%	$ 4,062,000	0.00%	37.67%	**Total:**	$ 4,062,000
								LEA-wide Total:	$ 3,377,000
								Limited Total:	$ 685,000
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Additional EL Support	Yes	Limited	English Learners	all schools	$ 50,000	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	$ 200,000	0.00%
1	4	EL PD	Yes	Limited	English Learners	all schools	$ 85,000	0.00%
1	6	Foster Youth and Homeless Student Core C	Yes	LEA-wide	Foster Youth	All Schools	$ 85,000	0.00%
1	8	Math and English Intervention	Yes	LEA-wide	All	all schools	$ 150,000	0.00%
1	9	Science Couse completion	Yes	LEA-wide	All	all schools	$ 35,000	0.00%
2	1	Targeted Small Group Instruction	Yes	LEA-wide	All	all schools	$ 1,000,000	0.00%
2	2	Professional Development	Yes	LEA-wide	All	all schools	$ 30,000	0.00%
2	3	Benchmark Assessments and Interventions	Yes	LEA-wide	All	all schools	$ 110,000	0.00%
2	5	21st Century Skills and Education Technolog	Yes	LEA-wide	Foster Youth and Low-Income	all schools	$ 400,000	0.00%
2	6	STEM - Skills	Yes	LEA-wide	Foster Youth and Low-Income	all schools	$ 30,000	0.00%
3	1	CTE Program	Yes	LEA-wide	Foster Youth and Low-Income	all schools	$ 75,000	0.00%
3	2	Dual Enrollment	Yes	LEA-wide	Foster Youth and Low-Income	all schools	$ 50,000	0.00%
3	3	Postsecondary Awareness	Yes	LEA-wide	Foster Youth and Low-Income	all schools	$ 1,000,000	0.00%
3	4	Post-Secondary Events	Yes	LEA-wide	Foster Youth and Low-Income	all schools	$ 100,000	0.00%
4	1	Parental Involvement and Educational Partne	Yes	LEA-wide	All	all schools	$ 12,000	0.00%
4	2	Social Emotional Learning	Yes	LEA-wide	All	all schools	$ 250,000	0.00%
4	3	Enrollment and Outreach	Yes	LEA-wide	All	all schools	$ 50,000	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,439,500.00	$ 4,117,533.72

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	$ 32,500	$ 56,456
1	2	EL Individualized Support & Instruction	Yes	$ 350,000	$ 303,872
1	3	Foster Youth Support Services	Yes	$ 130,000	$ 135,835
1	4	EL PD	Yes	$ 85,000	$ 72,831
1	5	Social Emotional Support for Students with Disabilities (SWD)	No	$ 150,000	$ 187,962
1	6	Foster Youth and Homeless Student Core Course completion	Yes	$ 75,000	$ 107,314
1	7	SWD Professional Development	No	$ 85,000	$ 61,152
1	8	Math and English Intervention	Yes	$ 15,000	$ 10,731
1	9	Science Couse completion	Yes	$ 25,000	$ 9,833
2	1	Targeted Small Group Instruction	Yes	$ 800,000	$ 986,224
2	2	Professional Development	Yes	$ 25,000	$ 34,389
2	3	Benchmark Assessments and Interventions	Yes	$ 110,000	$ 108,381
2	4	Broad Course of Study	Yes	$ 15,000	$ 100,384
2	5	21st Century Skills and Education Technology	Yes	$ 300,000	$ 217,505
2	6	STEM - Skills	Yes	$ 30,000	$ 63,335
3	1	CTE Program	Yes	$ 50,000	$ 87,628
3	2	Dual Enrollment	Yes	$ 50,000	$ 28,936
3	3	Postsecondary Awareness	Yes	$ 800,000	$ 1,068,423
3	4	Post-Secondary Events	Yes	$ 50,000	$ 58,026
4	1	Parental Involvement and Educational Partner Engagement	Yes	$ 12,000	$ 1,766
4	2	Social Emotional Learning	Yes	$ 200,000	$ 268,849
4	3	Enrollment and Outreach	Yes	$ 50,000	$ 147,702

2022-2023 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)
$ 3,393,104	$ 3,204,500	$ 3,868,419	$ (663,919)	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	$ 32,500	$ 56,455.75	0.00%	0.00%
1	2	EL Individualized Support & Instruction	Yes	$ 350,000	$ 303,872.21	0.00%	0.00%
1	3	Foster Youth Support Services	Yes	$ 130,000	$ 135,834.93	0.00%	0.00%
1	4	EL PD	Yes	$ 85,000	$ 72,831.42	0.00%	0.00%
1	6	Foster Youth and Homeless Student Core Course completion	Yes	$ 75,000	$ 107,313.61	0.00%	0.00%
1	8	Math and English Intervention	Yes	$ 15,000	$ 10,731.36	0.00%	0.00%
1	9	Science Couse completion	Yes	$ 25,000	$ 9,833.40	0.00%	0.00%
2	1	Targeted Small Group Instruction	Yes	$ 800,000	$ 986,223.82	0.00%	0.00%
2	2	Professional Development	Yes	$ 25,000	$ 34,389.00	0.00%	0.00%
2	3	Benchmark Assessments and Interventions	Yes	$ 110,000	$ 108,381.05	0.00%	0.00%
2	4	Broad Course of Study	Yes	$ 15,000	$ 100,383.73	0.00%	0.00%
2	5	21st Century Skills and Education Technology	Yes	$ 300,000	$ 217,504.87	0.00%	0.00%
2	6	STEM - Skills	Yes	$ 30,000	$ 63,334.55	0.00%	0.00%
3	1	CTE Program	Yes	$ 50,000	$ 87,627.88	0.00%	0.00%
3	2	Dual Enrollment	Yes	$ 50,000	$ 28,936.38	0.00%	0.00%
3	3	Postsecondary Awareness	Yes	$ 800,000	$ 1,068,423.09	0.00%	0.00%
3	4	Post-Secondary Events	Yes	$ 50,000	$ 58,025.51	0.00%	0.00%
4	1	Parental Involvement and Educational Partner Engagement	Yes	$ 12,000	$ 1,766.38	0.00%	0.00%
4	2	Social Emotional Learning	Yes	$ 200,000	$ 268,848.62	0.00%	0.00%
4	3	Enrollment and Outreach	Yes	$ 50,000	$ 147,701.69	0.00%	0.00%

2022-2023 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)
$ 9,213,380	$ 3,393,104	0.00%	36.83%	$ 3,868,419	0.00%	41.99%	$0.00 - No Carryover	0.00% - No Carryover

Summary / Addendum Document
Comprehensive Needs Assessment
<mark>March 6th, 2023</mark>

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, SPSA and any other School Improvement Plan.

STAKEHOLDERS
Who are the stakeholders involved in the Comprehensive Needs Assessment? How were stakeholders involved in the Comprehensive Needs Assessment? *The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]*
Bryan Gillespie, Principal **Cynthia Ramos, Assistant Principal of Internal Operations (APIO)-** Collected and organized data from Tableau to be reviewed by OFY staff, collected and organized Renaissance and SBAC data and reports to be reviewed by OFY staff, facilitated small groups of staff members during the CNA **Victor Escobar, Instructional Coach of Subjects-** Collected and organized data from Tableau to be reviewed by OFY staff, collected and organized Renaissance and SBAC data and reports to be reviewed by OFY staff, facilitated small groups of staff members during the CNA. **Nicole Barnes, Assistant Principal**

Deanna Puckett, Assistant Principal

Rocio Garcia, Assistant Principal

Katie Jones, Instructional Coach of Programs

Ray Banaag, EL Coach

Christina Leal, Lead Special Education Specialist

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)

➔ Ex: California Dashboard data, CAASPP data, local assessment data, ELPAC data, RFEP monitoring, graduation rate, A-G

course enrollment & completion rates, attendance data, surveys, interviews, etc.

RESULTS / Phase 2 (Data Dive Summary Table)
What were the Area(s) of Focus (findings) of the data (just the facts, not opinions)?

- **OFY-VV had 0% of ELL students perform at or above standard on the ELA and Math SBAC**

- **ELL students declined from year to year from 26% Meeting or Exceeding Standard to 17% Meeting or Exceeding Standard, to 0% Meeting or Exceeding Standard on the ELA SBAC.**
- **OFY-VV had 0% of SWD meet or exceed standards on both the ELA and Math SBAC**
- **SWD were at 72.73% not met standard and 27.27% nearly met standard for the ELA SBAC Test**
- **SWD were at 93.94% not met standards and 6.06% nearly met standards for the Math SBAC Test**
- **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)**
- **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)**
- **OFY-VV ELL Reclassification rate is 85.71%**
- **OFY-VV 1 year graduation rate is 49.17% for all students, 50% for ELL students, 46.88% for FRMP students, 75% for SPED students, 66.67% for foster youth, and 71.43% for homeless students**
- **Students graduating who completed A-G requirements were 41.03% for all students, 50% for ELL students, 35.48% for FRMP students, and 50% for SPED students.**
- **OFY-VV math course completion is 5.296 units/credits per school year.**
- **11th graders math SBAC scores declined from 5.38% met or exceeded standards to .84% met or exceeds standards.**

PRIORITIZED NEED

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

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

Low SBAC Test Scores is a priority for the entire charter especially in mathematics for SPED and ELL students. 0% of OFY VV ELL and SPED students met and exceeded the SBAC math and ELA standards. In addition, as a whole, the charter only received a 1.41% met or exceeds math SBAC standards. The scores continue to decline from previous years.

Low A-G Graduation for ELL and SPED Students along with all students as a whole needs to improve. 41% of all students at OFY-VV have graduated with A-G status. Although ELL and SPED students graduated at a rate of 50% for A-G completion, there were very few students who were actually A-G status (2 students and 1 student respectively). Of the 39 12th grade students on A-G only 16 students graduated and completed A-G. Currently, 47.84% of all students at OFY-VV are A-G or approximately 642 students total.

Low Academic Performance in Math for all students is a priority. Only .84% of 11th grade students scored in the Met or Exceeded Mastery levels in mathematics.

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

Low SBAC Test Scores
Not enough students enrolled in Exact path for mathematics and reading. 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.

In addition, chronic absenteeism seems to be high with 67.2% absenteeism for 7th and 8th graders. This rate of absenteeism causes missed opportunities to learn more content and improve on the SBAC tests.

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.

Low A-G Graduation for ELL and SPED Students

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

Options for Youth -Victor Valley (Victorville) Comprehensive Needs Assessment Summary / Addendum Document (Board Adopted on June 30th, 2023)   Page 4 of 6

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.

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

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

Students joining our program with below grade level math knowledge.

Students with math deficiencies will be given math support in addition to grade-level math. This can be in the form of Accelerated Math through Renaissance or math modules independent study packets.

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?

OFY- VV students are all performing below standards in mathematics according to the SBAC math results. This is especially true for EL and SPED students who are not meeting any standards according to both the ELA and mathematics SBAC results.

Although there is a high number of students enrolled in A-G, there is a low rate of students completing A-G requirements. This is especially true for SPED and EL students. There is also a relatively lower math and ELA core course completion for the charter (5.296 for math and 5.083 for ELA). Increasing these core course numbers should also aid the success of more students completing A-G upon graduation. Ultimately, ensuring students are completing their core classes with the addition of Exact path and other summative assessment preparation should increase overall math academic performance as well.

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	March 6, 2023

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.

1. **What actionable inequities were identified by the Charter during their Resource Inequity Review?**	OFY-VV had 0% of ELL students perform at or above standard on the ELA and Math SBAC ELL students declined from year to year from 26% Meeting or Exceeding Standard to 17% Meeting or Exceeding Standard, to 0% Meeting or Exceeding Standard on the ELA SBAC. OFY-VV had 0% of SWD meet or exceed standards on both the ELA and Math SBAC SWD were at 72.73% not met standard and 27.27% nearly met standard for the ELA SBAC Test SWD were at 93.94% not met standards and 6.06% nearly met standards for the Math SBAC Test 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) 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) OFY-VV ELL Reclassification rate is 85.71% OFY-VV 1 year graduation rate is 49.17% for all students, 50% for ELL students, 46.88% for FRMP students, 75% for SPED students, 66.67% for foster youth, and 71.43% for homeless students Students graduating who completed A-G requirements were 41.03% for all students, 50% for ELL students, 35.48% for FRMP students, and 50% for SPED students. OFY-VV math course completion is 5.296 units/credits per school year. 11th graders math SBAC scores declined from 5.38% met or exceeded standards to .84% met or exceeds standards.

2.	**Which inequities are priorities for the Charter to address in their School Improvement Plans?**	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.
3.	**How does the Charter plan on addressing these inequities?**	1. Develop a PD plan with the coaches that focuses on a year long plan of PD's incorporating PLC's. 2. Hiring of additional staff members (EL Specialists/ Tutors/ and additional teachers. 3. Increasing retention rates of these staff through coaching and added support for staff to better their practices. SEL training and support for Staff members 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.
4.	**If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.**	NA

Instructions

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

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/fg/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/fg/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:

  o **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.

  o **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.

  o **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).

  o **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.

  o 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%).

o   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)

  o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  o   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)

- o 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 %)

  - o 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)

  - o 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)

  - o 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)

  - o 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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