LCFF Budget Overview for Parents

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

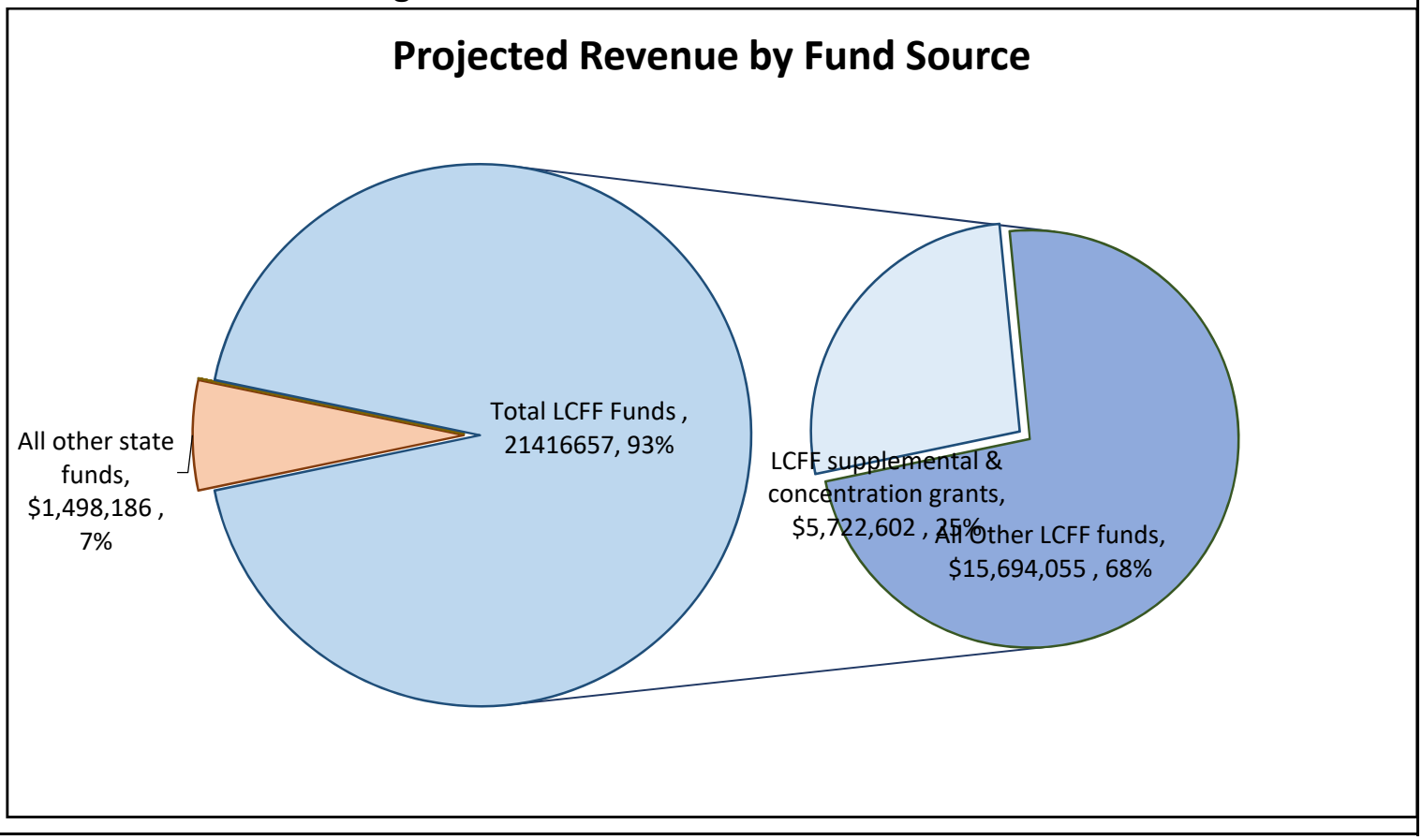
CDS Code: 36 67934 3630670

School Year: 2026-27

LEA contact information: Christine Sundeen, Principal - csundeen@ofy.org

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

Budget Overview for the 2026-27 School Year

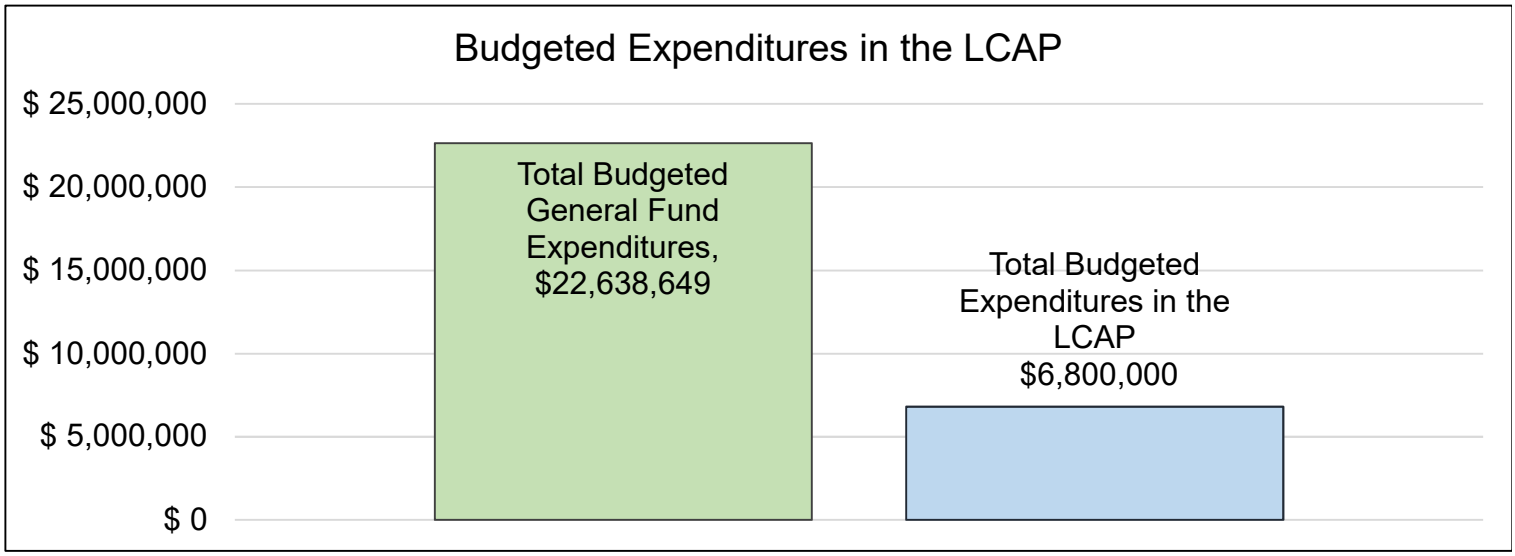


This chart shows the total general purpose revenue Options For Youth - Victor Valley expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Options For Youth - Victor Valley is $22,914,843.00, of which $21,416,657.00 is Local Control Funding Formula (LCFF), $1,498,186.00 is other state funds, $0.00 is local funds, and $0.00 is federal funds. Of the $21,416,657.00 in LCFF Funds, $5,722,602.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Options For Youth - Victor Valley plans to spend for 2026-27. 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 $22,638,649.00 for the 2026-27 school year. Of that amount, $6,800,000.00 is tied to actions/services in the LCAP and $15,838,649.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

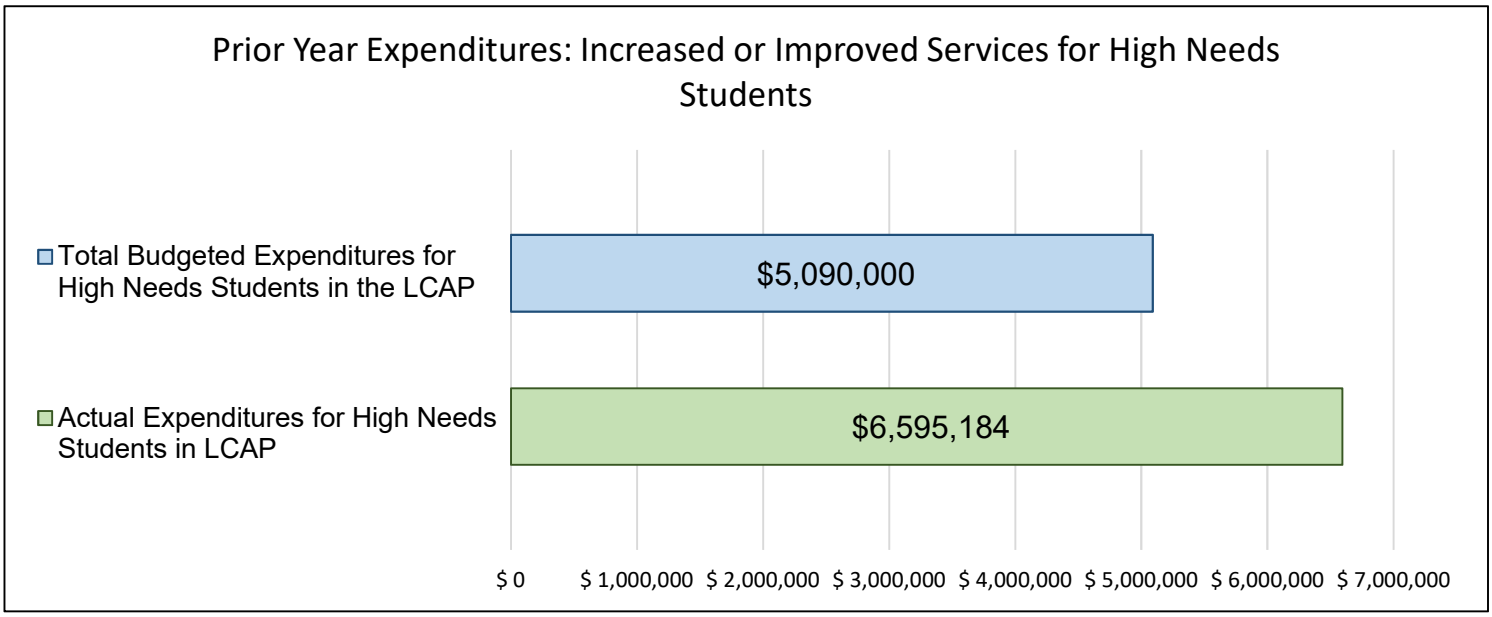
In addition to the programs and actions outlined in the LCAP, the General Fund covers a range of required operational expenditures that support the overall functioning of the school but are not directly tied to specific LCAP actions. This includes salaries for classified and administrative staff not funded through LCAP, facility operations and upkeep, software and licensing agreements, audit and compliance costs, and central office or network service fees.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Options For Youth - Victor Valley is projecting it will receive $5,722,602.00 based on the enrollment of foster youth, English learner, and low-income students. Options For Youth - Victor Valley must describe how it intends to increase or improve services for high needs students in the LCAP. Options For Youth - Victor Valley plans to spend $5,880,000.00 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 2025-26



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 2025-26, Options For Youth - Victor Valley's LCAP budgeted $5,090,000.00 for planned actions to increase or improve services for high needs students. Options For Youth - Victor Valley actually spent $6,595,184.43 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

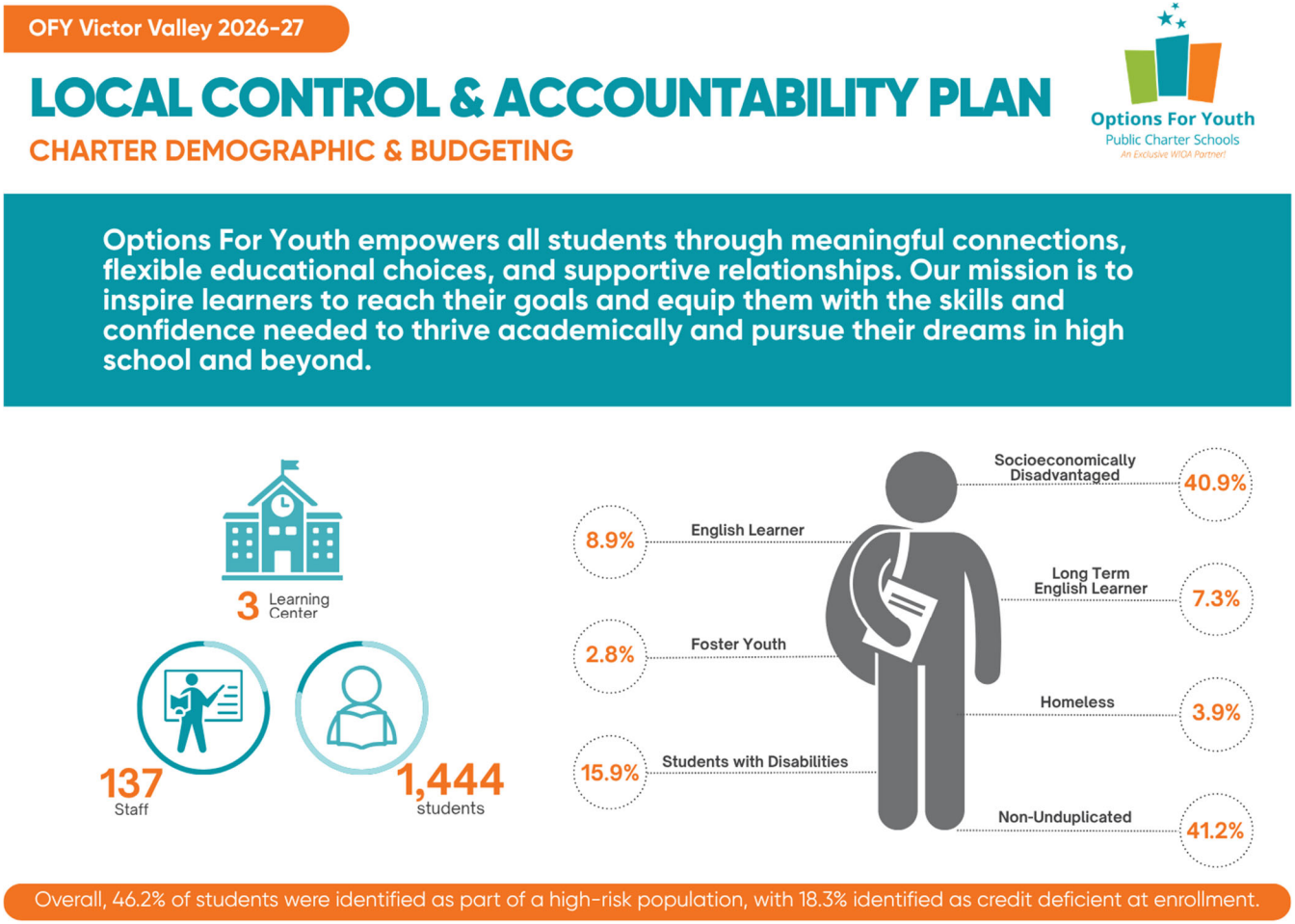
The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary 2026-27

General Information

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



Options for Youth – Victor Valley (OFY-VV) is an independent study public charter school serving students in grades 7–12 across San Bernardino County. The school is part of the Options for Youth network and operates under the supervision of Victor Valley Union High School District. OFY-VV serves a diverse and highly mobile student population, including a significant number of socioeconomically disadvantaged students, English Learners (ELs), Students with Disabilities (SWDs), Foster Youth, Homeless students, migrant students, and LGBTQ+ youth. Many students enroll after experiencing interruptions in their traditional educational pathways, including credit deficiency, attendance challenges, or social-emotional barriers that impact academic engagement.

Meeting a Critical Community Need
OFY-VV plays a vital role in serving one of the most vulnerable student populations in our region. Many of the students who enroll with us face significant academic challenges, including being both below grade level and credit deficient. In 2023–24, we supported over 500 credit-deficient students. That number increased in 2024–25, with close to 550 students enrolling in need of academic recovery. For the 2025-2026 school year we served 477 students in need of academic support.

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

Graduation Rates and CSI Designation:

- Identified as a Comprehensive Support and Improvement (CSI) school due to low 4-5-year graduation rates (46.8%).
- DASS 1-year graduation rate improved to 84.6%, showcasing progress in credit recovery programs.
- Diverse Student Population: OFY-VV serves English Learners, homeless youth, foster youth, students with disabilities, LGBTQ+ students, and migrant students, ensuring equitable access to education and social-emotional support.

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

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

Commitment to Student Success

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

Strategic Use of Learning Recovery Emergency Block Grant (LREBG)
Options for Youth Victor Valley strategically utilized Learning Recovery Emergency Block Grant (LREBG) funds to address learning loss, improve student engagement, and increase academic achievement for students disproportionately impacted by interrupted learning and ongoing educational barriers. LREBG-funded supports were aligned directly to the school's CSI plan, LCAP goals, and California Dashboard indicators, with a focus on improving graduation rates, English Language Arts (ELA), mathematics achievement, chronic absenteeism, and college and career readiness.

LREBG funds supported expanded intervention programs, including additional English and math tutoring, intervention teachers, after-school support, and increased Small Group Instruction (SGI) offerings. These supports provided students with more individualized instruction, targeted remediation, and increased opportunities for core course completion and credit recovery. Funds also supported evidence-based intervention programs such as Exact Path, Renaissance Learning, iLit, Achieve 3000, and CAASPP "Tools for Teachers" resources to strengthen foundational and grade-level skills in ELA and mathematics.

Additionally, LREBG funds supported expanded counseling services, graduation tracking systems, dual enrollment opportunities, and student engagement initiatives designed to improve retention and increase graduation outcomes. The charter also utilized funding to strengthen support for English Learners, Students with Disabilities, foster youth, homeless youth, and socioeconomically disadvantaged students through targeted interventions, progress monitoring, and increased family outreach.

As a result of these strategic investments, OFY Victor Valley demonstrated measurable growth in several key indicators, including a 12.1% increase in graduation rates, improvement in ELA and mathematics Dashboard performance, increased college and career readiness indicators, and improved English Learner progress toward proficiency. The charter will continue implementing these evidence-based strategies during the 2026–27 school year to sustain academic recovery efforts and further improve student outcomes.

Reflections: Annual Performance

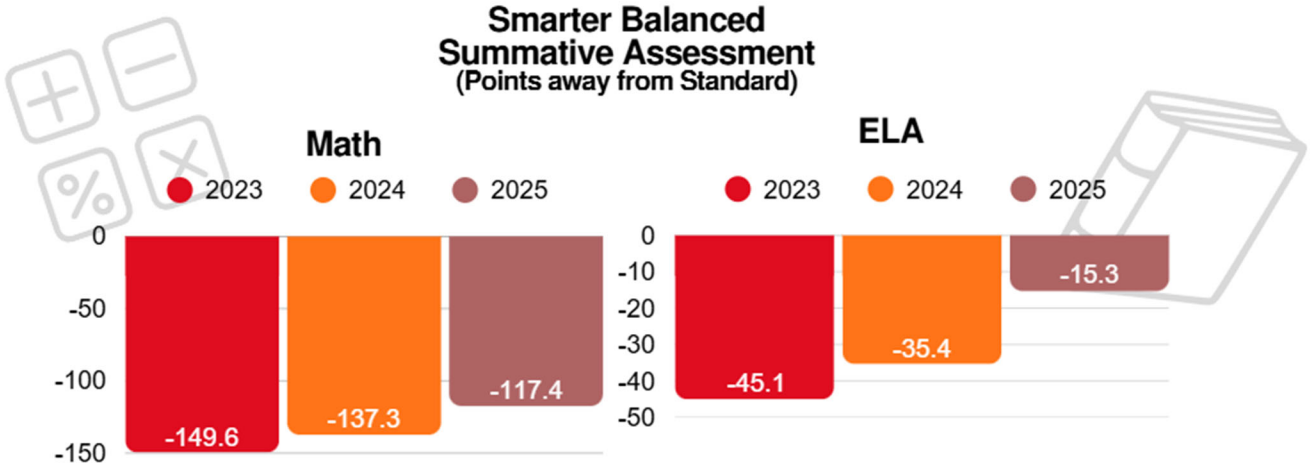
A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

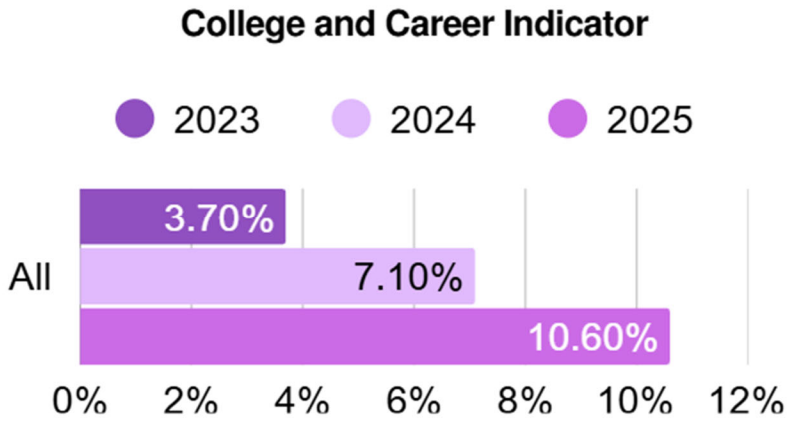
After reviewing the Fall 2025 California Dashboard results, OFY Victorville received a red or very low rating for Graduation Rates and chronic absenteeism performance indicators, as depicted in the accompanying infographic.

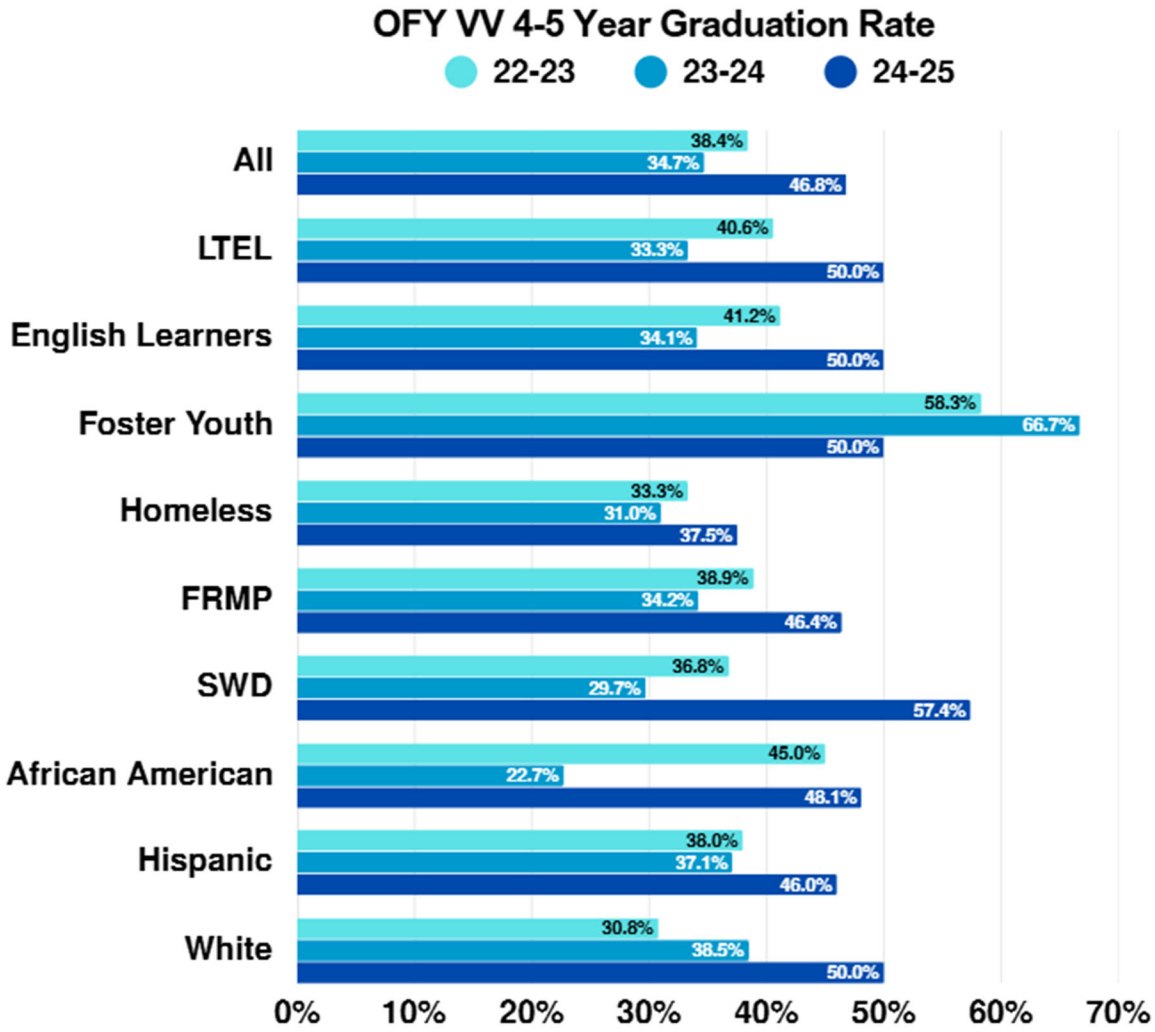
In light of this, the charter has developed targeted focus goals and corresponding actions to improve student outcomes in these areas. These initiatives will remain in effect until the conclusion of the 2024-27 LCAP cycle.

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

OFY-VV's outcomes have changed in the following ways: increase of 4.8% in chronic absenteeism to 45.8%, increase in ELL students making progress to English proficiency by 4.8% up to 57.1%, increased by 19.9 points in student math SBAC standards to 117.4 points below the standards, improved average mathematics GLE (grade level equivalency) from 7.2 to 7.4 with a growth rate from 1.6 to 1.3, improved average reading GLE from 8.9 to 9.0 with a growth rate from 1.5 to 1.2, maintained a suspension rate of 0% for this year and last school year, and increased the EL reclassification rate by 12% from the previous year with 100% of the students being reclassified. OFY VV would like to improve the following ways: Continue to increase the 4 to 5-year graduation rate because it has increased by 12.1% to 46.8% overall, increase the 1 year graduation rate because it has declined by 0.9% to 84.8% overall, and continue to increase the average ELA SBAC results of all OFY-VV students as they have increased by 20.2 points in their ELA SBAC standards to 15.3 points below the standards.

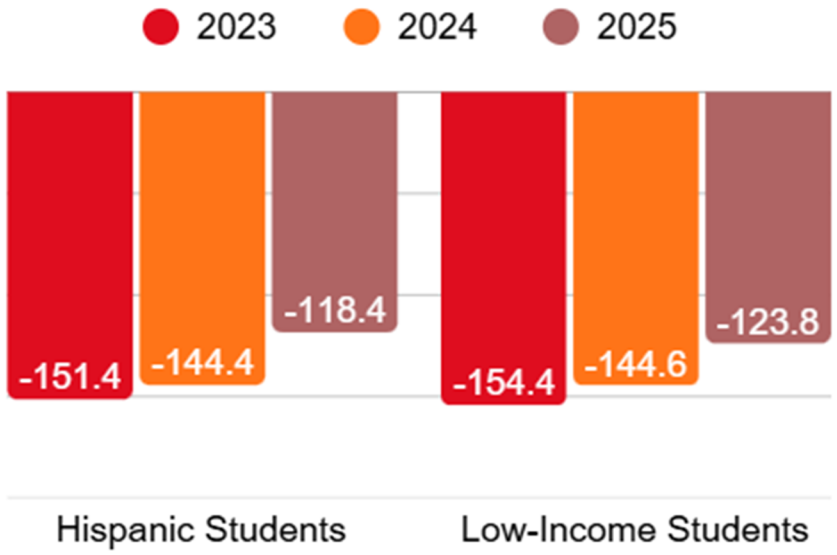






Math Performance Indicators: Based on the California Dashboard OFY VV students are performing at 117.4 points below the standards. Of the OFY-VV student population, Hispanic students and socioeconomically disadvantaged students seem to be trailing behind in Math. Hispanic students were 118.4 points below standard level and socioeconomically disadvantaged students were 123.8 points below standard in mathematics. According to the SBAC data, OFY-VV students achieved 11.07% met or exceeded the standards combined. OFYVV plans to implement SBAC prep throughout the year within DI classes and to follow an action plan to review and utilize renaissance results in order to better improve SBAC outcomes through more data-informed decision making. For the Ren Star mathematics, SGP decreased from 40.4% from the previous year (threshold of 40%) to 23.8% SGP this year. Lastly, 0% of ELL students met or exceeded standards for the math SBAC assessment and 4.88% of students with disabilities met and exceeded the math standards which is down from last year at 6.06%. OFYVV charter offers math tutoring for students and both the Exact Path course and Math Readiness course to prepare students for their integrated math courses. The Exact Path course enables students to practice foundational math concepts based on where they perform on

the STAR Ren. The Math Readiness course provides support for basic math skills so that students feel more confident and prepared. Additionally, the charter offers SGI courses for integrated math 1,2, and 3. Students in the SGI courses are provided with more time with their teachers as the classes are generally smaller class sizes for more one-on-one attention with the teacher. Students are also provided additional support for SGI make-up sessions to get caught up and review content of the class. Beyond the support courses, students also have the opportunity to work with math tutors and intervention specialists. The tutors support the students with Edmentum, Independent studies and direct instruction math coursework. Other plans to improve math performance include an SBAC committee that also incorporates math SGI Teachers and the resources found on the CAASPP resource website “Tools for Teachers.” This website includes lessons, activities, and practice questions (interim assessment blocks) by topics and standards that address the SBAC content. These resources will not only be embedded in the SGI classroom but will be reviewed with students not enrolled in the SGI classes between a month or bimonthly basis organized by the SBAC committee and the math SGI teachers. The school also hopes to increase scores on the SBAC by increasing the Core Completion rate for mathematics. The more opportunities students have to practice mathematical skills and processes, the more they will move toward proficiency and mastery.

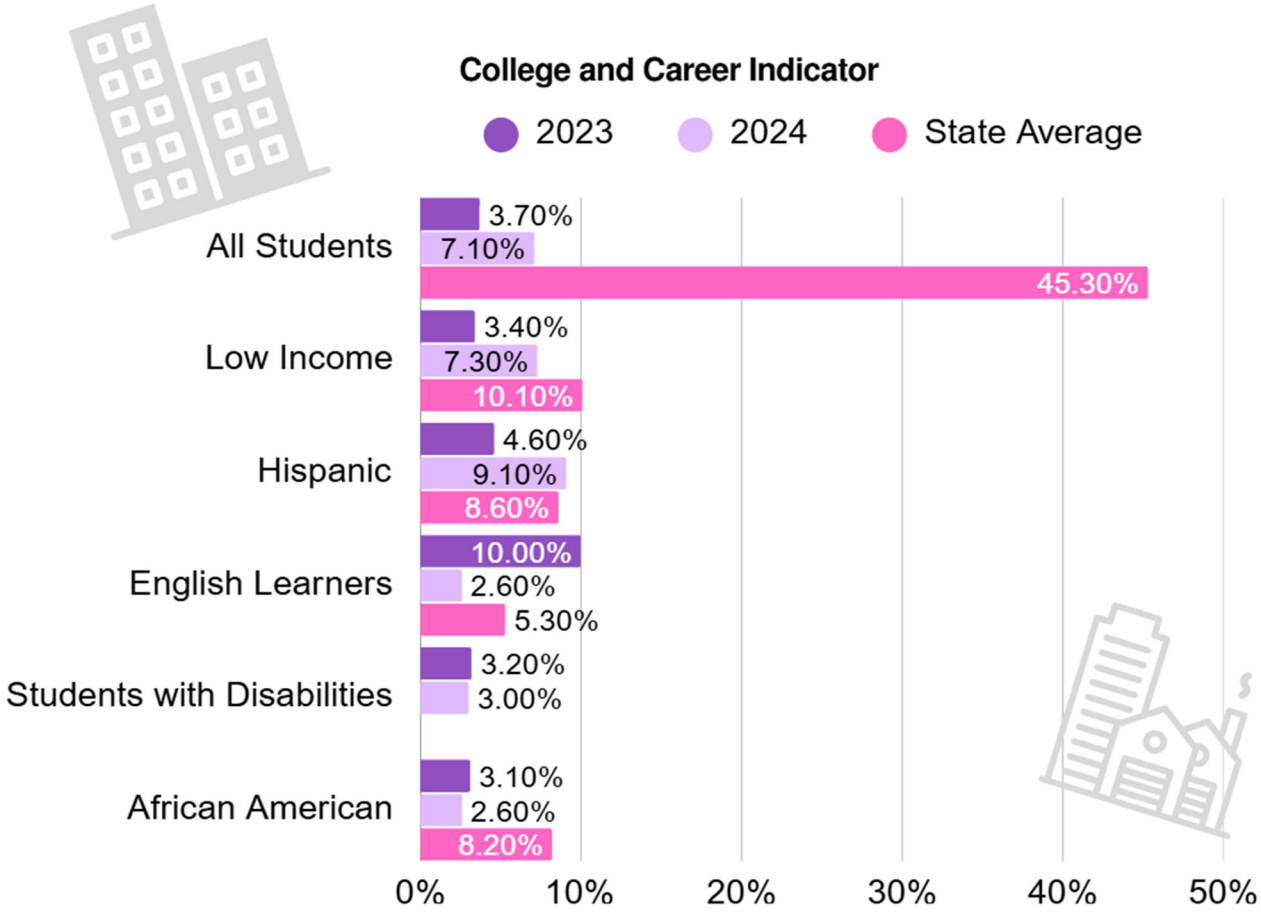


ELA Performance: Based on the California Dashboard OFY VV, students are performing at 15.3 points below standard. OFYVV had 35.67% of all students meet or exceed ELA SBAC standards (26% nearly met, 38.33% not met, 23.67% met, and 12% exceeded). For ELA SWD were 21.43% nearly met and 61.90% not met. For EL students the SBAC ELA were 29.17% nearly met and 66.67% not met. EL students also were 4.17% met or exceeded for the ELA SBAC. For the Ren Star reading, SGP decreased a small percentage from 42.1% SGP to 24% SGP. Additionally, 63.1% of all OFY-VV students increased in Lexile level. 67.9% of all OFY-VV students were at or above grade level Lexile levels. To address these issues and improve our ELA SBAC metric, Options for Youth Victor Valley has taken several steps. We have English tutors at each school site, who will provide personalized support to students struggling with English coursework, including preparation for the SBAC test. This will also help ensure students receive high quality instruction, make academic progress, and reach their academic goals in English. Students at urgent intervention on the Ren Star tests will be automatically assigned My Reading path to support their English skills. Students will be offered Direct instruction English classes to give them more support and increase their Lexile levels. We are adding either an intervention specialist or an area teacher to each school site to give more support to students struggling with grade level

competency. We will also offer after school support and evening school to offer more time and additional appointment options for our students. Many of our students come to us below grade level but with no elective space to receive credit for remedial or intervention curriculum. The charter is continuing to see increased numbers of students who test at urgent intervention and given an intervention are testing out of urgent intervention for the next administration of the Star Ren assessment. We have had very low participation rates in Achieve 3000.

The 2025 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 26-27 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.

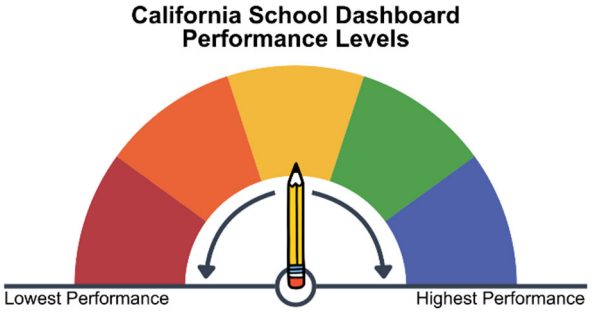


4-5-Year Graduation Rate: OFY-VV is a year-round charter school that accepts students from VVUHSD wherein students are struggling and can't catch up in the traditional fashion. OFY accepts student's year long and meets them wherever they are in their educational journey towards graduation. Additionally, 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. A 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 46.8%. 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 84.8%. OFY-VV is looking to retain more students and graduate them using social-emotional methods such as pathways trips, more SGI class offerings, and improved intervention tools and support. The pathways trips have shown to be crucial in the retention and success of students because they target the students' social-emotional needs and learning. Students build friendships and become clearer about the paths they want to take. In order to meet the needs of our students and provide additional support to them and ensure a higher graduation rate, the charter offers more SGI core subject classes. These classes also offer additional spots for SWDs and ELL students. Additionally, the charter is also providing tutoring to help students improve in the English and math performance in order to complete core subject classes. We are also adding intervention teachers or area teachers to each school site to provide more support for struggling students and students that are behind in credits. We offer cafe nights and night school options for students that need more time after school to catch up or who are working to support themselves or their families and do not need traditional school hours. We have also added an online option for students that cannot get to the school site on a regular basis. We also developed a tool called Graduation tracker. Graduation tracker allows counselors, teachers and administrators the ability to easily keep track of the progress students' have made with meeting graduation requirements. This includes meeting the A-G requirements, which are the course requirements needed to attend a University of California or California State University school system. Teachers are more proactive and use intervention procedures early if students start to fall off track. There are comprehensive intervention procedures that are followed to help keep students on pace for graduation. We will continue with these efforts in the 2026-27 school year and hope to see our graduation rate continue to increase. We have hired ELA tutors for each school site to better assist students with not only ELA classes but with other core subjects. Counselors will be holding senior meetings for each student who have reached 170 credits where they provide a graduation plan and recommend supports that are provided in the center (i.e. extra appointments with tutors, small group instruction classes, etc.). The 4th/5th year seniors will be tracked and monitored monthly to ensure they are following their graduation plan. A senior check will be completed at 170 to verify official transcripts and to ensure all classes are accounted for and placed correctly on the planning guide. Counselors will be offering many workshops to help support students in transitioning between high school and college or job training. Counselors provide workshops for financial aid, Career Chats, College Application workshops, and parent nights. These workshops will provide students with the confidence and tools necessary to transition and move onto the next steps of their education. We are entering into a partnership with our local community college to offer students Ccap and Non-Ccap options to obtain dual credit for high school and college. This will further help our students behind in credits, make a path forward to graduating within the 4-5-year time frame.

ELL Population/Graduation Rates: OFY-VV will help ELL students to improve their graduation rate by supporting them in their EL reclassification and EL progression rate. The charter plans to continue to use iLit and English Readiness to improve foundational language, reading, and comprehension skills. We are also using our Ren Star data to drive instruction for these students. Additionally, there will be an intentional attempt to increase the number of ELL students in SGI courses. This will mean increased collaboration between the SGI teachers and EL specialists and Coach to monitor the ELL students' progress throughout the school year in the SGI classroom. EL Specialists, EL Coach, and SGI Teacher will review the ELL students' academic plans and develop protocols to meet the accommodation and modification needs in order for the charter's ELL students to be successful in the SGI class. This school year a PLC will be organized to help SGI

teachers and EL Specialists improve collaboration and communication for ELL students in the SGI classroom. Attention at the PLC will be placed on SBAC data, Ren STAR data, course completion, and graduation rates specific to and focused on ELL students. SGI Teachers will share course trackers with ELL teachers in order to ensure all are aware of the progress each student is making towards completing the course. These actions will help to improve the graduation rate of these students.

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



Following a review of the 2025 California School Dashboard and local data, OFY Victor Valley identified the following areas of strength:

English Language Arts (ELA) – Yellow Performance Level (maintained performance level)
ELA performance increased by 20.2 points, resulting in an overall status of 15.3 points below standard. Notable improvements were observed among the following student groups:

Hispanic: 16 points below standard (↑ 29.6 points)
Socioeconomically Disadvantaged: 18.4 points below standard (↑ 22.8 points)

Mathematics – Orange Performance Level (maintained performance level)
Mathematics performance improved by 19.9 points; however, overall performance remains 117.4 points below standard, indicating a continued need for targeted intervention and support. Subgroup performance highlights include:

Hispanic: 118.4 points below standard (↑ 26 points)
Socioeconomically Disadvantaged: 123.8 points below standard (↑ 20.8 points)

English Learner Progress Indicator – Green Performance Level (increased 2 performance level)

The English Learner Progress indicator increased by 4.8 percentage points, with 57.1% of EL students making progress toward English language proficiency. Subgroup performance highlights include:

English Learner: 57.1% making progress (↑ 4.8%)
Long Term English Learner: 60.9% making progress (↑ 7.9%)

College/Career – Yellow Performance Level (increased 1 performance level)
The College/Career indicator increased by 3.6 percentage points, with 10.6% of students demonstrating college or career readiness. Subgroup performance highlights include:

African American/Black: 8.2% prepared (↑ 5.6%)
English Learners: 5.3% prepared (↑ 2.6%)
Hispanic: 8.6% prepared (↓ 0.5%)
Long Term English Learners: 6.3% prepared (↑ 3.5%)
Socioeconomically Disadvantaged: 10.1% prepared (↑ 2.8%)
Students with Disabilities: 0% prepared (↓ 3%)
White: 14.6% prepared (↓ 9.1%)

Chronic Absenteeism – Red Performance Level (decreased 2 performance levels)
Chronic absenteeism rose by 4.8 percentage points, with 45.8% of middle school students now chronically absent. This increase underscores the need for focused interventions to improve attendance, particularly among student groups experiencing the highest rates.

Hispanic: 45.5% chronically absent (↑ 3.7%)
Socioeconomically Disadvantaged: 48.3% chronically absent (↑ 6.3%)

Graduation Rate – Red Performance Level (maintained performance level)
The graduation rate increased by 12.1 percentage points, with 46.8% of expected students graduating. While this reflects progress, improving graduation outcomes remains a priority. Increases were observed across several student groups:

African American/Black: 48.1% graduated (↑ 25.4%)
English Learners: 50% graduated (↑ 15.9%)
Hispanic: 46% graduated (↑ 8.9%)
Long Term English Learners: 50% graduated (↑ 16.7%)
Socioeconomically Disadvantaged: 46.4% graduated (↑ 12.2%)
Students with Disabilities: 57.4% graduated (↑ 27.7%)
White: 50% graduated (↑ 11.5%)

Learning Recovery Emergency Block Grant (LREBG) Fund:
OFY Victor Valley has unexpended LREBG funds for the 2025-26 school year. LREBG funded actions are outlined in Goal 1 Actions 6 and 11. We will continue with this Goal and Actions for the 26-27 school year for these funds.

Based on a review of the 2025 California School Dashboard and local data, Options for Youth Victor Valley, Inc. has shown progress in ELA: Increased by 20.2 points toward standards met, placing OFY VV in the yellow performance level, with 35.67% of students meeting or exceeding standards. Mathematics: Increased by 19.9 points, placing OFY VV in the orange performance level, with 11.07% of students

meeting or exceeding standards. However, continued focus and targeted interventions are needed to build on these gains and address remaining areas of challenge.

The 2025 California School Dashboard highlights persistent challenges in Graduation Rates, Mathematics, and English Language Arts (ELA) at OFY Victor Valley. To address these critical areas, Learning Recovery Emergency Block Grant (LREBG) funds will be strategically allocated to provide targeted interventions, expanded learning opportunities, and student support services that directly contribute to academic recovery and increased student engagement.

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

By prioritizing literacy, mathematics, and graduation achievement, OFY Victor Valley is committed to closing opportunity gaps, improving student outcomes, and ensuring that every student graduate is well-prepared for postsecondary success.
These investments are intended to accelerate learning recovery, increase student engagement, and improve academic and graduation outcomes, particularly for student groups demonstrating the greatest need.

Reflections: Technical Assistance

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

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

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

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

Additionally, OFY VV has implemented parent workshops in partnership with the Parent Institute for Bilingual Education (PIBE). Progress monitoring of the program with parents is being communicated with the SBCSS liaison in direct link to the goal of increasing graduation rates for Hispanic students. The parent engagement workshops are meant to increase parent involvement and to assist in their understanding of

technology to help support their students at home in areas such as homework support, college and career inquiries, and basic digital literacy and communication skills.

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

Moving forward, we will continue monthly meetings with SBCSS, refine strategies based on Educational Partner feedback, and report ongoing progress through bi-monthly internal reviews. This partnership has been instrumental in strengthening our capacity to address equity gaps and implement sustainable practices that support the long-term success of all students—particularly our Hispanic learners. OFY VV met with the SBCSS representative on the following dates to discuss and monitor progress regarding strategy implementation: 8/20/25, 9/10, 10/10/25, 2/09/26, 4/6/26, and 5/8/26.

Comprehensive Support and Improvement

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

Schools Identified

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

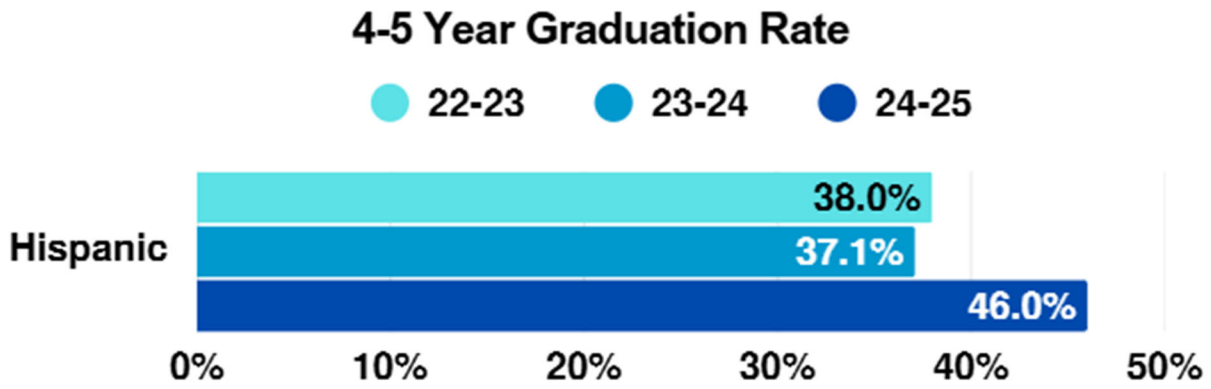
Options For Youth Victor Valley

Support for Identified Schools

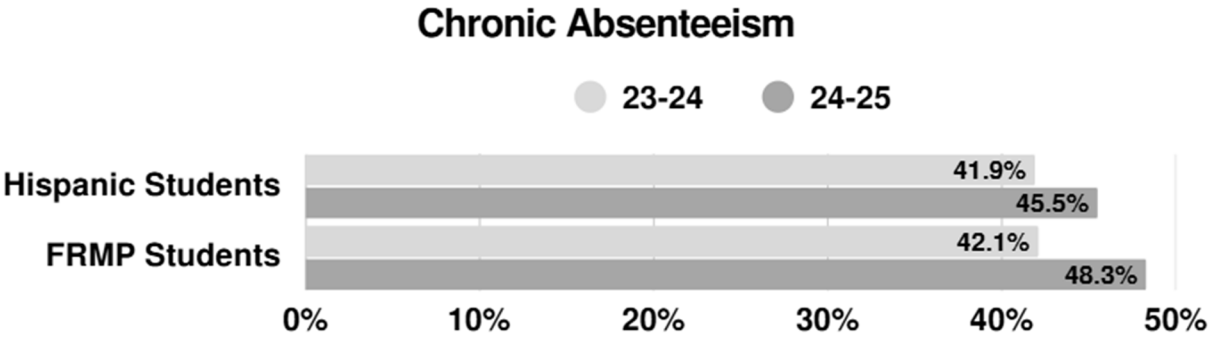
A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

During the 2025-2026 school year, Options for Youth – Victor Valley (OFY-VV) remains identified for Comprehensive Support and Improvement (CSI) based on a 3-year average graduation rate of 46.8%, which is significantly below the ESSA threshold of 68%. This represents a 12.1% increase from the 2023-2024 graduation rate. The updated CSI plan for 2025-2026 reflects our continued commitment to systemic improvement, enhanced Educational Partner collaboration, and the integration of new data gathered from our Comprehensive Needs Assessment (CNA).

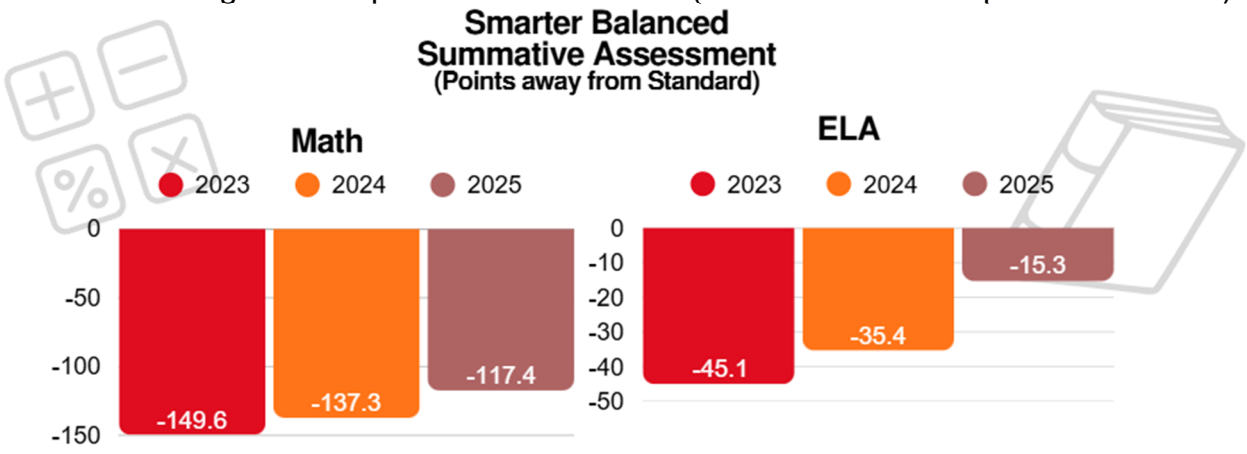
According to the 2025 California School Dashboard and CNA findings, OFY-VV is performing at a low or very low level in the following indicators:
Graduation Rate: 3-year average at 39.97%, with Hispanic students at 46%



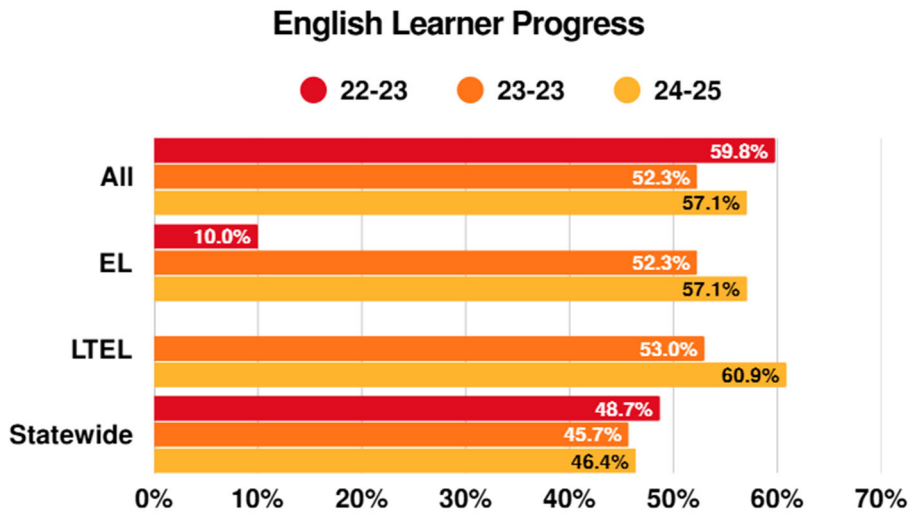
Chronic Absenteeism: 45.5% for Hispanic students and 48.3% for FRPM students



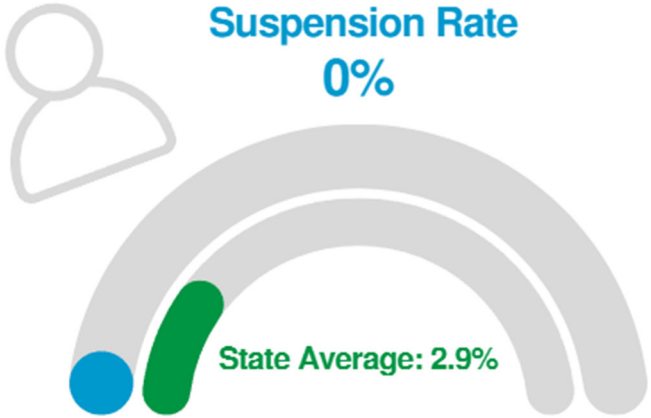
SBAC ELA Performance: Students averaged 15.3 points below standard (an increase of 20.2 points from 2024)
SBAC Math Performance: Students averaged 117.4 points below standard (an increase of 19.9 points from 2024)



English Learner Progress: 57.1% of ELs made progress toward English proficiency (a 4.8% increase)



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



The one-year graduation rate decreased by 0.7% from last year, from 85.4% to 84.8%. The CSI plan for 2024–2025 has been revised to reflect implementation progress and sharpen focus on outcomes aligned to newly identified needs.

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

The refined CSI plan for 2025-2026 maintains its emphasis on:

- Tracking and supporting students from 9th grade through graduation
- Implementing bilingual family outreach and graduation awareness strategies
- Expanding academic interventions and credit recovery programs
- Enhancing teacher-counselor alignment and early warning systems for struggling students
- Incorporating culturally responsive teaching and mentorship programs for Hispanic students

LCAP Alignment
OFY-VV has embedded the CSI plan directly into the 2025-2026 LCAP to ensure coherence and strategic alignment:
LCAP Goal 1 aligns to CSI outcomes related to SBAC Math and Graduation Rate
LCAP Goal 2 aligns to Graduation Rate and College/Career Indicator (CCI) improvements
LCAP Goal 3 supports reductions in Chronic Absenteeism and improvements in student engagement

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

Instructional Capacity Building
All instructional staff have received targeted professional development on using:
- CAASPP Tools for Teachers to integrate SBAC-aligned lessons and practice questions
- Renaissance Learning dashboards to interpret GLE progress and guide intervention groups

This has resulted in more consistent SBAC preparation embedded into instruction throughout the year.

Ongoing Review and Adjustment
OFY-VV will continue monthly progress monitoring with SBCSS and conduct bi-monthly internal reviews of CSI implementation and performance indicators. Adjustments will be made based on:
- Quantitative data (graduation rates, SBAC scores, absenteeism)
- Educational Partner feedback from surveys, PAC/DELAC, and site meetings
- Feedback from county and SELPA partners regarding SPED and EL student support

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

CNA Data Reviewed

SBAC Math- All Students (OFY VV High School and Middle School Combined): In the 2024–25 school year, OFY VV remained in the orange performance level but improved by 19.9 points toward meeting the standard. Although overall performance was 117.4 points below the standard, this level of growth is classified as “Increased Significantly” on the California School Dashboard. The percentage of all students at OFY VV who exceeded and/or met the standards increased to 15.8% combined compared to last year at 6.87% combined.

Student Groups:
The percentage of Black students meeting or exceeding standards rose from 0% to 14.28%, and Hispanic students increased from 5.25% to 16.66%. EL students remain at 0% meets and exceeds combined for the last 3 years in mathematics. Both Hispanic students and socioeconomically disadvantaged students achieved at the orange performance level of the CA dashboard. Hispanic students scored at 118.4 points below the math standards and socioeconomically disadvantaged students scored at 123.8 points below the math standard. Students with disabilities decreased from 6.06% meets and exceeds combined to 4.88% for the mathematics SBAC. In terms of grade levels, OFY VV saw a decline in the SBAC performance of 7th graders in both ELA and math. 7th graders declined by 4.7% in math to 4.23% meets and exceeds the math standards and declined in ELA by 7.66% to 16.9% meets and exceeds the ELA standards. Additionally, OFY VV saw its 8th graders decline on the ELA SBAC by 3.25% to 18.3% of the 8th graders meeting and or exceeding the ELA standards.

SBAC ELA- All Students (OFY VV High School and Middle School Combined): In the 2024-25 school year, OFY VV remained at the yellow performance level but improved by 20.2 points toward meeting the standard. Although overall performance was 15.3 points below the standard, this level of growth is classified as “Increased significantly” on the California School Dashboard. The percentage of all students at OFY VV who exceeded and/or met the standards increased to 54.42% combined compared to last year at 42.75% combined.

Student Groups:
The percentage of Hispanic students meeting or exceeding standards rose from 35.79% to 53.12%. EL students remain at 0% meets and exceeds combined for the last 3 years in ELA. Both Hispanic and socioeconomically disadvantaged students scored at the yellow performance level of the CA dashboard. Specifically, Hispanic students scored 16 points below the ELA standards and socioeconomically disadvantaged students scored 18.4 points below the ELA standards. Students with disabilities increased from 14.71% meets and exceeds combined for the ELA SBAC to 16.66%.In terms of grade levels, OFY VV saw a decline in the SBAC performance of 7th graders in both ELA and math. 7th graders declined by 4.7% in math to 4.23% meets and exceeds the math standards and declined in ELA by 7.66% to 16.9% meets and exceeds the ELA standards. Additionally, OFY VV saw its 8th graders decline on the ELA SBAC by 3.25% to 18.3% of the 8th graders meeting and or exceeding the ELA standards.

CAST Science- All Students: In the 24-25 school year, OFY VV scored at 47.4 points for all students placing OFY VV in the green performance level. This was an increase of 3 points from the previous year. Specifically, OFY VV’s largest student groups scored in the green performance level of the CA Dashboard.

Student Groups:
Both Hispanic and Socioeconomically Disadvantaged students placed in the green performance level. Hispanic students grew 6 science points to 48.6 science points, and Socioeconomically Disadvantaged students grew 3.4 science points to 46.5 science points.

English Language Learner Progress- EL's and LTEL's: In the 2024-25 school year, OFY VV had 57.1% of its English Learners make progress putting OFY VV in the green performance level. According to the CA Dashboard this qualifies as an "increase" from the previous year of an overall growth of 4.8%.

Student Groups:
The LTEL population showed similar growth and accounts for 91.4% of the EL population for the 2024-25 school year. The LTEL population is making progress at 60.9% which is a 7.9% increase from last year and also places them in the green performance level on the CA Dashboard.

College and Career- All Students: In the 2024-25 school year, OFY VV had 10.6% of its students deemed prepared according to the CA Dashboard putting OFY VV in the yellow performance level. This was an overall increase of 3.6% from the previous year which signified that OFY VV made an "increase" between years according to the CA Dashboard. However, for the 24-25 school year, multiple student groups either fell in the red or orange performance levels. 10.6% of the prepared students at OFY VV amounted to 33 individual students. Of these 33 students, 4 were Black students, 17 were Hispanic/Latino students, 6 were White students, 2 were ELL students, 2 were LTEL students, 20 were socioeconomically disadvantaged students, and 1 student was a Foster Youth student. These 33 individual students were deemed "prepared" according to 2 primary measures which include:
1. college course credit and
2. met UC/CSU standards.

According to the CA Dashboard Levels and Measures Report, 30.3% (L2) of OFY VV's prepared students (10 students) met prepared by completing college course credit. The majority of students making up this specific measure included 5 Hispanic students and 8 Socioeconomically Disadvantaged students. The largest measure where students met prepared was the measure of met UC/CSU requirements at 78.8% (L4). Of the 26 students meeting this measure, 13 were Hispanic students, 4 were Black students, 24 were Socioeconomically Disadvantaged students, 2 were EL, 2 were LTEL, and 1 was Foster Youth. It is also important to note that OFY VV had 36 students "approaching prepared" according to the Dashboard Measure and Levels Report. These students approaching prepared primarily succeeded at UC/CSU requirements at 63.9% or 23 of the 36 approaching prepared students achieving this specific measure.

Student Groups:
Hispanic students scored in the red performance level of the dashboard with 8.6% of the students deemed prepared, which they maintained from the previous school year. Additionally, students with disabilities also performed in the red category with 0% of the students prepared, a decline from the previous year of 3%. Black Students performed in the orange level with 8.2% of the population deemed prepared. This was an increase from the previous year of 5.6%. EL and LTEL students were also placed in the orange performance level at 5.3% and 6.3% prepared respectively. Both EL and LTEL also showed growth from last year of 2.6% and 3.5% respectively. Students with disabilities performed in the red level with 0% of the population being deemed prepared. This is a decline of 3% from the previous year.

Graduation Rate- All Students: In the 2024-25 school year, OFY VV had 46.8% of its student population graduate. This graduation rate is an increase from last year of 12.1%. This increase signifies an "increased significantly" growth according to the CA Dashboard. Although OFY VV has shown substantial growth, the graduation rate still places OFY VV in the red performance level of the CA Dashboard. Specifically, seven student groups were placed in the red performance level.

Student Groups:
Black students graduated at 48.1% for the 24-25 school year with an increase from last year of 25.4%. EL students graduated at 50% for the 24-25 school year with an increase from last year of 15.9%. Hispanic students graduated at 46% for the 24-25 school year with an increase from last year of 8.9%. Likewise, LTEL's graduated at 50% with an increase from last year of 16.7%. Socioeconomically Disadvantaged students made up the largest student population group with 46.4% of the students graduating which was an increase from the previous year of 12.2%. Students with disabilities graduated at 57.4% with an increase from last year of 27.7%. Lastly, White students graduated at 50% with an increase from the previous year of 11.5%. Although OFY VV placed in the red performance level of the CA Dashboard, they showed significantly increased progress across student groups.

Chronic Absenteeism- All Students: In the 24-25 school year, OFY VV had a 45.8% chronic absenteeism rate which was a significant increase from the previous year of 4.8% placing OFY VV in the red performance level. There were two student groups who were placed in the red performance level of the CA Dashboard.

Student Groups:
Hispanic students at OFY VV showed a 45.5% chronic absenteeism rate with an increase from last year of 3.7%. Additionally, Socioeconomically Disadvantaged students showed a 48.3% chronic absenteeism rate with an increase from the previous year of 6.3%. Both of these student groups were placed in the red performance level of the CA Dashboard.

Area of Focus #1: Increase All Student SBAC Scores in Math and Reading
Root Causes: OFY VV shows lower overall scaled scores and lower percentage of students who combined meet and exceed the standards on the the SBAC assessment results due to the following:

Heavy focus on foundational skills across math and ELA courses and not enough balancing between at-grade level instruction that is intentionally focused on providing a variety of DOK activities. This can be especially true for the middle school program at OFY VV where students come to the charter already behind credits and low performing.

Heavy focus on the program "Freckle" to support mathematics at the foundational level for students with disabilities but lacking across OFY VV's mainstream students that include Independent Studies and Small Group Instruction programs. Again, a focus may be placed too much on foundational skills within the "Freckle" program but not enough on at-grade level or more rigorous practice.

Heavy focus on "Tools for Teachers" in the SGI program but not across the independent studies or online program where students may not be getting the exposure to "Tools for Teachers" that they need in order to be prepared for the SBAC assessments in ELA and math. "Tools for Teachers" has been largely used by approximately half of the SGI Teachers at OFY VV. Therefore, a need to increase its utilization across the SGI program is essential to see more consistent results.

Measurable Outcomes:
For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the math standards to at least 12% or greater. OFY VV has surpassed the 2027 school year goal of 5% meets and exceeds and has surpassed the 24-25 school year goal of over 7% meets and exceeds for math with all students achieving 11.07% meets and exceeds for math at OFY VV.

For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the math standards to at least 1% or greater for EL students.

For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the math standards to at least 12% or greater for Hispanic Students.

For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the math standards to at least 10%or greater for Black Students.

For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the math standards to at least 10% or greater for Socioeconomically Disadvantaged Students.

For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the math standards to at least 5% or greater for Students with disabilities.

For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the math standards to at least 5% or greater for 7th graders.

For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the math standards to at least 10% or greater for 8th graders.

OFY VV will show growth on the math SBAC mean scaled score for 7th, 8th, and 11th graders up from their current scores of 2426.3, 2427.5, and 2512.2 respectively

OFY VV will maintain or increase the proportion of students demonstrating growth in their math scaled scores on the RenStar assessment across testing windows, achieving a rate of 65% or higher.

For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the ELA standards to at least 36% or greater. OFY VV has surpassed the 2027 school year goal of 30% meets and exceeds and has surpassed the 24-25 school year goal of over 33% meets and exceeds for ELA with all students achieving 35.67% meets and exceeds for ELA at OFY VV.

For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the ELA standards to at least 5% or greater for EL students.

For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the ELA standards to at least 35% or greater for Hispanic students.

For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the ELA standards to at least 32% or greater for Black students.

For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the ELA standards to at least 35% or greater for Socioeconomically Disadvantaged Students.

For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the ELA standards to at least 17% or greater for Students with disabilities.

For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the ELA standards to at least 17% or greater for 7th grade students.

For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the ELA standards to at least 19% or greater for 8th grade students.

OFY VV will show growth on the ELA SBAC mean scaled score for 7th, 8th, and 11th graders up from their current scores of 2482.6, 2475.5, and 2584.4 respectively

OFY VV will maintain or increase the proportion of students demonstrating growth in their reading scaled scores on the RenStar assessment across testing windows, achieving a rate of 65% or higher.

Area of Focus #2: Increase College and Career Preparedness for All Students
Root Causes: OFY VV shows an overall lower percentage of preparedness on the college and career indicator for the following reasons:

Not enough students achieve an SBAC performance level of a “2” or “3” or combination of the scores to meet the needs across several preparedness criteria and pathways. This may be due to the aforementioned points listed above for low SBAC assessment scores
OFY VV has a small Advanced Placement (AP) program where only 1 teacher is certified and offers AP courses. OFY VV is looking to expand this program so that it may be accessible to more students.

OFY VV offers several CTE courses, but the required length of the courses (2 years) and the requirements for certifications are proving to be difficult for students to reach at OFY VV. This is due to the nature of the OFY VV program where students may not stay with the school for more than 1 year and decide to go back to their local district school.

OFY VV has focused more on monitoring Reclassified Fluent English Proficient (REFEP) students for the Seal of Biliteracy. Consequently, not focusing on non-REFEP students has meant that some students are not being monitored for progress or accessibility for the Seal of Biliteracy. OFY VV is looking to establish tracking methods for ensuring all students do not miss the opportunity to receive the Seal of Biliteracy if they qualify or are close to qualifying.

OFY VV has not established an optimal process for getting more students into dual enrollment courses with their local community colleges. OFY VV is looking to determine better methods for recruiting students into dual enrollment courses.

Measurable Outcomes:
In the 2025-26 school year OFY VV will increase the percent prepared of All students to at least 11% prepared

In the 2025-26 school year OFY VV will increase the percent prepared of Black Students to at least 10% prepared

In the 2025-26 school year OFY VV will increase the percent prepared of Hispanic Students to at least 10% prepared

In the 2025-26 school year OFY VV will increase the percent prepared of EL and LTEL students to at least 7% prepared

In the 2025-26 school year OFY VV will increase the percent prepared of Socioeconomically Disadvantaged Students to at least 11% prepared

In the 2025-26 school year OFY VV will increase the percent prepared of Students with disabilities to at least 4% prepared

Area of Focus #3: Increase Graduation Rates for Hispanic Students
Root Causes: OFY VV's 4 to 5 year graduation rate is low for the following reasons:

Not enough parent engagement to ensure families understand the expectations for graduating on time. OFY VV is working to increase engagement through parent workshops and increase meetings regarding graduating on time.

Not enough tracking and monitoring of the 4-5 year cohort so that opportunities regarding graduation and college and career are provided on time. OFY VV is working to improve this utilizing the combined efforts of school counselors and Career Pathways Coordinators (CPC's).

Measurable Outcomes:
For the 2025-26 school year OFY VV will increase the percentage of the 4-5 year graduation rate for all students from 46.8% to at least 48% or more.

For the 2025-26 school year OFY VV will increase the Hispanic student graduation rate from 46% to at least 48% or more.

Area of Focus #4: Decrease Chronic Absenteeism for Middle School Students
Root Causes: OFY VV's chronic absenteeism rate is high for the following reasons:

Not understanding how chronic absenteeism is determined especially as it is applied in a program structure such as OFY VV's where there is a blended learning environment consisting of independent studies and small group instruction (direct instruction).

OFY VV students experience a harder time getting to school for the small group instruction classes due to transportation challenges and home life experiences.

OFY VV experiences many students who reveal anxieties regarding testing. Many times students avoid school days where testing is expected.

Measurable Outcomes:

For the 2025-26 school year OFY VV will decrease the chronic absenteeism rate for middle school students from 45.8% to at least 40.8% or more.

Resource Inequities Review
The Charter conducted a Resource Inequity Review to evaluate whether students have equitable access to personnel, instructional materials, intervention programs, academic opportunities, technology, facilities, and support services necessary to achieve positive academic outcomes. The purpose of this review was to identify inequities in the distribution of educational resources and prioritize actions that will improve equitable access for student groups with the greatest needs. The review considered budget,staffing, instructional programs, intervention systems, counseling services, student supports, college and career opportunities, facility resources, and student outcome data from the California School Dashboard and local measures to identify and prioritize resource inequities. The findings below identify the most significant resource inequities that will be addressed through the School Improvement Plan.

Actionable Resource Inequities Identified
Mathematics Achievement
The Charter's Resource Inequity Review identified opportunities to strengthen equitable access to mathematics intervention staffing, small-group instructional supports, tutoring opportunities, progress-monitoring systems, and evidence-based mathematics intervention resources across grade levels and student groups. The review determined that expanding these resources is necessary to better support English Learners, students with disabilities, Hispanic students, socioeconomically disadvantaged students, and middle school students and reduce persistent mathematics achievement gaps.

ELA
The Charter's Resource Inequity Review identified opportunities to strengthen equitable access to structured literacy interventions, academic vocabulary development, writing supports, progress-monitoring tools, targeted small-group instruction, and evidence-based literacy intervention resources. The review determined that expanding these instructional supports is necessary to better serve English Learners, Hispanic students, socioeconomically disadvantaged students, and middle school students and reduce persistent literacy achievement gaps.

College & Career
The Charter's Resource Inequity Review identified opportunities to strengthen equitable access to college and career readiness supports, including individualized college and career counseling, postsecondary planning, student awareness of available opportunities, and participation in A-G coursework, dual enrollment, Career Technical Education (CTE) pathways, Advanced Placement coursework, and the State Seal of Biliteracy. The review determined that expanding student outreach, counseling, and academic planning will help ensure historically underserved student groups are able to fully access and successfully participate in these college and career readiness opportunities.

Graduation
The Charter's Resource Inequity Review identified opportunities to strengthen counseling capacity, transcript monitoring systems, early identification processes, individualized graduation planning, and credit recovery resources for students entering significantly credit deficient. The review determined that expanding these supports and strengthening progress-monitoring systems will help ensure students receive timely interventions and equitable access to the resources needed to successfully graduate.

Attendance
The Charter's Resource Inequity Review identified opportunities to strengthen equitable access to attendance intervention systems, family engagement resources, wraparound services, school connectedness initiatives, social-emotional supports, and transition supports for middle school students. The review determined that strengthening these resources and intervention systems will help improve student engagement, increase school connectedness, and reduce chronic absenteeism among historically underserved student groups.

English Learners
The Charter's Resource Inequity Review identified opportunities to strengthen equitable access to designated and integrated English Language Development (ELD), academic language development resources, progress-monitoring systems, and bilingual family engagement supports for English Learners and Long-Term English Learners. The review determined that strengthening these instructional and family engagement supports will help ensure English Learners have equitable opportunities to develop language proficiency and achieve academic success.

Inequities that are Priorities for the Charter to Address
Expand Mathematics Intervention Supports (Highest Priority)
The Charter identified mathematics intervention staffing, tutoring opportunities, small-group instructional supports, evidence-based instructional resources, and progress-monitoring systems as the highest priority resource areas. Strengthening these supports will help ensure students, particularly English Learners, students with disabilities, Hispanic students, socioeconomically disadvantaged students, and middle school students, have equitable access to the instructional resources and interventions needed to improve mathematics achievement.

Strengthen College and Career Readiness Supports
The Charter identified college and career counseling, individualized academic planning, student awareness of postsecondary opportunities, and participation in A-G coursework, dual enrollment, Career Technical Education (CTE), Advanced Placement coursework, and the State Seal of Biliteracy as priority resource areas. Expanding these supports will help ensure ensure all students have meaningful opportunities to prepare for college, careers, and postsecondary success.

Strengthen Graduation Planning and Student Success Supports
The Charter identified counseling services, transcript monitoring, early identification systems, individualized graduation planning, and credit recovery resources as priority areas for improvement. Strengthening these systems will help ensure students entering significantly credit deficient receive timely interventions and equitable access to the supports necessary to graduate successfully.

Strengthen Literacy Supports
The Charter identified structured literacy interventions, academic vocabulary development, writing supports, progress-monitoring tools, and targeted small-group instruction as priority resource areas. Expanding these instructional supports will help ensure students have equitable access to evidence-based literacy interventions that improve academic achievement.

Strengthen Attendance and Student Engagement Supports
The Charter identified attendance support systems, family engagement resources, wraparound services, school connectedness initiatives, and social-emotional supports as priority resource areas. Strengthening these supports will help improve student engagement, reduce chronic absenteeism, and ensure historically underserved student groups receive the resources needed to remain connected to school.

Strengthen English Learner Supports
The Charter identified designated and integrated English Language Development (ELD), academic language development resources, bilingual family engagement, and progress-monitoring systems as priority resource areas. Strengthening these supports will help ensure English Learners and Long-Term English Learners have equitable opportunities to develop language proficiency and achieve academic success.

How the Charter Plans to Address the Identified Resource Inequities

- Expand mathematics intervention staffing, tutoring opportunities, and small-group instructional supports to improve equitable access to mathematics intervention services.
- Increase access to evidence-based mathematics and literacy instructional resources, intervention curriculum, and progress-monitoring tools.
- Strengthen counseling services through individualized academic planning, transcript monitoring, early identification systems, and expanded credit recovery supports.
- Increase student participation in college and career readiness opportunities through enhanced counseling, academic planning, and outreach related to A-G coursework, dual enrollment, Career Technical Education pathways, Advanced Placement coursework, and the State Seal of Biliteracy.
- Continue utilizing identified Evidence-Based Interventions (EBIs) to expand equitable access to mathematics and literacy interventions, progress-monitoring systems, English Learner supports, college and career readiness opportunities, counseling services, and targeted instructional resources for student groups with the greatest needs.
- Provide ongoing professional learning focused on evidence-based instructional practices, differentiated instruction, academic language development, and effective support for student groups with the greatest needs.
- Strengthen attendance intervention systems through family engagement, wraparound services, transition supports, and school connectedness initiatives.
- Expand social-emotional and mental wellness supports to improve student engagement, persistence, and overall well-being.
- Continue providing educational technology and instructional resources that support equitable access to high-quality instruction and intervention.
- Continue engaging educational partners through DELAC, PAC, PIBE, and other stakeholder groups to monitor implementation, gather feedback, and evaluate the effectiveness of improvement efforts.

Resource inequities identified that are not actionable at the school site:
The Charter identified facility-related inequities that may continue to impact student achievement but require organizational-level planning and capital investment beyond the site's authority to address. These include limited classroom capacity to expand Small Group Instruction offerings in core academic subjects and the absence of dedicated science laboratory facilities to support expanded hands-on laboratory experiences and science instruction opportunities

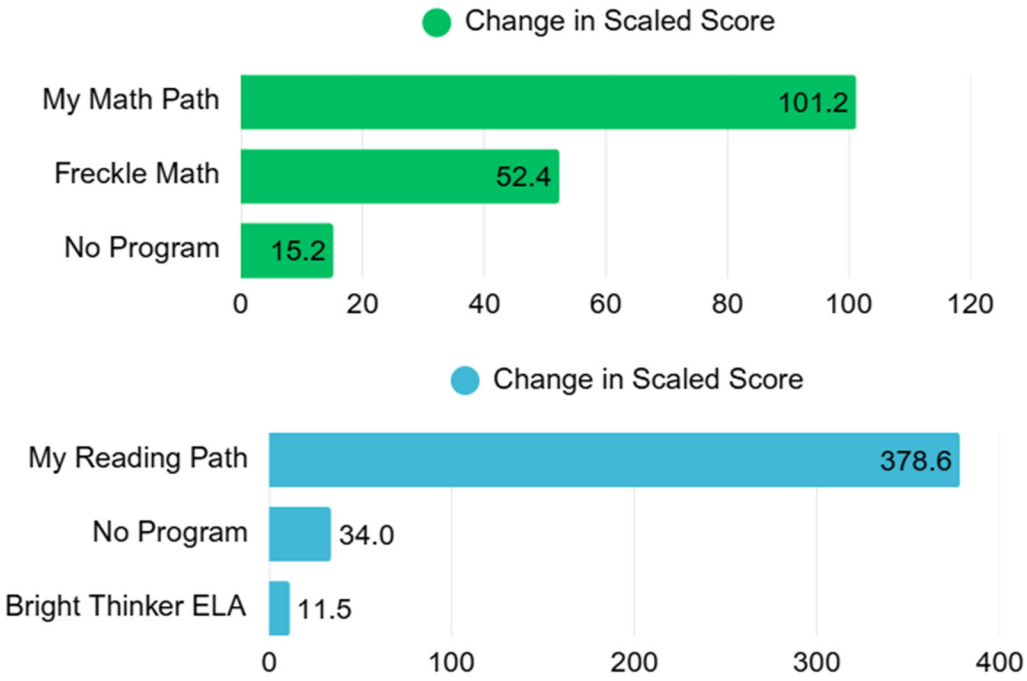
Data Utilized to conduct our Comprehensive Needs Assessment:
OFY-VV used data from the OFY VV school metrics dashboard on Tableau and the CNA data dive conducted with staff to collect and interpret data about the students. Data collected on Tableau included absenteeism, core course completion, English 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:

- CA Dashboard performance data (Graduation Rates, Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates)
- Chronic Absenteeism, SBAC ELA and Math)
- CAASPP data (ELA and Math)
- ELPAC data
- A-G course enrollment & completion rates
- Educational Partner Surveys and School Climate Survey
- Star Renaissance Data (Lexile Growth, Urgent Intervention Data)
- iLit, Achieve 3000 and Exact Path data
- California Dept. of Education College and Career Data
- Student and Family Participation Rates in Events Data

Evidence-based interventions: Building on the success of our 2024-25 and 2025-26 CSI plan and the positive student outcomes from our evidence-based interventions, we will continue with the same plan and EBIs into the 2026-27 school year. The School Leadership Team has reviewed the data, confirming the effectiveness of our current interventions, as illustrated in the infographic below. Areas identified for improvement, resource inequities, and evidence-based interventions were shared with the Parent Advisory Committee for their feedback. Although we have seen success in multiple areas with the use of our EBIs, there is still room for growth. That is why we will continue with the EBIs we have in place for the 2025-26 school year into the 2026-27 school year. These evidence-based interventions have been instrumental in improving key performance indicators, as measured by our internal benchmark assessments, compared to EBI usage. The positive outcomes and progress in student performance indicators validate the effectiveness of these interventions in addressing our identified needs, supporting their continued implementation. The identified evidence-based interventions include the following: Exact Path, iLit, Renaissance reports, and Tools For Teachers.



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

iLit: (https://assets.savvas.com/asset_mgr/current/201851/iLit_CA_Research_Overview.pdf?_ga=2.48241062.1296961985.1603409995-1008456371.1588740253)
The iLit program is a tier 1 intervention. It is an instruction designed for English learners, including newcomers. The designated curriculum focuses on developing English for academic purposes, which emphasizes the development of listening, speaking, writing, and reading skills based on relevant literature. It is a reading intervention program designed to comprehensively support comprehension and literacy gains for

English Learners, in a digital platform. iLit uses high-interest texts, fiction and nonfiction, to engage students. It also provides real-time student achievement feedback to teachers so that instruction is adjusted to differentiate for each student. In studies of iLit's effectiveness, the average iLit student saw an increase in 20 percentiles more than the average comparison student in vocabulary did, 23 percentiles did more than the average student on sentence comprehension did, 5 percentiles more than the average student on overall comprehension. This program, and its unique design for improved English language acquisition, provides an additional curricular support for our English Learner population, which directly correlates to the increased success of English Learners in our program and increased skills necessary for English Learners to reclassify as Fluent English Proficient. A program description of iLit can be found in the link below

Renaissance Reports: (https://global-zone05.renaissance-go.com/welcomeportal/7285778)
OFY-VV Teachers will use the various renaissance reports to inform their instructional decisions both in the classroom and during IS appointments. The various reports serve different functions and will provide staff information about student scores, skills for improvement, and content knowledge that must be revisited. By utilizing the reports to inform instructional decision making, teachers can more accurately address student needs. In addition, focusing on renaissance will support student SBAC performance as the renaissance informs staff of potential performance on the SBAC.

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

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

Tools for Teachers (CAASPP): (https://www.smartertoolsforteachers.org/)
OFY-VV will utilize the resources found on "Tools for Teachers" via the CAASPP website to integrate SBAC prep content, materials, and practice questions throughout the year in the SGI curriculum. Teachers can use the content materials that are aligned both to content standards and aligned to the interim assessment block topic that students are struggling with according to the practice questions. This integration of SBAC created material will increase student SBAC outcomes as they are preparing for the summative assessment all year long

as opposed to some block of time before the testing window. Specific tools from the Tools for Teachers website include the interim assessment item portal, interim connections playlists, instructional resources, professional learning resources, and formative and accessibility strategies. Staff has developed an action plan to carry out the goal and ensure the plan stays consistent and effective. Additionally, middle school will utilize tools for teachers practice questions in their diagnostic assessments to measure prior and post knowledge within each semester of the school year.

Educational Partner Involvement
The OFY Victorville plan has integrated the established goals within our 2024-27 LCAP to create an effective CSI school plan. To effectively meet the ESSA requirements, the plan will incorporate LCAP Educational Partner engagement feedback by utilizing Educational Partner feedback through a comprehensive survey gathered once a semester and through various Educational Partner engagement events throughout the year. These events can include back to school night, senior social, pathways orientations, and/ or independent studies appointments. Parents and students are provided the survey on Chromebook and given an explanation as to why they are taking the survey and how it is important to our charter.

Parent Advisory Council: While recruitment efforts for PAC persisted throughout the year, parents preferred not to take on formal committee roles. Despite not meeting the threshold for a DELAC due to the number of English Learners, the school remained committed to incorporating family perspectives. Input was gathered through dynamic forums such as Achievement Chats and community events like Parent Night, ensuring a diverse range of voices contributed to our educational endeavors.

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

The DELAC Meeting on September 24, 2025 started by Ray Banaag opened this virtual meeting at 4:05p by introducing various English Learner (EL) Specialists and administrators from across the region. The primary focus was defining the DELAC as an advisory body where parents provide input on how to better support English Language Learner (ELL) students. During the session, Mr. Banaag actively recruited committee board members and shared a sign-up link with those in attendance . The committee also reviewed academic performance data from the 2024-2025 school year to identify specific areas for improvement . Additionally, plans were announced to partner with the Parental Institute of Bilingual Education to offer parent-only workshops covering technology, financial aid, and English skills . The meeting was adjourned at 4:37p.

The DELAC virtual meeting on January 28, 2026, which began at 4:01p, focused heavily on the upcoming English Language Proficiency Assessments for California (ELPAC). Mr. Banaag detailed the four testing domains—Reading, Writing, Listening, and Speaking—and provided parents with flyers and web links to help students practice at home . The presentation highlighted significant successes in reclassification data, noting that 95% of EL students were reclassified during the 2024-2025 school year. Furthermore, the English Learner

Progress Indicator (ELPI) showed that 57% of EL students improved their scores compared to the prior year. The session concluded at 4:28p with no public comments offered.

The DELAC meeting on April 15, 2026 was conducted in person at the Victorville 1 site; this meeting commenced at 4:15p with a group of ten attendees, including parents and students. Mr. Banaag announced that the school achieved a 97% ELPAC participation rate, successfully exceeding the state requirement. The discussion then turned to the upcoming Smarter Balanced Assessment Consortium (SBAC) tests and the school's Local Control and Accountability Plan (LCAP) goals, which aim to increase English Language Arts (ELA) passage rates for EL and Long Term English Learner (LTEL) students by 2027 . Mid-year data showed a 12% growth in graduation rates and notable improvements in Math and ELA standards . During the public input segment, parents requested more involvement in post-secondary planning, specifically regarding Career Technical Education (CTE) and college support for EL students. The meeting adjourned at 4:48p.

Monitoring and Evaluating Effectiveness

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

Options for Youth – Victor Valley (OFY-VV) will continue to monitor and evaluate the implementation and effectiveness of its CSI plan through structured quarterly monitoring cycles and an annual comprehensive analysis. This systematic process ensures interventions are data-driven, responsive to student needs, and aligned with achieving measurable academic outcomes.

Implementation and Progress Monitoring
OFY-VV staff will collaboratively review key data metrics to inform instruction, interventions, and student supports. Chronic absenteeism and academic progression will be monitored monthly, triggering targeted interventions when students fall behind. Teachers will track attendance, work completion, and overall progress to ensure students remain on track for graduation. Interventions may include:

- Parent-teacher conferences to develop individualized support plans
- Tutoring and additional instructional appointments, including evening school
- Personalized monthly academic plans
- Counseling sessions addressing both academic and social-emotional needs
- Enrollment in remedial courses to ensure core course completion

Intervention specialists and area teachers will provide additional support to students struggling with attendance or academic progress. Outcomes are systematically documented and reported to site Assistant Principals for further guidance and follow-up.

Data-Driven Monitoring and Analysis
The effectiveness of the CSI plan is evaluated using multiple data sources:

- Monthly Student Progression: credit attainment and course completion rates
- Annual Core Completion Rates
- Renaissance Star (RenStar) assessment data (ELA & Math)
- Graduation rates (one-year and four/five-year cohorts)
- Chronic absenteeism and suspension rates
- Student performance on CA Dashboard indicators, including English Learner progress, Math, and Language Arts

Quarterly, leadership presents a comprehensive data analysis to educational partners—including PAC, and DELAC. Partner feedback, collected via surveys and engagement meetings, informs ongoing refinements to the CSI plan.

Educational Partner Engagement
OFY-VV prioritizes strong partnerships with families, staff, and the broader school community. The PAC and DELAC committees meet quarterly to review performance data, provide input on the CSI plan, and recommend adjustments. Committees receive training and guidance to actively participate in LCAP and CSI planning.

Comprehensive Needs Assessment (CNA)
An annual CNA identifies student needs, addresses achievement gaps, and guides evidence-based interventions. The CNA also assesses the effectiveness of learning loss interventions and ensures all students can access grade-level coursework successfully.

Subject-Specific Monitoring and Support
English Language Arts & Mathematics
- Monitor progress on SBAC and RenStar assessments throughout the year
- Track participation in intervention programs such as iLit, Exact Path, and SGI courses
- Evaluate student performance using assessment trackers in fall and spring
- Develop SBAC-focused action plans at each center, aligning staff to data-informed instruction
- Assign Assistant Principals to oversee center-level implementation and alignment with goals
- Ensure continuous enrollment in core subjects and access to CTE and dual enrollment programs

English Learners (ELs)
- Weekly progress tracking by EL Specialists and the EL Coach
- Unit completion reports and RenStar data to monitor Lexile growth
- Inclusion in SGI courses for additional instructional support
- Collaboration among EL, SPED, DI, and IS staff to ensure coordinated interventions
- Monitor ELPAC performance and reclassification trends to evaluate effectiveness

Chronic Absenteeism & Attendance
- Monitor attendance via StudentTrac, with IS teachers documenting participation
- Instructional Coaches oversee intervention implementation and attendance tracking
- DI teachers ensure engagement in SGI courses, with data tracked in SGI trackers
- Continue compliance with AB 130 synchronous and asynchronous instruction requirements

Career and College Readiness
- Use "Transfer" and the California Colleges website to support postsecondary planning
- Track student enrollment in A-G and CTE pathways
- Monitor dual enrollment participation and engagement with career exploration tools
- CPCs hold one-on-one meetings with 10th and 11th graders, with progress tracked and reported
- Conduct student surveys to evaluate effectiveness and refine supports

Ongoing Staff Development

OFY-VV provides professional development and coaching to ensure staff can effectively support student learning:

- Regular updates and training on analyzing and interpreting student performance data
- On-site coaching to improve instructional strategies
- PD sessions tailored to intervention strategies for students

Through structured monitoring, data-driven decision-making, and active engagement with educational partners, OFY-VV continuously refines its CSI plan. This approach ensures that interventions are effective, barriers to learning are addressed, and students receive the support needed to increase academic achievement, graduation rates, and college and career readiness.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Staff: Teachers, Counselors, Administrators, and Instructional Staff	School staff participated in an all school staff data dive on December 5th, 2025 where participants reviewed several metrics from the CA dashboard for all subgroups and the school's internal data metrics from Tableau to help develop more understanding and context. The staff were given time to reflect, verbalize observations, determine root causes, and propose solutions. The staff worked together as a whole group and in smaller, more tailored or focused groups to engage in the data dive. These findings and concerns were implemented into the development of the LCAP. Additionally, instructional staff were given additional opportunities to reflect on the data and embrace the LCAP in their professional learning communities (PLC's) by subject department. These PLC's took place on September 12, 19, and 26th of 2025.
Parents: DELAC, PAC, PIBE, and Back to School Nights	The District Learner Advisory Committee (DELAC) meeting with parents occurred on the following dates: September 24, 2025, January 28, 2026, and April 15 2026. Parents who attended the DELAC meeting were provided the opportunity to review the LCAP and funding allocations specifically as they pertain to our English learners. Parents were provided with an explanation both in English and Spanish and were offered the space and time to determine how funding should be utilized to support their students. OFY VV's Parent Advisory Committee met on the following dates: October 23, 2025 and April 15 2026 to review LCAP goals and to determine how to increase parent engagement and to help set goals surrounding budget and spending for students. The meeting was provided in both Spanish and English. The Parent Institute for Bilingual Education (PIBE) also played a role in the development and accomplishment of our LCAP goals. PIBE is a vendor that OFY VV utilized to increase parent engagement and provide access to knowledge pertaining to computers and technology. The parents engaged in 10 workshops per class as part of a series with a qualified instructor from PIBE to learn level 1 and level 2 technology skills that help them with daily life and to support them with their own children's class assignments and future endeavors. Through PIBE, parents were introduced to DELAC and PAC a s options to continue their engagement with the school. Parents participated in two ten series workshops on the following dates throughout the year: 10/6/25, 10/13/25, 10/20/25, 10/27/25, 11/3/25, 11/10/25, 11/17/25, 12/1/25, 12/8/25, 12/15/25, 2/23/26, 3/2/26, 3/9/26, 3/16/26. 4/13/26,4/20/26, 4/27/26, 5/4/26, 5/11/26, and 5/18/26. Additionally, OFY VV held several parent and student engagement night events in order to help families better become acquainted with the school and instructional staff. These nights also served to assist with the competition of both the LCAP and climate surveys, and to share progress on school goals. These events include both "Back to school nights" and the "Spring Festival." The dates for these events include the following: 3/25/26, 9/4/25, and 9/18/25.

Surveys: Climate Survey & LCAP Survey	The “Altitude: School Climate Survey” was implemented at OFY VV for staff, parents, and students to complete from October 6, 2025 to November 7, 2025. This survey focused on staff and student connections at school, social emotional well-being, and social media influence. Additionally, OFY VV implemented an LCAP survey for staff, students, and parents that focused on school safety, academic achievement, parent and student engagement, and additional support services. This survey took place from February 2, 2026 to March 20, 2026.
Other Educational Partners: SELPA, District Authorizer, San Bernardino County (Differentiated Assistance- DA), and OFY VV Board Meetings	OFY VV met with the SELPA on April 28, 2026 to review the LCAP plan, goals, and progress as they pertain to students with disabilities. Focusing on graduation rate, college and career, and mathematics were primary determinations with the SELPA. Additionally, OFY VV met with the San Bernardino County to address the 4 to 5 year graduation rate and a specific plan to increase the graduation rate to move out of technical assistance. OFY VV met with the San Bernardino County to plan, set goals, and track progress on the following dates: August 20, 2025, September 10, 2025, October 10, 2025, January 6, 2026, April 6, 2026, and May 8, 2026. OFY VV’s authorizing district- Victor Valley Union High School District also played a crucial role in the development of the LCAP goals through their school observation feedback. VVUHSD observed OFY VV on the following dates: October 30, 2025 and April 2, 2026. VVUHSD district specifically conducted classroom observations and met with school leadership to share findings and feedback for growth. This feedback was provided to school staff where school Instructional Coaches followed up with tailored support. Lastly, OFY VV conducted several board meetings where an LCAP update was shared and where numerous school activities and actions pertaining to the LCAP were showcased. OFY VV board meetings occurred on the following dates: September 19, 2025, September 26, 2025, November 7, 2025, January 23, 2026, March 27, 2026, and April 10, 2026, May 22, 2026, and June 26, 2026.

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Options for Youth – Victor Valley (OFY-VV) continues to prioritize meaningful engagement with Educational Partners, ensuring feedback from students, families, staff, and community members directly shapes the 2024–27 LCAP. Insights gathered through surveys, advisory committees, and collaborative discussions have informed key goals, metrics, actions, and budget allocations to support student success.

Key Areas of Influence

1. Student Connectedness & Engagement
   Educational Partners emphasized the importance of fostering a sense of belonging. In response, OFY-VV enhanced initiatives that strengthen student engagement, including:
   Student clubs, extracurricular groups, and sports programs
   Field trips and experiential learning opportunities
   Social-Emotional Learning (SEL) activities and events

LCAP Alignment: Goal 2, Action 6 (Postsecondary Field Trips); Goal 4, Actions 2–5 (Parent Involvement, SEL Opportunities, SWD Support, Staff Collaboration, Experiential Learning)

2. College & Career Readiness
   Partners highlighted the need for robust postsecondary preparation. OFY-VV responded by expanding programs that prepare students for college and career success:
   College & career fairs and senior transition programs
   FAFSA Nights and A–G informational events
   Dual enrollment opportunities and Career Pathway coordination
   Industry panels and virtual reality career exploration

LCAP Alignment: Goal 2, Actions 3–4 (Postsecondary Offerings & Dual Enrollment, Postsecondary Opportunities); Goal 4, Action 2 (Parent Involvement & Engagement)

3. Career Technical Education (CTE) Expansion
   Feedback indicated strong interest in CTE growth. OFY-VV expanded pathways by introducing new, market-relevant programs and strengthening supports to increase student engagement and completion.

LCAP Alignment: Goal 3, Action 2 (Enhanced CTE Pathways)

4. Tutoring & Academic Interventions
   Educational Partners requested additional academic support. In response, OFY-VV bolstered tutoring and intervention offerings, including:
   Targeted instruction and programs such as iLit
   Homework Café Nights and after-school or evening appointments
   Specialized support for English Learners (EL), Students with Disabilities (SWD), Foster Youth, Homeless students, and Socioeconomically Disadvantaged students

LCAP Alignment: Goal 1, Actions 1, 2, 6, 11 (Targeted EL Support, Foster Youth Support, Math & English Interventions, ELA Tutors/Intervention Specialists)

5. Math Support Enhancements
   Student and parent feedback highlighted the need for additional math interventions. OFY-VV responded by expanding staff support and programs to improve math achievement and progression.

LCAP Alignment: Goal 1, Action 6 (Math and English Intervention Programs)

6. Social-Emotional Development (SEL)
   Educational Partners emphasized the importance of SEL opportunities. OFY-VV increased programming to support student well-being and create a safe learning environment, including:

Experiential learning trips and group activities
SEL-focused workshops and events
Sports and extracurricular programs

LCAP Alignment: Goal 4, Action 3 (Social-Emotional Development Opportunities)

Ongoing Alignment and Evaluation
These initiatives are continuously monitored to ensure they align with charter goals and state requirements for the 2025–26 school year. By embedding Educational Partner feedback into the LCAP, OFY-VV demonstrates a commitment to creating a responsive, inclusive, and equitable learning environment that addresses student needs, promotes engagement, and prepares all learners for future success.

Goals and Actions

Goal

Goal #	Description	Type of Goal

Goal #1	The Charter School aims to increase the percentage of students, particularly those who are socioeconomically disadvantaged, Hispanic, Long-Term English Learners (LTELs), English Learners (ELs), and students with disabilities (SWD) who meet or exceed standards in math, English Language Arts (ELA), and or science. By 2027, our goals are to:
	• Raise math achievement so that at least 5% or more of all OFY-VV students, students with disabilities, and African American students meet or exceed the math standards.
	• Increase ELA proficiency to at least 30% or greater for all students and at least 20% for students with disabilities.
	  ○ Increase ELA proficiency for LTEL's to at least 9% met and or exceeds standards.
	  ○ Increase ELA Proficiency for ELLs to at least 3% met and or exceeds standards.
	• Elevate science proficiency as measured on the California Science Test (CAST) to ensure that at least 15% or greater of all students meet or exceed the state standards and that at least 6.5% of the middle school students meet the science standards.
		Focus

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards
Priority 4: Pupil Achievement
Priority 7: Course Access

An explanation of why the LEA has developed this goal.

The development of this goal is grounded in a comprehensive review of historical performance data and persistent challenges in student achievement at Options for Youth – Victor Valley (OFY-VV). While incremental progress has been observed, current outcomes continue to reflect significant academic disparities, reinforcing the need for a focused and strategic approach to improvement.

Data-Driven Need for Improvement
Recent assessment results demonstrate modest gains in overall student performance:
Mathematics Proficiency: Increased from 6.6% to 11.07%
ELA Proficiency: Increased from 31.3% to 35.67%

Despite these improvements, overall proficiency levels remain well below state expectations, particularly among key student groups:
Long-Term English Learners (LTELs): 12.5% met or exceeded ELA standards
English Learners (ELs): Increased from 3.2% to 4.17% meeting ELA standards
Socioeconomically Disadvantaged and Hispanic Students: Continue to demonstrate persistent performance gaps

These trends highlight the urgency of accelerating academic growth while addressing long-standing inequities in access and outcomes.

Goal Setting and Measurable Outcomes
In response to these findings, OFY-VV has established measurable and attainable targets to guide improvement efforts through 2027:
Increase math proficiency to at least 5%
Increase ELA proficiency to at least 30%

Educational Partner Input
Input gathered through data dives, Educational Partner meetings, and ongoing feedback processes consistently identified key areas of concern:
Persistently low CAASPP performance in both Math and ELA across multiple years
Ongoing academic underperformance in core subject areas
Limited college and career readiness, reflecting gaps in foundational skills

Educational partners emphasized the need for expanded interventions, more targeted academic support, and strengthened instructional practices to better meet the needs of all students—particularly historically underserved populations.

Strategic Approach to Academic Improvement
To address these challenges, OFY-VV will implement a comprehensive, data-driven strategy that includes:

- Targeted Academic Interventions: Expanded tutoring, small group instruction, and differentiated supports for students performing below standard
- Professional Development: Ongoing training for educators focused on evidence-based instructional strategies and support for high-need student groups
- Progress Monitoring and Continuous Improvement: Regular analysis of student performance data to adjust instruction and interventions in real time

Commitment to Student Success
By prioritizing this goal, OFY-VV reaffirms its commitment to equity and academic excellence. Through intentional, data-informed actions and continued collaboration with educational partners, the charter aims to create a supportive learning environment where all students—regardless of background—have access to the resources, instruction, and opportunities necessary to achieve sustained academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Math Achievement: Percentage of students meeting/exceeding math standards on the SBAC.	Met or Exceeded Standard for Math 2022-23 CAASPP Report: All student level: 3.64% Low SES: 2.34% Hispanic: 3.55% SWD: 3.45% African American Students: 0%	Met or Exceeded Standard for Math 2023-24 CAASPP Report: All student level: 6.6% Low SES: 4.44% Hispanic: 5.29% SWD: 6.06% African American Students: 5.56%	Met or Exceeded Standard for Math 2024-25 CAASPP Report: All student level: 11.07% Low SES: 9.58% Hispanic: 11.73% SWD: 4.88% African American Students: 9.3%	By 2027 OFY-VV will increase the percentage of students who meet or exceed the math standards to at least 5% or greater for all students. By 2027 OFY-VV will increase the percentage of SWD's who meet or exceed the math standards to at least 5% By 2027 OFY-VV will increase the percentage of African American students who meet or exceed the math standards to at least 5%	All student level: 7.43% ↑ Low SES: 7.24% ↑ Hispanic: 8.18% ↑ SWD: 1.45% ↑ African American Students: 9.3%↑

Metric# 2	ELA Achievement: Percentage of students meeting/exceeding ELA standards on the SBAC.	Met or Exceeded Standards for ELA (SBAC) 2022-23 CAASPP Report: All student: 26.42% Low SES: 25.36% Hispanic: 24.26% LTELs: 5.88% ELs: 0.00% SWD: 17.24%	Met or Exceeded Standards for ELA (SBAC) 2023-24 CAASPP Report: All student: 31.25% Low SES: 29.63% • Hispanic: 26.66% • LTELs: 0% ELs: 3.23% SWD: 14.71%	Met or Exceeded Standards for ELA (SBAC) 2024-25 CAASPP Report: All student: 35.67% Low SES: 34.35% • Hispanic: 34.18% • LTELs: 12.5% ELs: 4.17% SWD: 16.66%	By 2027 OFY-VV will increase the percentage of students who meet or exceed the ELA standards to at least 30% or greater for all students. By 2027 OFY-VV will increase the percentage of EL students who meet or exceed the ELA standards to at least 9% for LTELS and 3% for ELs. SWD: By 2027 OFYVV will increase the percentage of SWD students who meet or exceed the ELA standards to at least 20%.	CAASPP Report: All student: 9.25%↑ Low SES: 8.99%↑ Hispanic: 9.92%↑ LTELs: 6.62%↑ ELs: 4.17%↑ SWD: 0.58%↓

Metric# 3	Science Achievement: Percentage of students meeting/exceeding science standards on the CAST	Met or Exceeded the Science CAST Standards 2022-2023 CAASPP Report: 2021- 2022 at 12.27% to 2022-2023 6.72% for all Students. Middle School: The average percent of meet and or exceeds for science for only middle school was 4.21% (2022-2023) similar to the year prior with 4.31%. (2021-2022)	Met or Exceeded the Science CAST Standards 2023-2024 CAASPP Report: 9.25% for all Students Met or Exceeded Standard for Science Middle School: The average percent of meet and or exceeds for science for only middle school was 7.76%	Met or Exceeded the Science CAST Standards 2024-2025 CAASPP Report: 13.55% for all Students Met or Exceeded Standard for Science Middle School: The average percent of meet and or exceeds for science for only middle school was 9.76%	By 2027 OFY-VV will increase the percentage of students who meet or exceed the science standards to at least 15% or greater for all students. By 2027 OFY-VV will increase the percentage of students who meet or exceed the science standards to at least 6.5% for middle school students	All students: 1.28% Middle School: 5.45%

Metric# 4	Core Course Completion	Spring 2024 Internal Data: All student level Math - 7.05 units English- 8.01 units Science- 6.82 units Social Science- 7.72 units African American Students Math - 6.25 units English- 9.53 units Science- 8.10 units Social Science- 8.88 units This data only includes students who have been enrolled with OFY-VV for 7 to 12 months of the school year.	Spring 2025 Internal Data: All student level Math - 6.9 units English- 7.8 units Science- 6.2 units Social Science- 6.2 units African American Students Math - 7.4 units English- 8.3 units Science- 6.4 units Social Science- 6.2 units This data only includes students who have been enrolled with OFY-VV for 7 to 12 months of the school year.	Spring 2026 Internal Data: All student level Math - 7.6 units English- 9.2 units Science- 6.4 units Social Science- 6.6 units African American Students Math - 7.4 units English- 9.0 units Science- 5.5 units Social Science- 5.8 units This data only includes students who have been enrolled with OFY-VV for 7 to 12 months of the school year.	The charter aims to maintain its Core Course Completion rates annually at: All student level Math - 7.5units English- 7.5 units Science- 7.0 units Social Science- 7.5 units African American Students Math - 7.5 units English- 7.5units Science-7 units Social Science- 7.5 units These outcomes will reflect only students who have been enrolled with OFY-VV between 7 and 12 months out of the school year.	All student level Math - 0.7↑ units English- 1.4↑ units Science- 0.2↑ units Social Science- 0.4↑ units African American Students Math - no change English- 0.7↓ units Science- 0.9↓ units Social Science- 0.4↓ units

Metric# 5	Renstar GLE: Performance and growth	nternal Data: 2022-2023 (All Windows) Average GLE Math: 6.2 and growth: .9 for all students Average GLE Reading: 6.8 and growth: 1.0 for all students LTEL Average Reading GLE: 7.3 and growth: 0 EL Average Reading GLE: 5.7 and growth: 1.1	nternal Data: 2024-2025 (All Windows) Average GLE Math: 7.2 and growth: 1.5 for all students Average GLE Reading: 8.9 and growth: 1.4 for all students LTEL Average Reading GLE: 6.6 and growth: 1.9 EL Average Reading GLE: 6.8 and growth: 2.0	nternal Data: 2025-2026 (All Windows) Average GLE Math: 7.5 and growth: 1.2 for all students Average GLE Reading: 9.1 and growth: 1.2 for all students LTEL Average Reading GLE: 6.2 and growth: 1.5 EL Average Reading GLE: 6.7 and growth: 2.0	By 2027 OFY-VV will increase the average GLE (grade level equivalence) to 6.7 for mathematics and 7.4 for reading for all students. By 2027 OFY VV will increase the average GLE for LTEL's to 7.9 for reading. By 2027 OFY VV will increase the average GLE for EL's to 7.0 for reading.	Average GLE Math: 1.3↑ and growth: 0.3↑ for all students Average GLE Reading: 2.3↑ and growth: 0.2↑ for all students LTEL Average Reading GLE: 1.1↑ and growth: 1.5↑ EL Average Reading GLE: 1.0↑ and growth: 0.9↑
Metric# 6	Reclassification Percentages	Internal Data Spring 2024: 100% reclassification rate	Internal Data Spring 2025: 91.7% reclassification rate	Internal Data Spring 2026: 100% reclassification rate	Reclassification rates will be maintained at or above 50% annually.	No change
Metric #7	English Learner Progress Indicator (ELPI) Performance	Fall 2023 CA Dashboard: 59.8% making progress towards English language proficiency	Fall 2024 CA Dashboard: 52.3% making progress towards English language proficiency	Fall 2025 CA Dashboard: 57.1% making progress towards English language proficiency	The charter will maintain its high rating on the ELPI, at least 55% of English learners will be making progress towards English language proficiency.	2.7%↓

Metric# 8	Local Indicator - Priority 2: Implementation of State Standards	Fall 2023 CA Dashboard: Priority 2: mplementation of State Standards Ratings 1. Professional Development: 5 Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards: Policy & Program Support: 5 – Full Implementation and Sustainability	Fall 2024 CA Dashboard: Priority 2: mplementation of State Standards Ratings 1. Professional Development: 5 Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards: Policy & Program Support: 5 – Full Implementation and Sustainability	Fall 2025 CA Dashboard: Priority 2: mplementation of State Standards Ratings 1. Professional Development: 5 Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards: Policy & Program Support: 5 – Full Implementation and Sustainability	Annually maintain Local indicator - Priority 2 through the self-reflection and review process: 1. Professional Development: 5 Full Implementation and Sustainability ratings for all academic standards 2. Instructional Materials: 4 – Full Implementation and 5 – Full Implementation and Sustainability ratings for all academic standards 3. The LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards: Policy & Program Support: 5 – Full Implementation and Sustainability	No change

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

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

OFY VV fully implemented all actions associated with Goal 1 of the LCAP, demonstrating significant progress in strengthening instructional systems, improving assessment outcomes, and deepening collaborative professional practices across the school.

Over the past two years, OFY VV has refined and expanded its PLC process across all instructional departments, including mathematics, science, English language arts (ELA), middle school, and the Tutor/Intervention Specialist teams. This work has been driven by three schoolwide priorities:

- Improving performance on LCAP metrics, including SBAC math, ELA, and science scores
- Strengthening teacher collaboration to enhance instructional practices and embed SBAC aligned supports
- Increasing accountability and progress monitoring to ensure instructional staff receive consistent guidance and support

Instructional Coaches partnered with Subject Specialists to identify relevant data sets, establish departmental focus areas, and develop measurable metrics aligned to both local and state data. Teachers met in the fall to establish baselines and focus areas, followed by structured 30, 60, and 90 day PLC check-ins to monitor progress. A second PLC cycle in the spring allowed teachers to analyze their collected evidence and evaluate growth toward their goals.

As part of Goal 1, OFY VV also successfully implemented Actions 6 and 11, funded through the Learning Recovery Emergency Block Grant (LREBG). These actions expanded targeted math and English intervention services, tutoring, credit recovery opportunities, and individualized academic support for students with unfinished learning. Tutors and Intervention Specialists provided one-on-one and small-group interventions designed to accelerate learning, improve course completion, and support student progress toward grade-level standards. LREBG-funded support also strengthened English intervention services through targeted ELA tutoring and intervention appointments focused on literacy development, reading comprehension, and writing skills.

The increased structure, collaboration, and alignment to schoolwide goals resulted in notable gains:

- ELA: Increased by 20.2 points toward standards met, placing OFY VV in the yellow performance level, with 35.67% of students meeting or exceeding standards.
- Mathematics: Increased by 19.9 points, placing OFY VV in the orange performance level, with 11.07% of students meeting or exceeding standards.

These improvements reflect both stronger instructional coherence and deeper engagement in the PLC process. Despite progress, several challenges remain:

- Ensuring all instructional staff consistently monitor and analyze individual student data
- Supporting teachers who prefer to work independently rather than collaboratively
- Increasing consistent use of Tools for Teachers resources, including practice questions, blueprints, vetted lessons, playlists, and performance tasks
- Expanding implementation of SBAC-aligned resources across all departments

Math, science, and middle school teams have committed to deeper integration of Tools for Teachers resources in the coming year. Middle school has transitioned away from Achieve 3000 to fully adopt these tools for diagnostic assessments and instructional planning. Next year, OFY VV will extend the PLC protocol, grounded in the PDSA cycle and action-research inquiry, to include both the SPED and EL teams. While these departments already participate in extensive professional development, dedicated PLC structures will help them establish measurable focus areas and strengthen progress monitoring.

Tutors and Intervention Specialists will shift from PLC participation to a targeted professional development model focused on tutoring best practices, as their inconsistent student caseloads made data collection difficult within the PLC framework. ELA teachers continue to see strong outcomes through consistent use of the ERWC curriculum, and OFY VV has expanded ERWC training for new and middle school teachers to strengthen alignment and collaboration.

Core course completion has improved in ELA and social science through the Bright Thinker curriculum. However, math and science completion rates remain lower, prompting exploration of additional platforms such as Lyla, which offers offline access and enhanced digital tools, an important support for OFY VV's student population.

In science, teachers are shifting from social-emotional focus areas to targeted CAST preparation. They are collaborating to develop strategies for breaking down complex CAST questions and modeling effective problem-solving approaches. "Beyond Labz" was discontinued due to usability challenges, and science teachers will instead rely on Tools for Teachers for CAST preparation.

The Freckle program continues to serve as a key support for strengthening students' foundational mathematics skills and accelerating progress toward grade-level standards. At present, the SPED department is the primary user of Freckle, integrating it into their CIM plans to provide targeted intervention for students with disabilities. Several Independent Study teachers are also leveraging Freckle to reinforce math growth for their students. However, challenges remain. Data sharing across teachers and teams has proven difficult, limiting the program's effectiveness as a collaborative progress-monitoring tool. Additionally, data collection outside of the SPED department has been inconsistent, reducing the school's ability to analyze trends and make informed instructional decisions. To address these issues, OFY-VV plans to refine its protocols, expectations, and monitoring systems for Freckle usage at the start of the upcoming school year. This refinement will ensure clearer accountability, more consistent implementation, and improved alignment with schoolwide instructional goals.

OFY VV continues to strengthen language acquisition support through designated instruction using iLit, EL Specialist appointments, and Interim ELPAC assessments that guide targeted instruction. Challenges include inconsistent participation in designated EL courses and the need for more frequent progress monitoring. Professional development for EL staff remains a strong area. OFY VV participates in monthly Skyrocket EL Coach collaborations, biannual ELD All-Staff Collaboratives, and annual CABE conferences. Long-Term English Learners (LTELs) now receive specialized instruction through the ALD curriculum, supported by an LTEL professional development series. Challenges include securing classroom space and increasing LTEL participation in SGI classes for Integrated ELD.

Overall, OFY VV made substantial progress toward its Goal 1 outcomes through strengthened instructional systems, targeted interventions, professional learning, and the implementation of LREBG-funded academic recovery supports.

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.

At this time, the LEA does not anticipate any material differences between the budgeted and estimated actual expenditures or between the planned and actual percentages of improved services for the 2025–2026 school year, as spending remains on track and aligned with planned activities. While there may currently appear to be some remaining funds, these are expected to be utilized through planned end-of-year.

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

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

OFY VV made substantial gains toward, and in many cases exceeded, its LCAP targets:

Mathematics:

- All students: 11.07% meets/exceeds (goal: 5%)
- Black/African American students: 9.30% (goal: 5%)
- Students with disabilities: 4.88% (goal: 5%)

ELA:

- All students: 35.67% meets/exceeds (goal: 30%)
- EL students: 4.17% (goal: 3%)
- Students with disabilities: 16.66% (goal: 20%)

Science:

- All students: 13.55% meets/exceeds (goal: 15%)
- Middle school students: 9.76% (goal: 6.5%)

Through intentional instructional practices, data-driven decision-making, and strengthened teacher collaboration, OFY VV continues to demonstrate meaningful gains in academic achievement. While several student subgroups still require targeted support to meet their respective benchmarks, the overall trajectory reflects steady progress toward the 2027 performance goals and a sustained commitment to advancing student success.

The following actions are currently demonstrating effectiveness in advancing LCAP Goal 1:
Action 1:
OFY VV continues to strengthen English language acquisition by providing access to iLit courses and integrating interim ELPAC practice questions available through the Tools for Teachers platform. While these resources are accessible and aligned to student needs, increased student participation in iLit will be essential to achieving more substantial academic gains.

Action 2:
OFY VV offers individualized support for homeless and foster youth through dedicated meetings with the school counselor and the Career Pathways Coordinator (CPC). These sessions focus on academic monitoring, career exploration, and personalized planning to ensure students remain on track.

Action 3:
The EL Department maintains strong professional development systems through monthly collaboration with Skyrocket representatives and participation in network-wide ELD Collaboratives twice per year. Additionally, OFY VV's EL staff attends the annual CABE Conference, gaining deeper expertise in structured literacy, bilingualism, integrated and designated ELD, translanguaging, and content-based instruction through a bilingual lens.

Action 4:

Long-Term English Learners (LTELs) receive targeted support through Academic Language Development (ALD) courses, which emphasize reading, writing, literary analysis, and speaking/listening skills. Challenges remain in increasing student participation and securing adequate classroom space to expand these offerings.

Action 6 (LREBG):
Targeted Math and English Intervention Programs and Credit Recovery have proven effective in supporting academic recovery and student achievement. Through LREBG-funded tutoring, intervention services, and credit recovery opportunities, students received additional individualized support designed to address unfinished learning and strengthen academic performance. Improvements in SBAC mathematics and ELA outcomes indicate that these targeted interventions are contributing to progress toward the charter's academic goals.

Actions 5, 7, and 8:
Bright Thinker continues to support core course completion and foundational knowledge; however, it lacks the rigor and higher-level Depth of Knowledge (DOK) integration needed for deeper learning. Tools for Teachers and ERWC have been instrumental in improving SBAC outcomes and will remain central to instructional planning through the PLC process.

Action 11 (LREBG):
English Intervention through ELA Tutors and Intervention Specialists has demonstrated effectiveness by providing targeted one-on-one and small-group support for students requiring additional assistance in reading and writing. These supports have strengthened student engagement, reinforced classroom instruction, and contributed to improved ELA performance and SBAC preparation.

Action 9:
OFY VV requires stronger norms, expectations, and consistency in the use of Freckle to support foundational math skills. Data collaboration across teachers has been limited, and clearer administrative guidance will be necessary to address implementation barriers and ensure meaningful use of the platform.

Action 10:
Science teachers continue to explore CAST-aligned resources within Tools for Teachers to strengthen instruction and student performance on the CAST assessment. Teachers are developing strategies to break down complex CAST questions and provide students with more accessible entry points into the content.

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

Based on reflection on prior implementation and analysis of student performance trends, Options for Youth Victor Valley has refined its approach to monitoring academic progress and strengthening instructional supports while maintaining its long-term performance targets in English Language Arts (ELA), mathematics, and science. While the school will continue to pursue its established three-year performance goals, adjustments have been made to strengthen progress monitoring systems, increase intervention participation, and improve instructional consistency across departments. These refinements are intended to ensure that all students, including identified student groups, demonstrate measurable academic growth.

OFY-VV will continue to target a minimum of 5% annual growth or more in mathematics performance through 2027, while maintaining its long-term goal of achieving 30% or more overall proficiency in meeting or exceeding academic standards. However, based on prior implementation challenges, the school will increase emphasis on structured intervention participation, consistent use of assessment-aligned instructional resources, and enhanced data review cycles to better track student progress toward these targets.

Specific subgroup performance targets will also be maintained. The school will continue to monitor and support Long-Term English Learners (LTELs) with a proficiency target of 9% or more and English Learners (ELs) with a proficiency target of 3% or more, while strengthening academic language development strategies and intervention placement protocols informed by ELPAC and local assessment data.

In science, OFY VV will sustain its focus on improving middle school outcomes by maintaining a minimum proficiency target of 6.5% or more, alongside a broader goal of achieving or exceeding 15% or more proficiency for all students. Instructional actions have been refined to include expanded content coverage, improved performance task preparation, and increased alignment to California Science Test (CAST) expectations.

Actions 6 and 11, funded through the Learning Recovery Emergency Block Grant (LREBG), will continue to support targeted math and English intervention services, tutoring, credit recovery, and individualized academic assistance. Based on implementation findings from the current year, OFY VV will strengthen progress monitoring, increase student participation in intervention services, and establish clearer expectations for documenting student growth and intervention outcomes. These refinements are intended to maximize the effectiveness of LREBG-funded supports and further accelerate academic recovery for students requiring additional assistance.

Overall, while long-term performance goals remain consistent, OFY VV has made targeted adjustments to implementation strategies, including strengthening Professional Learning Community (PLC) structures, improving intervention access, increasing accountability for instructional resource utilization, and enhancing intervention systems supported through LREBG funding. These changes reflect the school's commitment to continuous improvement and to ensuring that academic growth targets are supported by clearly defined systems and measurable actions.

In addition to GLE performance and growth, OFY VV will focus on Renaissance and SBAC Scaled Score growth to ensure criterion-referenced metrics are included. GLE is a norm-referenced data point that the school can use for comparative performance but does not fully reflect progress toward state standards. As such, OFY VV will include scaled score growth metrics within the CNA measurable outcomes for both Renaissance benchmark assessments and the state SBAC assessment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Targeted English Learner (EL) Support	Design and implement a comprehensive support system for EL students to enhance language acquisition and academic performance. This program will include specialized designated instruction focused on language development and core academic skills, integration of technology-based language learning tools within the curriculum, and tailored instruction during the school day to address individual learning gaps. Regular assessments will be conducted to monitor progress and adjust instruction as necessary.	$225,000.00	Yes
Action #2	Foster Youth Support	Foster & Homeless Youth who have been enrolled for at least 30 days, will meet with their Post-Secondary Counselor at least once per semester to review academic progress and post-secondary plans.	$175,000.00	Yes
Action #3	EL Professional Development	Offer professional development opportunities for teachers focusing on strategies to support ELL students progressing toward reclassification.	$100,000.00	Yes
Action #4	Dedicated Long-Term English Learner (LTEL) Intervention and Professional Development	Establish a targeted intervention strategy for LTEL students that addresses their unique challenges in achieving proficiency. This will involve the development of a curriculum that focuses on advanced language skills, academic vocabulary, and literacy across content areas. Professional development for teachers, EL Specialists, and support staff on best practices for supporting LTEL students ensures that instructional strategies are effective and culturally responsive.	$175,000.00	Yes
Action #5	Broad Course of Study	Ensuring a comprehensive curriculum that offers a broad range of courses in various subjects, including elective options, to cater to diverse student interests and learning needs. Enhance curriculum utilizing “Bright Thinker” and provide additional resources to support core math, English, science, and history course completion.	$350,000.00	Yes

Action #6	Targeted Math and English Intervention Programs and credit recovery (LREGB)	Implement structured intervention programs for students struggling in math and English, incorporating evidence-based strategies to improve academic outcomes. Such interventions include utilizing test prep materials found in “Tools for Teachers” across all core course classes. Additionally, ensure all ELA Teachers are using the ERWC curriculum. Include math tutors and math Intervention Specialists. This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is designed to accelerate learning for students furthest from grade level through targeted intervention programs, including tutoring, small group instruction, extended day and specialized learning supports. **We will monitor effectiveness through the following LCAP metrics:** • LCAP Goal 1 Metric 1 - Math Achievement: Percentage of students meeting/exceeding math standards on the SBAC. • LCAP Goal 1 Metric 2 -ELA Achievement: Percentage of students meeting/exceeding ELA standards on the SBAC. • LCAP Goal 1 Metric 4- Core Course Completion Research-Based Justification: The Institute of Education Sciences (IES) supports the implementation of tiered intervention systems and high-dosage tutoring as evidence-based strategies to close persistent achievement gaps."	$150,000.00	No
Action #7	SBAC Success Initiative	Implement strategies to improve SBAC performance, including targeted tutoring, practice assessments, and instructional adjustments based on performance data. In addition, utilize SBAC class prep, Tools for Teachers, and the new Bright Thinker curriculum. OFY-VV will also include additional time with students outside of the regular class time to provide support with improvement on the SBAC. Resources include piloting Renaissance Freckle to help students improve in areas of ELA and math that they struggle in. For science, students in the classes will engage in “Beyond Labz” which are virtual lab experiences to help students improve on the CAST. Other programs include Achieve 3,000 for middle school students, and My Math Path and My Reading Path courses for additional support.	$50,000.00	Yes

Action #8	SBAC Committee	Develop a site based and regional based committees composed of Teachers (IS & DI), SESs, Tutors, Paras, and Intervention Specialists at the start of each school year to share strategies for SBAC performance improvement. Initiate monthly test prep opportunities to all students struggling or needing intervention and urgent intervention based on scores from Renaissance diagnostic assessments in reading and math.	$100,000.00	Yes
Action #9	Targeted Intervention and Support for Students with Disabilities	Special Education Specialists and Paraprofessionals will identify students needing intervention based on Renaissance scores and utilize resources to help students improve in areas of ELA and Math. The SPED Department will support these students with their foundational skills.	$140,000.00	No
Action #10	Middle School Science CAST	Middle school students will engage in science instruction in the SGI setting and begin reviewing the Tools for Teachers resources for science in order to prepare for the CAST. Additionally, earth and space standards will be integrated across the sciences in order to ensure a broader understanding of all of the sciences.	$10,000.00	Yes

Action #11	English Intervention - ELA Tutors/ Intervention Specialists. (LREGB)	Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff." then that would be appropriate." Sometimes we have seasonal needs for additional support and don't need to hire a full-time employee for the increased need, so we offer AD, in the form of evening interventions, and that would fulfill the same intention.Implement structured intervention programs for students struggling in math and English, incorporating evidence-based strategies to improve academic outcomes. Such interventions include utilizing test prep materials found in “Tools for Teachers” across all core course classes. Additionally, ensure all ELA Teachers are using the ERWC curriculum. Include math tutors and math Intervention Specialists. "This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds and is designed to accelerate learning for students furthest from grade level through targeted intervention programs, including tutoring, small group instruction, extended day and specialized learning supports. We will monitor effectiveness through the following LCAP metrics: LCAP Goal 1 Metric 1 - Math Achievement: Percentage of students meeting/exceeding math standards on the SBAC. LCAP Goal 1 Metric 2 -ELA Achievement: Percentage of students meeting/exceeding ELA standards on the SBAC. LCAP Goal 1 Metric 5- Renstar GLE: Performance and growth Research-Based Justification: The Institute of Education Sciences (IES) supports the implementation of tiered intervention systems and high-dosage tutoring as evidence-based strategies to close persistent achievement gaps."	$100,000.00	No

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #2	Increase Graduation rates charter wide with an increased emphasis on the following student groups as they are red on the CA Dashboard: African American students, English Learner (EL) students, Hispanic students, students with disabilities, and students from low socioeconomic backgrounds.	Focus

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement
Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

The decision to prioritize increasing the 4- to 5-year graduation rate is based on trends identified through the California School Dashboard and local data analysis. Recent data indicates a notable increase in the overall graduation rate, rising from 34.7% to 46.8%; however, this improvement still highlights the need for continued targeted and sustained interventions and reinforces the importance of ensuring that all students—particularly those in historically underserved groups—receive the support necessary to successfully complete high school.

Data-Driven Need for Improvement
A deeper review of local and Dashboard data highlights several contributing factors:

Disproportionate impact on student groups, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students
Barriers to credit attainment and recovery, limiting students' ability to remain on track for graduation
Lower levels of engagement, reflected in attendance patterns and participation rates

These challenges indicate that many students enter or progress through the program off track, requiring accelerated and personalized support to meet graduation requirements.

Goal Setting and Purpose
In response, OFY-VV has established a focused goal to increase the graduation rate by the 2027 school year. This goal aligns with the LEA's broader commitment to equity by ensuring all students have access to the academic support, guidance, and opportunities needed to graduate prepared for postsecondary success.

Educational Partner Input
Feedback gathered through Educational Partner meetings, student and parent surveys, and staff engagement consistently identified key priorities:

Expansion of credit recovery opportunities to support students in regaining progress toward graduation
Increased academic and social-emotional supports to address both instructional and non-academic barriers
Strengthened college and career pathways, ensuring students have clear and attainable postsecondary plans

This input directly informed the prioritization of graduation rate improvement within the LCAP.

Strategic Approach for Improvement
To address these needs and reverse the downward trend, OFY-VV will implement a comprehensive, multi-tiered strategy that includes:

- Targeted academic interventions, including tutoring, small group instruction, and extended learning opportunities such as night and summer school
- Expanded credit recovery options, supported by personalized learning plans to accelerate student progress
- Enhanced student engagement efforts, including mentorship programs and wraparound services to improve attendance and persistence
- Strengthened postsecondary planning, with increased access to college and career exploration resources

Commitment to Student Success
Through the implementation of these strategies, OFY-VV is committed to improving graduation outcomes while fostering a supportive and inclusive learning environment. This goal reflects a continued focus on ensuring that every student—regardless of background or circumstance—has the opportunity, resources, and support needed to graduate and successfully transition to life beyond high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	4/5-year grad rate	Fall 2023 CA Dashboard: The 4 to 5-year graduation rate decreased from the 2022 to 2023 school year: 52.9% to 38.4% respectively 2022-2023 Graduation Rates: African American: 45% Hispanic: 38% EL: 41.2% SWD: 36.8% Low SES: 38.9%	Fall 2024 Dashboard: The 4 to 5 year graduation rate decreased from the 2023 to 2024 school year: 38.4% to 34.7% Respectively 2023 to 2024 Graduate Rate: African American: 22.7% Hispanic: 37.1% EL: 34.1% SwD: 29.7% Low SES: 34.2%	Fall 2025 Dashboard: The 4 to 5 year graduation rate increased from the 2024 to 2025 school year: 34.7% to 46.8% Respectively 2024 to 2025 Graduate Rate: African American: 48.1% Hispanic: 46% EL: 50% SwD: 57.4% Low SES: 46.4%	By 2027 school year the 4 to 5-year graduation rate for all OF-VV students will be at least 50%. For African American students- 40% graduation rate For Hispanic students- 45% graduation rate For EL students40% graduation rate For Students with disabilities40% graduation rate For Low socioeconomic students- 45% graduation rate	Graduate Rate: All: 8.4%↑ African American: 3.1%↑ Hispanic: 12%↑ EL: 8.8%↑ SwD: 20.6%↑ Low SES: 7.5%↑

Metric# 2	DASS One Year Grad Rate	Fall 2023 CA Dashboard: 2021-22: 84.6% 2022-23: 78.40% Spring 2024 Internal Data: 74.1% with two academic months left in the DASS one-year cohort (August 16August 15)	Fall 2024 CA Dashboard: 85%	Fall 2025 CA Dashboard: May 2026 47.2%	By increasing our overall DASS one-year graduation rate at or above 82% through 2026-27, we aim to positively influence our 4-5-year graduation rate status on the California Dashboard, thereby improving our overall performance metric.	31.2%↓

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The LEA fully implemented all actions associated with LCAP Goal 2, with no substantive deviations from the planned activities. Implementation efforts were comprehensive and aligned to the school's Differentiated Assistance (DA) priorities, resulting in measurable improvements in graduation outcomes across multiple student groups.

OFY VV demonstrated significant progress on the 4- to 5-year graduation rate, increasing by 12.1 percentage points from the prior year. This improvement represents nearly half of the two-year, 30% growth target established in collaboration with San Bernardino County DA representatives. Notable gains were also observed across key student subgroups:

- Black/African American Students: 48.1% graduated (+25.4%)
- English Learners: 50% graduated (+15.9%)
- Hispanic Students: 46% graduated (+8.96%)
- Low Socioeconomic Students: 46.4% graduated (+12.2%)
- Students with Disabilities: 57.4% graduated (+27.7%)

These outcomes reflect the effectiveness of several coordinated implementation strategies. The counseling team and College and Career Pathways Coordinators (CPCs) collaborated to ensure consistent one-on-one meetings with students, increasing access to CTE pathways, dual enrollment, the Seal of Biliteracy, and AP coursework. A structured referral and tracking system strengthened accountability and

ensured that each 11th- and 12th-grade student received individualized guidance aligned to graduation and postsecondary goals. Teachers and counselors also partnered to monitor 9th-grade entry dates and cohort progress, enabling earlier identification of students at risk of falling behind. This system supported timely interventions and helped students develop clear, actionable graduation plans. Parent engagement efforts expanded through the school's partnership with the Parent Institute for Bilingual Education (PIBE), which provided technology and Google Suite workshops for Spanish-speaking families. This initiative strengthened home-school connections, improved families' ability to support students academically, and contributed to improved retention and graduation outcomes. Additionally, OFY-VV enhanced college and career readiness through college fairs, college tours, and the introduction of Transfr, a virtual career exploration tool. The school discontinued the use of Pathful due to changes in the platform's functionality and transitioned to Transfr, a virtual career exploration tool, to continue providing students with college and career readiness experiences aligned to the intent of the action.

While implementation was strong overall, several areas require continued refinement. Collaboration between the counseling, CPC, and SPED teams is still developing, particularly in establishing SMART goals to improve academic and graduation outcomes for students with disabilities. Strengthening these cross-departmental systems remains a priority for the upcoming year. As part of the DA plan, school administrators will also reinforce expectations for teachers to meet regularly with students and guardians to monitor cohort progress and ensure timely support

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

The LEA successfully implemented the majority of the actions outlined in Goal 2, with only minor deviations in Action 2. For Action 2, expenditures are currently slightly below projections due to some end-of-year instructional and program-related expenses that are still pending and expected to be finalized before the close of the school year.

At this time, the LEA does not anticipate any material differences between the budgeted and estimated actual expenditures or between the planned and actual percentages of improved services for the 2025–2026 school year, as spending remains aligned with planned actions. Any remaining variance in Action 2 is expected to be minimal and will be reflected in the LEA's final year-end expenditures. Overall, expenditures for Goal 2 remain aligned with the intended implementation of the goal and its associated actions.

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

Overall, the actions implemented under Goal 2 have been effective in increasing student engagement in college and career readiness activities and expanding access to postsecondary opportunities. Strong collaboration between Career Pathways Coordinators (CPCs) and counselors increased student participation in college and career planning, dual enrollment referrals, and postsecondary readiness activities. The implementation of Transfr Trek, college and career exploration meetings, educational summits, and other career awareness opportunities provided students with increased exposure to college and career pathways and supported progress toward the goal of improving college and career readiness outcomes.

Despite this progress, the discontinuation of Pathful highlighted the need for more advanced exploration tools for students who require deeper career planning support. To address this challenge, the LEA plans to implement an additional college and career exploration platform during the 2026–27 school year to provide more differentiated support and strengthen students' postsecondary planning experiences.

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

OFY-VV will no longer utilize Pathful, as noted in Action #4 of LCAP Goal 2, due to changes in the platform's functionality that no longer align with the school's one-on-one college and career exploration model. In its place, OFY-VV will continue implementing Transfr, a virtual-reality–enhanced career exploration tool that provides students with exposure to a wide range of industries and career pathways. Career Pathways Coordinators (CPCs) use Transfr to facilitate personalized exploration sessions, helping students identify interests, understand career clusters, and connect these insights to informed high-school course planning. This platform strengthens CPCs' capacity to deliver targeted, individualized guidance aligned to each student's postsecondary goals.

Aside from this adjustment to Action #4, no changes are planned to the goal, metrics, target outcomes, or remaining actions within Goal 2. In alignment with Differentiated Assistance priorities, OFY-VV will continue its charter-wide efforts to increase graduation rates, with a heightened focus on African American students, English Learners, Hispanic students, students with disabilities, and students from low socioeconomic backgrounds.

Although each of these student groups demonstrated growth in their 4- to 5-year graduation rates this year, OFY-VV will continue to monitor progress closely to ensure all groups meet the 30% improvement target established through DA support. While the long-term goal remains achieving a 68% 4- to 5-year graduation rate, OFY-VV will prioritize sustained, measurable growth across all student groups. The school will also continue monitoring both the 4- to 5-year graduation rate and the 1-year DASS graduation rate, which currently stands at 84.7%, reflecting a slight decrease from the previous year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Allocate funds for hiring qualified personnel to support postsecondary planning and English Language Development initiatives. Ensure competitive salaries to attract and retain counselors, career pathways coordinators, ELD teachers, IS teachers, Math & English teachers, and consider establishing new positions such as ELD Intervention Specialists or ELD tutors to provide targeted support for English Learners.	$200,000.00	Yes
Action #2	Post-secondary planning	By implementing comprehensive post-secondary planning programs and workshops, we aim to inspire and motivate students to graduate by equipping them with the tools, resources, and support needed to envision and pursue their future goals. By empowering students to explore various career interests, college options, and vocational pathways, we expand their horizons and cultivate a sense of purpose and direction. Through personalized guidance and assistance, we encourage students to envision their post-graduation aspirations and develop actionable plans to achieve them. By fostering a culture of aspiration and ambition, we instill in students a compelling motivation to complete their high school education, knowing that it is the foundation for their future endeavors and aspirations.	$1,405,000.00	Yes
Action #3	Post-secondary Offerings/Dual Enrollment	Victor Valley College Bridge Program, increasing dual enrollment and implementing CCAP Courses with the local community college. The LEA will increase A-G completion and seals of biliteracy while increasing student participation and completion of CTE Pathways.	$300,000.00	Yes
Action #4	Post-Secondary Opportunities	Transfr is a program that is offered to all OFY-VV students that helps students explore their interests and career opportunities. Students engage in several assessments that help determine possible careers that they may enjoy. Students can be assessed by their values and their skills and have the opportunity to review job postings and apply for them on Transfr.	$190,000.00	Yes
Action #5	Post-Secondary Events	Organize events and activities that engage students with postsecondary opportunities, such as college fairs, workshops, and guest speakers.	$300,000.00	Yes
Action #6	Post-secondary Field Trips	Organize and fund postsecondary field trips and opportunities to expose students to various career paths and college experiences.	$55,000.00	Yes

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #3	Enhance college and career preparedness among students by 2027, focusing on increasing the rate of A-G completion, improving SBAC performance, augmenting college course completion rates, and expanding CTE pathway completions. OFY-VV will aim to elevate the overall rate of students prepared for college and career to 10%, with all subgroups reaching at least a 5% preparedness level.	Focus

State Priorities addressed by this goal.

Priority 4: Student Achievement
Priority 8: Student Outcomes

An explanation of why the LEA has developed this goal.

The need to prioritize college and career readiness is driven by persistently low preparedness rates across all student groups, with particularly concerning outcomes among African American, Hispanic, English Learners, and Students with Disabilities. Currently, 10.6% of students are considered college and career ready, highlighting significant gaps in students' readiness for postsecondary education and workforce opportunities.

In addition, the 4 to 5 year graduation rate increased from 34.7% to 46.8% in 2025, further emphasizing the need for targeted strategies that support students in completing high school with clear and viable postsecondary pathways.

Data-Driven Justification
Analysis of California Department of Education Dashboard data and local performance metrics identifies several barriers to college and career preparedness:

- Low A–G course completion rates, limiting access to four-year universities
- Limited participation and success in Career Technical Education (CTE) pathways and dual enrollment opportunities
- Below-standard performance on SBAC assessments in Math and ELA, reducing eligibility for postsecondary options

These factors indicate the need for early, sustained intervention, increased academic support, and expanded access to career-focused learning experiences to ensure students graduate prepared for life beyond high school.

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

- Expanded and structured college and career exploration opportunities, including college fairs, FAFSA support, and pathway planning
- Increased access to dual enrollment and CTE programs that provide students with industry-aligned skills and credentials
- Strengthened academic advising and counseling services to support individualized postsecondary planning

Educational partners emphasized that without intentional supports and expanded programming, students—particularly those from historically underserved backgrounds—will continue to face barriers to postsecondary success.

Strategic Approach for Improvement
To address these needs, OFY-VV will implement a comprehensive approach to increase college and career readiness, including:

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

Commitment to Student Success
Through these targeted actions, OFY-VV is committed to increasing the percentage of students who graduate college and career ready. This goal reflects a continued focus on equity and access, ensuring that all students—regardless of background—have the knowledge, skills, and opportunities needed to successfully transition beyond high school and thrive in their chosen postsecondary pathways.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric #1	College and Career Preparedness Rate	Fall 2023 CA Dashboard: All student: 3.7% prepared African American: 3.1% prepared Hispanic: 4.6% prepared SED: 3.4% prepared SWD: 3.2% prepared	Fall 2024 CA Dashboard: All student: 7.1% prepared African American: 2.6% prepared Hispanic: 9.1% prepared SED: 7.3% prepared SWD: 3% prepared	Fall 2025 CA Dashboard: All student: 10.6% prepared African American: 8.2% prepared Hispanic: 8.6% prepared SED: 10.1% prepared SWD: 0% prepared	Increase the preparedness rate on the CCI to 10% by 2027, with all subgroups in the red on the fall 2023 dashboard achieving at least a 5% preparedness rate.	All student: 6.9%↑ prepared African American: 5.1%↑ prepared Hispanic: 4%↑ prepared SED: 6.7%↑ prepared SWD: 3.2%↓ prepared
Metric #2	A-G Completion Rate	Spring 2024 Internal Data: A-G completion rates of all 12th graders: 8% and for 12th graders who are SWD's it was: 0% 2022-2023 A-G completion rates of SWDs: 9.1% and for all 12th graders it was: 18.8%	Spring 2025 Internal Data: A-G completion rates of all 12th graders: 12% and for 12th graders who are SWD's it was: 5.6%	Spring 2026 Internal Data: A-G completion rates of all 12th graders: 14.5% and for 12th graders who are SWD's it was: 7.1%	Elevate the A-G completion rate to 30% for all 12th graders. • Increase the A-G completion rate for students with disabilities to 12% by the 2027 school year	All: 6.5%↑ SWD: 7.1%↑
Metric #3	Dual Enrollment Participation	Spring 2024 Internal Data: College course completion rate: .3%	35 students 2.6%	Spring 2026 Internal Data: College course completion rate: 3.8%	Increase the rate of college course completion to 10% for all students.	3.5%↑

Metric #4	CTE Pathway Completion Rate	Spring 2024 Internal Data: CTE Pathway completion rate: 1.66%	CTE Pathway completion rate: 2.5%	*Spring Internal Data: CTE Completion Rate: 26.3%*	Increase CTE Pathway completion rates to 5% for all students.	24.64%↑

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

OFY-VV successfully implemented the majority of actions and services outlined in Goal 3, resulting in expanded access to college and career pathways, increased dual enrollment participation, and improved college and career readiness outcomes for students.

A significant accomplishment during the year was the expansion of dual enrollment opportunities through partnerships with Victor Valley College and Pathways College. These partnerships provided students with access to a variety of college-level courses in areas such as art, communications, government, sociology, economics, and construction technology. Student participation in dual enrollment increased throughout the year, providing more opportunities for students to earn college credit while enrolled in high school.

The Charter also continued to expand Career Technical Education (CTE) opportunities through pathways in cosmetology, media arts, veterinary technology, and certified nursing assistant (CNA) programs. In addition, counseling staff and Career Pathways Coordinators (CPCs) worked collaboratively to increase student awareness of postsecondary opportunities and support students in developing individualized college and career plans.

Positive outcomes were reflected in college and career readiness data. OFY VV achieved an A–G completion rate of 68.3% among students on an A–G planning guide and increased its overall college and career preparedness rate to 10.6%. Several student groups exceeded the established preparedness target, including Hispanic students, Black/African American students, English Learners, Long-Term English Learners, Low Socioeconomic students, and White students.

The Charter also continued to support academic readiness through Professional Learning Community (PLC) structures and increased use of CAASPP Tools for Teachers resources to strengthen English Language Arts and mathematics performance. Counseling and administrative teams maintained clear procedures for monitoring A–G progress and communicating graduation and college entrance requirements with students and families.

Despite these successes, implementation challenges remain within the CTE program. Communication and coordination with the current CTE provider created difficulties related to certification requirements, program expectations, and student participation in multi-year pathways. Additionally, Students with Disabilities continue to demonstrate lower college and career preparedness rates than other student groups. The

LEA will continue collaborating across counseling, CPC, and Special Education departments while exploring additional CTE partnerships to expand pathway options and improve accessibility for all students.

Overall, the actions under Goal 3 were implemented with fidelity and resulted in meaningful progress toward improving college and career readiness, expanding postsecondary opportunities, and supporting successful student transitions beyond high school.

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.

At this time, the LEA does not anticipate any material differences between the budgeted and estimated actual expenditures or between the planned and actual percentages of improved services for the 2025–2026 school year, as spending remains on track and aligned with planned activities. While there may currently appear to be some remaining funds, these are expected to be utilized through planned end-of-year.

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

The actions implemented under Goal 3 have demonstrated overall effectiveness in improving college and career readiness outcomes, increasing student access to postsecondary opportunities, and strengthening preparedness rates across multiple student groups. Through coordinated efforts between Career Pathways Coordinators (CPCs), school counselors, instructional staff, and community college partners, the charter has expanded opportunities for students to engage in A–G coursework, dual enrollment, Career Technical Education (CTE), and other college and career readiness pathways.

Action 1 has proven highly effective in supporting A–G completion and postsecondary planning. The charter established clear procedures for counseling staff to regularly review student progress, communicate A–G requirements, and provide individualized guidance to students and families. As a result, the charter achieved an A–G completion rate of 68.3% among 12th-grade students on an A–G planning guide. CPCs and counselors also worked collaboratively to ensure students understood available college and career pathways, including dual enrollment, CTE, Advanced Placement coursework, and the State Seal of Biliteracy.

Action 2 has been moderately effective. While the charter successfully expanded CTE pathway offerings in cosmetology, media arts, veterinary technology, and certified nursing assistant (CNA) programs, student enrollment and completion rates continue to present challenges. Limited program capacity, two-year pathway requirements, and communication barriers with external vendors impacted participation. In response, the charter is exploring additional vendors and more flexible certification pathways to better meet student needs and interests.

Action 3 has demonstrated strong effectiveness through the expansion of dual enrollment opportunities. New and existing partnerships resulted in increased course offerings and successful completion of multiple college-level courses by students during the 2025–2026 school year. Dual enrollment continues to be one of the primary contributors to students achieving College and Career Indicator preparedness status, second only to the A–G pathway.

Action 4 has also proven effective in supporting academic readiness. The use of Professional Learning Communities (PLCs), Tools for Teachers resources, and assessment-aligned instructional practices contributed to improvements in SBAC performance and overall

academic achievement. However, additional focus is needed to strengthen assessment preparation and instructional supports for Independent Study students.

As a result of these combined efforts, the charter's overall College and Career Indicator preparedness rate increased to 10.6%, with preparedness rates exceeding the 5% target for Hispanic students, Black/African American students, English Learners, Long-Term English Learners, Low Socioeconomic students, and White students. Students with Disabilities remain below the desired benchmark and will continue to be a focus area for targeted support and intervention.

Overall, the actions under Goal 3 have been effective in expanding access to college and career pathways and improving preparedness outcomes. Continued efforts will focus on increasing CTE participation and completion, strengthening supports for Students with Disabilities, and further expanding opportunities that prepare students for postsecondary success.

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

At this time, no changes are needed to the planned goals, metrics, outcomes, or actions for the upcoming year. However, several areas will require more intentional monitoring to further increase the percentage of OFY VV students who are deemed prepared for college and career.

One area for strengthened implementation involves early awareness of the Seal of Biliteracy. This year, OFY VV did not implement a structured approach to consistently identifying and informing middle school students about the Seal of Biliteracy pathway in high school. Moving forward, OFY VV will enhance early outreach by engaging students in the middle grades and improving internal tracking systems to ensure students who may qualify are accurately identified and supported.

Additionally, the CaliforniaColleges.edu platform was not fully utilized as planned due to persistent data-syncing issues and system errors that limited functionality. OFY VV will continue to utilize the platform once these issues are resolved so it can be fully integrated into college and career readiness support.

Overall, OFY VV will continue implementing existing actions across CTE, dual enrollment, AP, ALD, iLit, and SGI to expand access to college and career pathways and support students in meeting college and career readiness indicators.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	A-G Completion Support Program	Implement a structured program to increase A-G completion rates through early identification of students, strategic course planning, and support classes. This includes utilizing data to identify at-risk students early and providing targeted interventions. This also includes increasing support from the school counselors and CPC's (career pathways coordinators) and increasing exposure to the program Transfr to help plan for post-secondary plans.	$300,000.00	Yes
Action #2	Enhanced CTE Pathways	Expand and enhance CTE pathways to increase engagement and completion rates, including introducing new pathways relevant to current job markets and enhancing support for students in existing pathways.	$140,000.00	Yes
Action #3	College Course Dual Enrollment Expansion	Broaden access to dual enrollment opportunities, allowing more students to complete college courses while still in high school. This includes partnerships with local colleges and virtual course offerings.	$50,000.00	Yes
Action #4	Small Group Instruction (SGI) for A-G and SBAC Support	Offer SGI classes focused on core subjects and SBAC preparation to support ELL and SPED students in meeting A-G requirements and improving SBAC scores.	$1,005,000.00	Yes
Action #5	21st Century Technology Integration	The charter will maintain access to and use of classroom technology devices (e.g., Chromebooks and hot spots) for instructional purposes for low-income, English-learner, foster, and homeless students.	$220,000.00	Yes

Insert or delete rows, as necessary.

Goal #	Description	Type of Goal
Goal #4	By the end of the 2026-2027 school year, the charter will increase the percentage of students and parents who report positive perceptions of our school climate, specifically focusing on the interpersonal relationships dimension, with an emphasis on social support among students. The charter will improve the quality of support that staff provides to students and the support that students provide to each other.	Maintenance of Progress

State Priorities addressed by this goal.

Priority 1: Basic Services
Priority 3: Parent Involvement
Priority 5: Student Engagement
Priority 6: School Climate

An explanation of why the LEA has developed this goal.

The establishment of this goal reflects a commitment to cultivating a positive, supportive, and inclusive school climate that promotes both academic success and holistic student well-being. Research consistently demonstrates that a strong school climate—characterized by positive relationships, emotional safety, and active engagement—has a direct impact on student achievement, attendance, and overall satisfaction with the educational experience.

Sustaining Progress Through Targeted Actions
To build on existing efforts and support long-term improvements in school climate, OFY-VV will implement strategic actions focused on strengthening student connectedness, social-emotional development, and engagement. These include:

- Expanding student support programs that address mental health, social-emotional learning (SEL), and conflict resolution to create a more inclusive and supportive environment for all students.
- Increasing opportunities for peer interaction and extracurricular involvement, such as student clubs, leadership programs, student groups, and experiential learning opportunities, to strengthen relationships and deepen school connectedness.
- Enhancing mentorship and advisory systems, ensuring that every student has access to trusted adults and peer networks that foster belonging, guidance, and academic motivation.
- Monitoring school climate through surveys and student feedback, enabling the LEA to identify areas of need and make data-informed adjustments to sustain continuous improvement.

Commitment to a Positive School Environment
By prioritizing student relationships, emotional well-being, and meaningful engagement, these actions will support OFY-VV in maintaining a school environment where students feel safe, valued, and supported. This ongoing commitment will help foster a school culture that empowers students to thrive academically, socially, and emotionally while strengthening overall outcomes across the LEA.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric# 1	Interpersonal Relationships	According to our climate survey report 65% of students feel positive regarding our school's social support for students.	According to our climate survey report 79.4% of students feel positive regarding our school's social support for students.	According to our climate survey report 62.2% of students feel positive regarding our school's social support for students.	By the end of the 27-school year, 75% of students will positively rate the interpersonal relationships on the School Climate Survey	2.8%↓
Metric# 2	Suspension Rates	Fall 2023 CA Dashboard: 0.3% suspended at least one day	Fall 2024 CA Dashboard: 0.1% suspended at least one day	Fall 2025 CA Dashboard: 0.1% suspended at least one day	The charter will strive to maintain annual suspension rates at or below 1.5%.	0.2%↓
Metric# 3	Dropout Rates	Spring 2024 Internal Data: Middle School: 5.7% High School: 5.2%	Spring 2025 Internal Data: Middle School: 2.4% High School: 4.3%	Spring 2026 Internal Data: Middle School: 0.6% High School: 2.5%	Maintain middle school and high school dropout rates below 5% annually.	Internal Data: Middle School: 5.1%↓ High School: 2.7%↓

Metric# 4	Local Indicator - Priority 1: Basic Services	Based on Fall 2023 CA Dashboard: Teaching Assignment Monitoring • Clear (% of teaching FTE): 23.4% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 At OFY Victor Valley, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the Education Code reference mentioned	Based on Fall 2024 CA Dashboard: Teaching Assignment Monitoring • Clear (% of teaching FTE): 32.4% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 At OFY Victor Valley, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the Education Code reference mentioned	Based on Fall 2025 CA Dashboard: Teaching Assignment Monitoring • Clear (% of teaching FTE): 34.6% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% • Number of Uniform Complaints: 0 At OFY Victor Valley, we utilize a Local Assignment Option (LAO) for Alternative Settings as outlined in EC §44865. This provision serves as an 'umbrella' for our independent study programs, allowing instructors to hold a full teaching credential (preliminary or clear) without the need for specific subject matter credentials (e.g., math for math courses). This practice is permitted in California under the Education Code reference mentioned	Teaching Assignment Monitoring Outcomes: • Clear (% of teaching FTE): maintained at or above 24% • Textbook Insufficiencies: 0 • Facilities Inspections: 100% Number of Uniform Complaints: 0	Clear: 11.2%↓

		above for alternative settings. Using this report in the 2022-2023 school year, all Options for Youth Victor Valley teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	above for alternative settings. Using this report in the 2023-2024 school year, all Options for Youth Victor Valley teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.	above for alternative settings. Using this report in the 2024-2025 school year, all Options for Youth Victor Valley teachers were appropriately assigned based on their credentials. All staff members meet the qualifications of their job duties.		

Insert or delete rows, as necessary.

Goal Analysis for 2025-26

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

OFY VV continues to implement all actions aligned to LCAP Goal 4, maintaining a strong commitment to ensuring a safe, supportive, and engaging environment for all students and staff.

Safety systems were consistently implemented across the school site, including ongoing monitoring and maintenance of facilities, as well as regular review of PPE equipment to ensure CPR and AED compliance. Science classrooms also received targeted oversight to ensure safety plans, materials, and resources were consistently in place, supporting a secure learning environment for students and staff.

To strengthen parent engagement, OFY VV expanded implementation of the Parent Institute for Bilingual Education (PIBE), offering workshops focused on technology and essential digital skills, including Chromebook use, internet and email navigation, Google Suite, social media awareness, interviewing skills, and résumé development. These workshops supported families—particularly Spanish-speaking families—in strengthening their ability to support student learning at home.

Additional engagement opportunities included Back to School Nights and a Math Community Night, which provided families with opportunities to engage with staff, participate in academic activities, and strengthen school-community connections.

Student engagement was supported through a variety of clubs, leadership opportunities, and enrichment activities, including ASB, National Honor Society (NHS), Gaming Group, 3D Printing Group, and school trips. These programs supported leadership development, collaboration, and school connectedness.

SEL-aligned coursework, including Psychology, Parent and Child Development, Character Education, Independent Living, College and Career Skills, Basic Study Skills, Visual Arts, Financial Literacy, and Ethnic Studies, supported students in developing interpersonal skills, empathy, and collaboration.

OFY VV remains committed to ensuring students with disabilities have equitable access to student activities and programs. While participation has increased, continued efforts are needed to expand awareness and engagement among this population and ensure equitable access across all opportunities.

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

The LEA successfully implemented all actions associated with LCAP Goal 4, with expenditures generally aligned to planned activities.

At this time, the LEA does not anticipate any material differences between budgeted and estimated actual expenditures or between planned and actual percentages of improved services for the 2025–2026 school year. Spending remains aligned with program implementation and established priorities under Goal 4.

Any remaining funds are expected to be fully expended through scheduled end-of-year activities, including student engagement events, family engagement activities, and site-based program support.

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

The actions implemented under Goal 4 have demonstrated mixed effectiveness in improving school climate, engagement, and connectedness.

School climate data from the Altitude Survey indicates an overall decline in student perceptions of belonging, with a 2.8% decrease compared to the prior year. Approximately 62% of students reported positive perceptions of social support, including peer-to-peer and peer-to-teacher relationships.

Additional student data includes:
41.9% participation in extracurricular activities
47.8% reporting they look forward to interacting with peers
48.7% reporting they have made new friends
53.5% reporting positive perceptions of social media pressure support

The data suggests several contributing factors, including limited participation from a broader student population, repeated participation by the same student groups, and inconsistent communication regarding available activities. These factors may be limiting equitable access to engagement opportunities.

The Altitude Climate Report also shows a decline in overall belonging from 4.41 to 3.76. While student connection with teachers improved slightly, peer-to-peer connection declined, indicating a need to strengthen student interaction and engagement opportunities.

Parent engagement efforts through PIBE have been effective in increasing family participation and supporting involvement in school activities such as DELAC and PAC. Safety-related actions, including facility monitoring, PPE compliance, and school safety protocols, continue to support a stable and secure learning environment.

Student engagement programs, including clubs and enrichment activities, continue to provide opportunities for leadership and collaboration; however, participation remains concentrated among a limited group of students. Increased focus will be needed to broaden access and engagement.

For students with disabilities, continued efforts are needed to ensure meaningful inclusion in SEL activities and school engagement opportunities. OFY VV is also strengthening student-centered approaches in IEP meetings to improve participation, communication, and self-advocacy.

Overall, actions under Goal 4 show partial effectiveness, with strong performance in safety and parent engagement, but declining outcomes in student belonging and peer connection.

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

At this time, no changes will be made to the planned goals, metrics, outcomes, or actions for the upcoming year.

However, based on a review of implementation and outcome data, several areas will receive increased attention within existing actions to strengthen student engagement and school connectedness.

One area of focus is improving equitable access to student engagement opportunities. Data indicates that participation is concentrated among a limited group of students, and future efforts will emphasize broader outreach and improved communication to ensure all students are aware of available programs.

Additionally, OFY VV will continue strengthening strategies to increase inclusion of Students with Disabilities in school-wide engagement opportunities and ensure they are meaningfully supported in participation across activities.

The LEA will also continue refining communication practices to ensure that all students and families are consistently informed about engagement opportunities, including clubs, events, and SEL-related activities.

Overall, the current Goal 4 structure remains appropriate and aligned to identified needs. The focus moving forward will be on strengthening implementation fidelity, increasing equitable participation, and improving student connectedness within existing program structures.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	School Safety	In successfully implementing the Comprehensive School Safety Plan, the LEA will provide the appropriate personal protective equipment; ensure proper facilities maintenance and cleaning at all school sites; maintain safety equipment; retain safety personnel; and provide training that align with all federal, state and local guidelines.	$300,000.00	Yes
Action #2	Parent Involvement and Educational Partner Engagement	Host parent education workshops covering academic support strategies, navigating the education system, understanding standardized testing, and promoting positive parent-child communication. The Wellness Fair is an example of an event that OFY-VV will host annually to encourage parent involvement and promote resources available within the community. These workshops will be designed to empower parents with the knowledge and skills to support their child's academic and socio-emotional development actively.	$80,000.00	Yes
Action #3	Social Emotional Development Opportunities	Students will be enrolled in courses designed to develop their social emotional skills and be provided the opportunity to participate in extracurricular activities or courses designed to promote the acquisition of social-emotional skills.	$150,000.00	Yes
Action #4	SWDs, Parent Involvement, and OFY Staff Collaboration for IEP Purposes	Students with Disabilities (SWDs) will increase their involvement and participation in the IEP process and positive perceptions of OFY as a school with their parent(s)/guardian(s) and the IEP team of teachers/staff to increase their self-advocacy overall understanding of their IEP goals and services, and interpersonal relationships with OFY as measured by the School Climate Survey.	$500,000.00	No
Action #5	SWDs Inclusion in Experiential Learning and SEL	The LEA will provide opportunities to facilitate engagement in school programs, such as experiential learning trips and camps, sports, groups, and field trips. These provide students with a unique learning experience outside of the classroom, in which SWDs can apply academic and social-emotional skills to real-life situations.	$30,000.00	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,722,602	$698,464

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
36.46%	21.223%	$3,064,497.01	73.19%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

Goal 1 Action#5 Action #6 Action #7 Action #8 Action #10	OFY–VV conducted a CNA and Resource Inequity Review, informed by data from the CA Dashboard, internal data reviews, and educational partner feedback. These sources were used to identify the unique needs, conditions, and circumstances of our unduplicated student groups, including EL, LTEL, LI, HY, FY, and SWD. While all actions in this LCAP are implemented schoolwide, they are principally directed toward unduplicated students, who experience disproportionate outcomes related to academic achievement, engagement, attendance, access to resources, and postsecondary readiness. The CNA and CA Dashboard data highlight persistent achievement gaps, access barriers, and systemic inequities that require targeted and sustained supports to improve student outcomes. **Key Needs Identified in 2025-26** EL & LTEL: EL and LTEL students continue to face language acquisition barriers that limit access to grade-level content in ELA and Math. CNA and CA Dashboard indicators reflect the need for strengthened designated and integrated ELD, increased scaffolding, progress monitoring toward reclassification, and expanded access to language supports and multilingual family engagement strategies. HY & FY: HY and FY students experience instability due to housing insecurity, mobility, and disrupted educational continuity. These barriers contribute to lower attendance, increased credit deficiencies, and reduced academic performance. These students require	The following actions are principally directed toward the needs of unduplicated student groups (EL, LTEL, LI, HY, and FY) as identified through CNA findings, local data, and educational partner feedback. Each action is designed to reduce barriers through differentiated academic supports, instructional consistency, and access to college and career readiness pathways. These actions are implemented LEA-wide to ensure equitable access, systemwide consistency, and early identification of student needs across all sites. **Goal 1 Action 5: Broad Course of Study** How It Addresses Needs: This action reduces barriers related to limited access, engagement, and instructional gaps by providing a comprehensive curriculum with multiple entry points for learning. It supports differentiated academic instruction and language development for EL/LTEL students while promoting engagement and continuity for HY, FY, and LI students through consistent, standards-aligned coursework and resources (e.g., Bright Thinker). Why LEA-Wide: LEA-wide implementation ensures equitable access to a consistent curriculum across all sites, avoiding fragmentation of services. Given the high proportion of unduplicated students, this approach promotes instructional consistency, sustainability, and ensures all students benefit from the same high-quality academic opportunities. **Goal 1 Action 6: Math and English Intervention Programs** How It Addresses Needs:	**Goal 1 Metric 1: Math Achievement** Increase the percentage of students meeting or exceeding math standards on the SBAC by at least 5% **Goal 1 Metric 2: ELA Achievement** Increase the percentage of students meeting or exceeding ELA standards on the SBAC by at least 30%. **Goal 1 Metric 3: Science Achievement** Increase the percentage of students meeting or exceeding science standards on the CAST by at least 15%. **Goal 1 Metric 4: Core Course Completion** Maintain annual core course completion rates: Math: 7.5 units English: 7.5 units Science: 7.0 units Social Science: 7.5 units **Goal 1 Metric 5: Renstar GLE** Increase the average GLE to 6.7 for math and 7.4 for reading. **Goal 1 Metric 6: Reclassification Percentages** Maintain reclassification rates at or above 50% annually.

	wraparound support, trauma-informed practices, consistent case management, and targeted interventions to improve engagement and school connectedness. LI (Low-Income): LI students face access barriers related to technology, academic resources, and enrichment opportunities. CNA findings and local data indicate ongoing achievement gaps and attendance challenges, requiring expanded academic interventions, tutoring, personalized learning supports, and increased access to college/career pathways (e.g., CTE, dual enrollment). SWD: SWD continues to demonstrate significant performance gaps, particularly in Math and ELA as reflected in CA Dashboard and local assessment data. These students require specialized academic instruction (SAI), differentiated supports, assistive technology, co-teaching/collaboration, and transition planning to improve academic outcomes and postsecondary readiness. Systemic Access & Monitoring Gaps: The CNA identified gaps in systems for monitoring student progress, including cohort tracking, credit attainment, LTEL reclassification, A–G completion, and participation in CTE/dual enrollment. These gaps limit timely intervention and disproportionately impact unduplicated students. In addition, disparities in access to advanced coursework and enrichment opportunities indicate ongoing equity concerns that must be addressed through intentional outreach and support systems.	This action directly addresses academic gaps in ELA and math through targeted, evidence-based interventions. EL and LTEL students receive language scaffolds, while HY, FY, and LI students benefit from structured small-group instruction that supports skill recovery, credit attainment, and progress toward proficiency. These interventions strengthen monitoring systems by using data to identify and address learning gaps early. Why LEA-Wide: Providing interventions LEA-wide ensures equitable access to academic support regardless of site or program. It promotes consistency in delivery, alignment of instructional practices, and coordinated identification of students needing additional support across the LEA. **Goal 1 Action 7: SBAC Success Initiative** How It Addresses Needs: This action addresses assessment readiness by providing targeted support, including tutoring, practice assessments, and test-taking strategies. It reduces barriers such as limited exposure to assessment formats and language challenges for EL/LTEL students, while supporting HY, FY, and LI students in filling academic gaps and building confidence for standardized testing. Why LEA-Wide: LEA-wide implementation ensures all students have access to consistent SBAC preparation support. It allows for coordinated planning, equitable access to resources, and consistent progress monitoring across sites, supporting improved outcomes for unduplicated student groups. **Goal 1 Action 8: SBAC Committee**	**Goal 1 Metric 7: English Learner Progress Indicator (ELPI) Performance** Ensure that at least 55% of English learners are making progress toward English proficiency. **Goal 1 Metric 8: Local Indicator - Priority 2: Implementation of State Standards** Maintain the Local Indicator - Priority 2 rating through annual self-reflection and review

	2025-26 Data Trends **Student Achievement Data** During the 2024–25 school year, OFY VV demonstrated growth in both ELA and mathematics performance on the California Dashboard. ELA increased by 20.2 points toward standard, with 35.67% of students meeting or exceeding standards, while mathematics increased by 19.9 points, with 11.07% of students meeting or exceeding standards. Graduation rates also increased by 12.1% to 46.8%, with gains across EL, LTEL, Hispanic, socioeconomically disadvantaged, and SWD student groups. Despite these improvements, EL students continued to perform significantly below standard in ELA and mathematics, and all major student groups remained in the red performance level for graduation rates. **Attendance & Credit Attainment** Chronic absenteeism increased to 45.8% during the 2024–25 school year, with Hispanic students at 45.5% and socioeconomically disadvantaged students at 48.3%, both remaining in the red performance level on the California Dashboard. Many students enrolled at OFY VV also continued to enter significantly credit deficient and below grade level. In response, the charter expanded interventions including tutoring, SGI classes, credit recovery, graduation tracking, counselor monitoring, and flexible scheduling options to improve attendance, credit attainment, and graduation outcomes for unduplicated student groups. **English Learner Progress** OFY VV demonstrated positive growth in English Learner outcomes during the 2024–25 school year. The English Learner Progress Indicator	How It Addresses Needs: This action strengthens professional capacity and data-driven decision-making by bringing staff together to analyze SBAC-related data and develop targeted strategies. It supports EL/LTEL students by addressing language barriers and provides structured interventions for HY, FY, and LI students through aligned instructional practices and coordinated support. Why LEA-Wide: Implementing this committee LEA-wide ensures consistent strategies, shared expertise, and alignment across all sites. It avoids fragmented efforts and supports systemwide improvement through collaboration, early identification of needs, and consistent implementation of intervention strategies. **Goal 1 Action 10: Middle School Science CAST** How It Addresses Needs: This action improves access to science content by providing a structured, standards-aligned curriculum with scaffolds for EL/LTEL students and support for HY, FY, and LI students. It promotes engagement through differentiated instruction and real-world relevance while building foundational science knowledge and skills needed for CAST performance. Why LEA-Wide: LEA-wide implementation ensures all middle school students receive consistent, high-quality science instruction. This supports equitable access to STEM learning opportunities, instructional alignment, and sustainability of support across all programs and student groups.	

	(ELPI) increased by 4.8%, with 57.1% of EL students making progress toward English proficiency. LTEL students increased by 7.9% to 60.9% making progress toward proficiency, placing both groups in the green performance level on the California Dashboard. Although progress was made in language acquisition and reclassification efforts, EL students continued to perform below standard in both ELA and mathematics, indicating a continued need for targeted academic and language supports. **College & Career Readiness** College and Career Indicator (CCI) outcomes improved during the 2024–25 school year, increasing by 3.6% to 10.6% prepared. Preparedness indicators included A–G completion, dual enrollment, college course credit, CTE pathways, Seal of Biliteracy, and Advanced Placement coursework. Hispanic, EL, LTEL, and socioeconomically disadvantaged students all demonstrated growth in preparedness indicators; however, Hispanic students and Students with Disabilities remained in the red performance level. OFY VV continued expanding dual enrollment partnerships, AP offerings, and college and career pathway opportunities to improve postsecondary readiness for unduplicated student groups. **Educational Partner Feedback:** OFY-VV has identified a clear need to expand student-to-student and student-to-teacher engagement opportunities. Results from the Altitude Climate Survey indicate a decline in students' reported sense of connectedness and belonging, signaling the need for more intentional structures that promote positive relationships and community-building.	Implementing these actions LEA-wide ensures that unduplicated students receive consistent, equitable, and coordinated support across all sites. By focusing on differentiated academic supports, instructional consistency, monitoring systems, and access to rigorous coursework, the LEA addresses identified barriers while promoting improved academic outcomes, engagement, and college and career readiness for EL, LTEL, LI, HY, and FY students.	

	Parents and staff also expressed concerns regarding students' ability to manage social media pressures and maintain overall safety. Additionally, only 54.5% of parents reported that their child participates in extracurricular activities or school events. To address this, OFY-VV will strengthen systems to ensure a broader and more diverse range of students are accessing the activities and programs offered. This includes increasing teacher promotion of opportunities and implementing tracking measures to monitor student participation. Families also continue to request expanded academic and wellness supports, including tutoring in math and English, as well as services related to learning disabilities and emotional support. These needs will guide OFY-VV's efforts to enhance targeted interventions and ensure students and families have access to the resources necessary for academic and social-emotional success. These findings from the CNA, Resource Inequity Review, CA Dashboard, and educational partner feedback confirm that unduplicated student groups continue to experience achievement gaps, access barriers, and disproportional outcomes across key indicators. As a result, LCAP goals and actions are designed to be principally directed toward EL, LTEL, LI, HY, FY, and SWD, while being implemented schoolwide to ensure equity, consistency, and broad access to support. By aligning resources with identified needs, OFY–Victor Valley ensures that its strategies are responsive, data-informed, and focused on improving outcomes for the students who require the most support.		

Goal 2 Action#1 Action #2 Action #3 Action #4 Action #5 Action #6	OFY–VV conducted a CNA and Resource Inequity Review, informed by data from the CA Dashboard, internal data reviews, and educational partner feedback. These sources identified the unique needs, conditions, and circumstances of our unduplicated student groups, including EL, LTEL, LI, HY, FY, and SWD. Findings are further supported through CSI plan prompts and LCAP goal analysis. While all actions in this LCAP are implemented schoolwide, they are principally directed toward unduplicated students, who experience disproportionate outcomes related to academic achievement, graduation rates, engagement, attendance, and postsecondary readiness. The CNA and CA Dashboard data highlight persistent achievement gaps, access barriers, and disproportional outcomes that require targeted and sustained interventions to improve student success. **Key Needs Identified in 2025-26** EL & LTEL: EL and LTEL students continue to face language acquisition barriers that impact access to rigorous academic content. CNA findings indicate that 57.1% of EL students made progress toward English language proficiency, reflecting a 4.8% increase from the prior year. These students require strengthened designated and integrated ELD, increased scaffolding, bilingual supports, targeted progress monitoring toward reclassification, and expanded multilingual family engagement strategies. Graduation Rate Disparities: Graduation outcomes remain uneven across unduplicated student groups. Subgroups such as Hispanic students, EL, LTEL, SWD, HY, and	The following actions are principally directed toward the needs of unduplicated student groups (EL, LTEL, LI, FY, HY, SWD, and AA students) as identified through CNA findings, local data, and educational partner feedback. These actions address barriers related to staffing capacity, access to postsecondary planning, exposure to college and career pathways, and engagement opportunities. Implementation is LEA-wide to ensure equitable access, consistency of support, and systemwide alignment in serving student needs across all sites. **Goal 2 Action 1: Enhancing Staffing for Unduplicated Pupil Success (Recruitment & Retention Initiatives)** How It Addresses Needs: This action strengthens staffing capacity to support unduplicated students by recruiting and retaining qualified personnel, including counselors, intervention staff, and support providers. Increased staffing improves access to individualized academic support, language development for EL/LTEL students, and consistent guidance for LI and FY students navigating academic progress and postsecondary planning. Why LEA-Wide: LEA-wide implementation ensures all sites have access to qualified staff and consistent support structures. This promotes equitable distribution of services, continuity of care, and systemwide capacity to meet student needs. **Goal 2 Action 2: Postsecondary Planning** How It Addresses Needs: This action provides structured postsecondary advising and planning support, helping students develop academic and career goals. It directly	**Goal 2 Metric 1: 4/5 Year Graduation Rate** By the 2027 school year, OF-VV aims for a 50% graduation rate for all students. African American students: 40% Hispanic students: 45% EL students: 40% Students with disabilities: 40% Low socioeconomic students: 45% **Goal 2 Metric 2: DASS One-Year Graduation Rate** OF-VV aims to increase the DASS one-year graduation rate to 82% or higher by the 2026-27 school year, which will help improve overall 4/5-year graduation rates.

	FY continue to fall below the state ESSA threshold of 68%. While the 1-year graduation rate (84.7%) shows improvement, subgroup disparities indicate ongoing barriers in credit attainment, engagement, and academic progression. These needs require enhanced cohort tracking, early warning systems, credit recovery access, and coordinated support between teachers, counselors, and intervention staff. LI, HY, and FY – Postsecondary Readiness: LI, HY, and FY students experience barriers to college and career readiness, including limited access to advising, planning tools, dual enrollment, CTE pathways, and work-based learning opportunities. CNA findings indicate low A–G completion and underutilization of postsecondary pathways. These students require expanded college/career advising, structured pathway access, mentoring supports, and intentional exposure to postsecondary options to improve readiness and outcomes. SWD: SWD continues to demonstrate persistent achievement and graduation gaps. Local and state data indicate the need for strengthened SAI, differentiated instruction, co-teaching models, assistive technology, and transition planning services to support academic progress and postsecondary success. Systemic Monitoring & Access Gaps: CNA findings indicate ongoing gaps in systems for monitoring student progress, including graduation cohort tracking, EL reclassification, A–G completion, and participation in dual enrollment and CTE. These gaps limit timely intervention and disproportionately impact	supports LI and FY students who may lack access to guidance, while also supporting EL/LTEL students by integrating language-accessible planning tools and individualized support. Why LEA-Wide: Providing postsecondary planning LEA-wide ensures all students receive consistent access to advising, goal setting, and academic planning support. This promotes equitable preparation for college and career pathways across all sites. **Goal 2 Action 3: Postsecondary Offerings / Dual Enrollment** How It Addresses Needs: Dual enrollment and postsecondary course offerings provide access to rigorous, college-level coursework that builds academic skills and readiness. EL/LTEL students benefit from exposure to language-rich environments, while LI and FY students gain early access to college credit opportunities that support motivation, engagement, and credit attainment. Why LEA-Wide: LEA-wide access ensures equitable participation in advanced coursework regardless of site or student background. It supports consistent implementation and expands opportunities for all students to engage in college-level learning. **Goal 2 Action 4: Postsecondary Opportunities (Transfr)** How It Addresses Needs: This action provides career exploration tools and assessments that help students identify interests and pathways. It is especially impactful for LI and FY students who may have limited exposure to career resources, helping address gaps in	

	unduplicated students. In addition, disparities in access to enrichment opportunities and advanced coursework highlight continued equity challenges requiring intentional outreach and structured support systems. **2025-26 Data Trends** **Graduation Rate** During the 2025–26 school year, OFY Victor Valley will continue implementing targeted interventions to improve graduation outcomes for all students, particularly unduplicated student groups. Based on 2024–25 Dashboard data, OFY VV increased its overall 4–5 year graduation rate by 12.1% to 46.8%, with gains across all major student groups, including EL, LTEL, socioeconomically disadvantaged, Hispanic, Black, and Students with Disabilities. Despite this growth, all major student groups remained in the red performance level on the California Dashboard, demonstrating the continued need for credit recovery opportunities, attendance supports, graduation monitoring systems, and individualized interventions. OFY VV's 1-year DASS graduation rate remained significantly higher at 84.6%, reflecting the effectiveness of the charter's personalized intervention and credit recovery model for highly mobile and credit-deficient students. **English Learner Progress** During the 2025–26 school year, OFY VV will continue targeted supports for English Learners and Long-Term English Learners through designated ELD instruction, intervention programs, and progress monitoring systems. Based on 2025 Dashboard data, the English Learner Progress Indicator (ELPI) increased to 57.1%, reflecting a 4.8% increase from the previous year. LTEL students demonstrated	awareness, motivation, and planning for postsecondary success. Why LEA-Wide: Implementing this LEA-wide ensures all students have access to career exploration tools and resources. This supports consistent exposure to career pathways and strengthens systemwide college and career readiness efforts. **Goal 2 Action 5: Postsecondary Events** How It Addresses Needs: Events such as college fairs, guest speakers, and workshops provide students with direct exposure to postsecondary options and real-world insights. These experiences support EL, LTEL, LI, and FY students by increasing awareness, building motivation, and connecting them with resources and role models they may not otherwise access. Why LEA-Wide: LEA-wide implementation ensures equitable access to engagement opportunities across all sites. It creates consistent exposure to postsecondary options and supports a culture of college and career readiness for all students. **Goal 2 Action 6: Postsecondary Field Trips** How It Addresses Needs: Postsecondary field trips provide experiential learning opportunities that expose students to college campuses and career environments. These experiences are particularly beneficial for LI and FY students, as well as EL/LTEL students, by reducing barriers related to unfamiliarity, limited exposure, and lack of access to real-world environments. Why LEA-Wide:	

	60.9% progress toward English proficiency, an increase of 7.9%. Additionally, OFY VV achieved a 100% English Learner reclassification rate, demonstrating continued growth in language acquisition and student support systems. **Student Achievement Data** During the 2025–26 school year, OFY VV will continue implementing targeted academic interventions and evidence-based instructional supports to improve student performance in ELA and Mathematics. Based on 2024–25 Dashboard data, ELA performance increased by 20.2 points toward standard and Mathematics increased by 19.9 points. Hispanic and socioeconomically disadvantaged students demonstrated growth in both subject areas; however, EL students continued to perform significantly below standard, including 0% meeting or exceeding Mathematics standards for the third consecutive year. Students with Disabilities also remained below standard levels in both ELA and Mathematics, supporting the continued need for targeted interventions and differentiated academic supports for unduplicated student groups. **Attendance & Credit Attainment** During the 2025–26 school year, OFY VV will continue implementing attendance interventions, counseling supports, credit recovery opportunities, and flexible instructional options to address chronic absenteeism and credit deficiency among unduplicated student groups. Based on 2024–25 Dashboard data, chronic absenteeism increased to 45.8%, with Hispanic students at 45.5% and socioeconomically disadvantaged students at 48.3%, both remaining in the red performance level on the California Dashboard. Many students enrolled at	Offering field trips LEA-wide ensures all students have opportunities to engage in experiential learning aligned to postsecondary readiness. This supports equitable access to exposure-based learning experiences across all sites. Implementing these actions LEA-wide ensures equitable access to staffing, postsecondary planning, coursework, career exploration, and engagement opportunities for unduplicated student groups. By addressing barriers related to access, exposure, guidance, and academic readiness, the LEA supports improved outcomes in college and career readiness while maintaining consistency, inclusivity, and alignment across all programs and sites.	

	OFY VV also continued to enter significantly credit deficient and below grade level, reinforcing the need for ongoing targeted supports and intervention systems. **College & Career Readiness** During the 2025–26 school year, OFY VV will continue expanding college and career readiness opportunities through A–G completion support, dual enrollment partnerships, CTE pathways, Advanced Placement coursework, and Seal of Biliteracy opportunities. Based on 2024–25 Dashboard data, College and Career Indicator (CCI) outcomes increased by 3.6% to 10.6% prepared. Hispanic, EL, LTEL, and socioeconomically disadvantaged students demonstrated growth in preparedness indicators, while Students with Disabilities continued to remain below target levels, supporting the continued expansion of postsecondary readiness opportunities and targeted college and career supports for unduplicated student groups. **Educational Partner Feedback:** OFY-VV has identified a clear need to expand student-to-student and student-to-teacher engagement opportunities. Results from the Altitude Climate Survey indicate a decline in students' reported sense of connectedness and belonging, signaling the need for more intentional structures that promote positive relationships and community-building. Parents and staff also expressed concerns regarding students' ability to manage social media pressures and maintain overall safety. Additionally, only 54.5% of parents reported that their child participates in extracurricular activities or school events. To address this, OFY-VV will strengthen systems to ensure a broader and more diverse range of students are accessing		

	the activities and programs offered. This includes increasing teacher promotion of opportunities and implementing tracking measures to monitor student participation. Families also continue to request expanded academic and wellness supports, including tutoring in math and English, as well as services related to learning disabilities and emotional support. These needs will guide OFY-VV's efforts to enhance targeted interventions and ensure students and families have access to the resources necessary for academic and social-emotional success. These findings from the CNA, Resource Inequity Review, CA Dashboard data, internal assessments, and educational partner feedback confirm that unduplicated student groups continue to experience achievement gaps, access barriers, and disproportional outcomes across key indicators. As a result, LCAP goals and actions are designed to be principally directed toward EL, LTEL, LI, HY, FY, and SWD, while being implemented schoolwide to ensure equity, consistency, and access to support. By aligning resources with identified needs, OFY–Victor Valley is implementing targeted, data-informed strategies designed to improve academic achievement, graduation rates, engagement, and postsecondary readiness for the students who require the most support.		

Goal 3 Action#1 Action #2 Action #3 Action #4 Action #5	OFY–VV conducted a CNA and Resource Inequity Review, informed by data from the CA Dashboard, internal data analyses, and educational partner feedback. These sources were used to identify the unique needs, conditions, and circumstances of our unduplicated student groups, including EL, LTEL, LI, HY, FY, and SWD. Findings are further reflected in CSI plan prompts and LCAP goal analysis sections. While all actions in this LCAP are implemented schoolwide, they are principally directed toward unduplicated students, who experience disproportionate outcomes related to academic achievement, graduation rates, college and career readiness, engagement, and access to instructional and postsecondary opportunities. The CNA and CA Dashboard data highlight persistent achievement gaps, access barriers, and disproportional outcomes that require targeted and sustained supports to improve student success and ensure equity. **Key Needs Identified in 2025-26** College & Career Readiness: CNA findings and CA Dashboard indicators reveal low levels of college and career readiness across unduplicated student groups. Limited A–G completion, low dual enrollment participation, and underutilization of CTE pathways indicate systemic access barriers. EL, LTEL, LI, HY, FY, and SWD students require expanded access to postsecondary advising, structured academic planning, dual enrollment opportunities, CTE pathways, and work-based learning experiences to improve readiness for college and career pathways. Graduation Outcomes & Cohort Progression:	The following actions are principally directed toward the needs of unduplicated student groups (EL, LTEL, LI, FY, HY, and SWD) as identified through CNA findings, local data, and educational partner feedback. These actions address barriers related to A–G completion, academic support, postsecondary readiness, career pathways, and access to technology. Implementation is LEA-wide to ensure equitable access, consistency of support, and systemwide alignment in promoting college, career, and graduation outcomes. **Goal 3 Action 1: A–G Completion Support Program** How It Addresses Needs: This action supports A–G completion and graduation outcomes by using data to identify at-risk students early and provide targeted academic planning and interventions. Counselors and Career Pathways Coordinators (CPCs) deliver individualized guidance, while Pathful supports postsecondary exploration and planning. These supports are especially beneficial for EL/LTEL and LI/FY students who may face barriers in academic planning, course sequencing, and access to guidance. Why LEA-Wide: LEA-wide implementation ensures all students have access to A–G planning tools, counseling, and monitoring systems. This promotes equitable access to guidance support while maintaining consistency in identifying and supporting students across all sites. **Goal 3 Action 2: Enhanced CTE Pathways** How It Addresses Needs: Expanding CTE pathways provides students with access to career-focused learning aligned to	**Goal 3 Metric 1: College and Career Preparedness Rate** Increase the College and Career Indicator (CCI) preparedness rate to 10% by 2027. All subgroups currently in the red on the Fall 2023 Dashboard will reach at least 5% preparedness. **Goal 3 Metric 2: A-G Completion Rate** Ensure 30% of 12th graders complete A-G requirements by graduation. **Goal 3 Metric 3: Dual Enrollment Participation** Increase college course completion to 10% for all students. **Goal 3 Metric 4: CTE Pathway Completion Rate** Raise CTE pathway completion to 5% for all students.

	Disparities in graduation rates persist across unduplicated student groups, indicating barriers in credit attainment, engagement, and academic progression. CNA findings highlight the need for strengthened cohort monitoring systems, early warning indicators, credit recovery opportunities, and coordinated support to ensure students remain on track toward graduation beginning in early high school grades. Academic Achievement Gaps: CA Dashboard and local assessment data indicate ongoing achievement gaps for EL, LTEL, LI, HY, FY, and SWD students in ELA and Math. These students require increased access to targeted interventions, differentiated instruction, scaffolding supports, and progress monitoring systems to address learning gaps and improve academic outcomes. Access to Postsecondary Pathways: Unduplicated student groups, particularly LI and FY, experience limited access to structured pathways such as CTE and dual enrollment. Barriers include lack of awareness, academic preparation gaps, and limited course availability. These students require expanded outreach, advising, and structured opportunities to participate in college credit-bearing courses and career pathway programs. Technology Access & Digital Equity: CNA findings indicate that LI, HY, FY, EL, and LTEL students face barriers related to access to reliable technology and digital learning tools. These limitations impact engagement, completion of assignments, and participation in online and blended learning environments. Addressing these gaps requires improved	workforce demands. This action increases engagement and supports LI and FY students by offering hands-on, interest-based pathways that build practical skills, career awareness, and employability. Why LEA-Wide: Providing CTE pathways LEA-wide ensures equitable access to career technical education regardless of site. It allows all students to explore and participate in career pathways that align with their interests and future goals. **Goal 3 Action 3: College Course Dual Enrollment Expansion** How It Addresses Needs: Dual enrollment provides access to college-level coursework and early credit attainment, supporting A–G completion and postsecondary readiness. EL/LTEL and LI students benefit from exposure to rigorous academic environments and opportunities to build confidence and preparedness for higher education. Why LEA-Wide: LEA-wide access ensures all students can participate in dual enrollment opportunities. This promotes equity in advanced coursework participation and supports consistent access to college credit pathways. **Goal 3 Action 4: Small Group Instruction (SGI) for A–G and SBAC Support** How It Addresses Needs: SGI provides targeted academic support in core subjects and SBAC preparation. This action addresses skill gaps for EL, LTEL, and SWD students by offering differentiated instruction, focused intervention, and personalized support	

	access to devices, connectivity, and digital literacy supports. Postsecondary Planning & Guidance: There is a need for more individualized academic and career planning for unduplicated students. Limited access to consistent advising and structured planning processes contributes to lower A–G completion and reduced participation in postsecondary pathways. Students require strengthened academic counseling, individualized learning plans (ILPs), and ongoing progress monitoring to support postsecondary goals. **2025-26 Data Trends** A–G Completion OFY VV will continue monitoring A–G completion for all students, with targeted support for EL, LTEL, low-income, foster youth, homeless youth, and SWD students. Current data shows a continued need to increase A–G access and completion, particularly for unduplicated student groups who often enter credit deficient and require additional counseling, course planning, and academic support. Graduation Rates OFY VV's 4–5 year graduation rate increased by 12.1% to 46.8%. Subgroup gains included EL students at 50%, LTEL students at 50%, socioeconomically disadvantaged students at 46.4%, Hispanic students at 46%, Black students at 48.1%, and SWD students at 57.4%. Despite this growth, graduation remains in the red performance level, requiring continued credit recovery, cohort tracking, counseling, and intervention support.	to improve academic performance and A–G completion. Why LEA-Wide: Implementing SGI LEA-wide ensures all students who need additional support can access intervention services. This supports consistent academic assistance across sites and strengthens overall student achievement. **Goal 3 Action 5: 21st Century Technology Integration** How It Addresses Needs: Providing devices (e.g., Chromebooks) and connectivity (e.g., hotspots) addresses digital access barriers for LI, EL, FY, and homeless students. This ensures students can fully participate in instruction, complete coursework, and engage in digital learning environments necessary for academic success and college/career readiness. Why LEA-Wide: LEA-wide implementation ensures equitable access to technology resources for all students. It supports consistent instructional delivery and eliminates barriers related to digital access across all sites. Implementing these actions LEA-wide ensures equitable access to academic support, A–G completion resources, CTE pathways, dual enrollment opportunities, targeted interventions, and technology. By addressing the identified barriers faced by unduplicated student groups, the LEA promotes improved graduation rates, increased college and career readiness, and stronger overall student outcomes through consistent, systemwide supports aligned to student needs.	

	College & Career Readiness CCI outcomes increased by 3.6% to 10.6% prepared. Preparedness indicators included UC/CSU requirements, college course credit, CTE coursework, SBAC performance, Advanced Placement, and Seal of Biliteracy. EL, LTEL, Hispanic, and socioeconomically disadvantaged students showed growth, while SWD students remained below target, demonstrating the need for continued advising, progress monitoring, and pathway support. Dual Enrollment Participation Dual enrollment continues to be an important strategy for increasing college and career readiness. Current data shows that college course credit was one of the key measures students used to meet CCI preparedness. OFY VV will continue expanding access to dual enrollment for EL, LTEL, low-income, foster youth, homeless youth, and SWD students through improved recruitment, counseling support, and partnerships with Victor Valley College and Pathways College. CTE Pathway Participation & Completion OFY VV continues to offer CTE pathway opportunities aligned to student interests and postsecondary goals. Data shows a continued need to increase CTE access and completion, especially for unduplicated student groups, due to program length, credit deficiency, and student mobility. The charter will continue strengthening pathway recruitment, monitoring, and support to help more students complete CTE coursework and meet CCI preparedness measures. Student Achievement Data		

	OFY VV showed growth in both ELA and Mathematics. ELA increased by 20.2 points toward standard, and Mathematics increased by 19.9 points. Hispanic and socioeconomically disadvantaged students improved in both areas; however, EL students continued to show significant disparities, including 0% meeting or exceeding Mathematics standards for the third consecutive year. SWD students also remained below standard, supporting the need for continued targeted academic interventions. **Technology Access & Digital Equity** OFY VV continues to prioritize technology access and digital equity for all students, particularly unduplicated student groups, including low-income students, ELs, LTELs, foster youth, homeless youth, and Students with Disabilities. Local data and educational partner feedback identified ongoing barriers related to reliable internet access, transportation limitations impacting on-site participation, and varying levels of digital literacy among students and families. To address these needs, OFY VV continues to provide students with access to devices, online curriculum platforms, intervention programs, digital learning tools, and technology support services necessary to participate in independent study, Small Group Instruction (SGI), intervention programs, dual enrollment, and college and career readiness opportunities. The charter also continues to provide family support and communication through digital platforms, translated communication systems, and virtual learning resources to improve student engagement and accessibility. Educational Partner Feedback: Educational partner feedback highlighted a continued desire to expand student engagement, academic enrichment, and college		

	and career readiness opportunities. Students most frequently requested additional electives, Career Technical Education (CTE) pathways, arts programs, world languages, clubs, field trips, and expanded sports and physical activity opportunities. Students also expressed interest in more hands-on and experiential learning opportunities that connect classroom instruction to real-world careers and life skills. Parents emphasized the importance of strengthening academic supports, including tutoring, intervention services, college and scholarship preparation, financial literacy, and career readiness opportunities. Families also identified the need for continued mental health and wellness supports, increased communication regarding student progress, and additional opportunities for parent involvement in school decision-making processes. Parent survey data reflected high levels of satisfaction with school safety, academic support, equitable access to programs, and communication systems. Staff feedback focused primarily on professional development, instructional supports, collaboration systems, and educational technology integration. Staff identified continued training needs related to AI integration, instructional strategies, literacy and math intervention, SPED supports, SEL, and middle school instructional practices. Staff also expressed a desire for increased collaboration time, clearer communication systems, and continued support for workload balance and staff wellness. Across all educational partner groups, survey results demonstrated strong overall satisfaction		

	with school climate, student support systems, respectful relationships, safety, and access to technology and instructional resources. Feedback will continue to inform LCAP actions, instructional planning, intervention supports, college and career readiness initiatives, and student engagement opportunities to better meet the diverse needs of OFY-VV students. These findings from the CNA, Resource Inequity Review, CA Dashboard, internal data analyses, and educational partner feedback confirm that unduplicated student groups continue to experience achievement gaps, access barriers, and disproportional outcomes across academic achievement, graduation rates, and college and career readiness indicators. As a result, LCAP goals and actions are designed to be principally directed toward EL, LTEL, LI, HY, FY, and SWD, while being implemented schoolwide to ensure equity, consistency, and access to support. By aligning resources with identified needs, OFY–Victor Valley is implementing data-informed strategies to close gaps, improve outcomes, and support student success in both college and career pathways.		

Goal 4 Action #1 Action #2 Action #3	OFY–VV conducted a CNA and Resource Inequity Review to identify the needs, conditions, and circumstances of unduplicated student groups, including EL, LTEL, LI, HY, FY, and SWD. Findings from these reviews, along with data from the CA Dashboard and internal data sources, highlight critical areas requiring targeted intervention to support student success. These findings are further reflected in CSI plan prompts and LCAP goal analysis sections. While all LCAP actions are implemented schoolwide, they are principally directed toward unduplicated student groups, who experience disproportional outcomes related to academic achievement, graduation rates, engagement, attendance, and postsecondary readiness. The CNA and CA Dashboard data indicate persistent achievement gaps, access barriers, and systemic inequities that require sustained, targeted supports to ensure equitable outcomes for all students. **Key Needs Identified in 2025-26** EL & LTEL: While EL & LTEL students continue to face language acquisition barriers that impact access to grade-level content and overall academic performance EL and LTEL students saw improvement this year. CNA data indicates that 57.1% of EL students made progress toward English language proficiency, reflecting a 4.8% improvement from the prior year. These students were provided designated and integrated ELD, SDAIE instructional strategies, bilingual supports, LTEL progress monitoring, and expanded multilingual family engagement to support language development and academic success.	The following actions are principally directed toward the needs of unduplicated student groups (EL, LTEL, LI, FY, HY, and SWD) as identified through CNA findings, local data, and educational partner feedback. These actions address barriers related to school safety, family engagement, and social-emotional development. Implementation is LEA-wide to ensure equitable access to safe learning environments, consistent communication with families, and comprehensive support that promotes student well-being and success. **Goal 4 Action 1: School Safety** How It Addresses Needs: The Comprehensive School Safety Plan ensures that all students, including EL/LTEL, LI, FY, HY, and SWD, have access to a safe and supportive learning environment. Multilingual safety protocols support EL/LTEL students in understanding emergency procedures, while additional supports help foster youth and homeless students feel secure despite instability. Access to hygiene supplies and PPE addresses basic needs for LI students, and accommodations ensure SWD can fully participate in school activities. Why LEA-Wide: Implementing school safety measures LEA-wide ensures all students benefit from consistent safety protocols and inclusive practices. This promotes a unified approach to safety, equity, and preparedness across all sites. **Goal 4 Action 2: Parent Involvement and Educational Partner Engagement** How It Addresses Needs: Parent workshops and engagement initiatives strengthen connections between school and	**Goal 4 Metric 1: Interpersonal Relationships** By 2027, 75% of students will give positive feedback on the School Climate Survey. **Goal 4 Metric 2: Suspension Rates** Keep annual suspensions at or below 1.5%. **Goal 4 Metric 3: Dropout Rates** Keep middle and high school dropout rates below 5% each year.

	Foster Youth (FY): FY students experience instability due to placement changes, trauma, and disruptions in educational continuity. CNA findings indicate disproportionately low graduation rates and inconsistent attendance among this group. These students require trauma-informed practices, consistent case management, academic monitoring, and mentoring supports to improve engagement, stability, and academic progress. Homeless Youth (HY): HY students face barriers including housing insecurity, mobility, lack of basic resources, and disrupted schooling. Chronic absenteeism and credit deficiencies are common challenges. Supporting these students requires wraparound services, including access to transportation, meals, hygiene resources, counseling, and academic support, with coordination through McKinney-Vento support to ensure continuity of education. **LI (Low-Income):** Low-income students continue to demonstrate disparities in academic achievement, attendance, graduation rates, and college and career readiness. During the 2024–25 school year, socioeconomically disadvantaged students demonstrated a 48.3% chronic absenteeism rate, remained 18.4 points below standard in ELA and 123.8 points below standard in Mathematics, and achieved a 46.4% graduation rate. Although growth was demonstrated across multiple indicators, these students continue to require targeted academic interventions, attendance supports, counseling services, dual enrollment opportunities, CTE pathways, and college and career readiness supports.	home. Translation services and multilingual materials support EL/LTEL families, while flexible scheduling increases access for LI families. Collaboration with social workers and community organizations provides additional resources and support for foster youth and homeless families navigating instability. Why LEA-Wide: LEA-wide implementation ensures all families have equitable access to engagement opportunities and communication support. This promotes consistent family involvement and strengthens partnerships that support student learning across all sites. **Goal 4 Action 3: Social-Emotional Development Opportunities** How It Addresses Needs: Social-emotional learning (SEL) programs, counseling services, and extracurricular opportunities support student well-being and engagement. EL/LTEL students benefit from language-inclusive environments that support social integration. Foster youth and homeless students receive targeted counseling and peer support to address emotional challenges, while LI students gain equitable access to extracurricular activities through financial assistance. SWD receives differentiated support to ensure inclusivity and participation. Why LEA-Wide: Providing SEL opportunities LEA-wide ensures consistent access to supports that promote student well-being, engagement, and belonging. This helps establish a supportive school culture that benefits all students while addressing the specific needs of unduplicated groups.	

	SWD: SWD continues to demonstrate performance gaps, particularly in Math and ELA. While some improvement has been observed, proficiency levels remain low. These students require specialized academic instruction (SAI), differentiated instruction, assistive technology, collaboration between general and special education staff, and consistent IEP progress monitoring to improve outcomes. Systemic Access & Engagement Needs: Across all unduplicated student groups, CNA findings indicate ongoing gaps in graduation readiness, A–G completion, participation in dual enrollment and CTE pathways, and access to consistent academic planning. In addition, school climate and social-emotional needs highlight the importance of mental health supports, student engagement strategies, and inclusive school practices to improve belonging and retention. **2025-26 Data Trends** **A–G Completion** OFY VV continues to monitor A–G completion as a key college and career readiness measure. Current data shows that students meeting UC/CSU requirements represented the strongest CCI pathway, with 26 students meeting preparedness through this measure. Continued advising, transcript review, course planning, and targeted supports are needed to increase A–G completion for EL, LTEL, LI, HY, FY, and SWD students. **Graduation Rates** OFY VV's 4–5 year graduation rate increased by 12.1% to 46.8%. Subgroup rates also increased:	Implementing these actions LEA-wide ensures equitable access to safe learning environments, meaningful family engagement, and social-emotional support for unduplicated student groups. By addressing identified barriers and providing consistent, systemwide support, the LEA promotes student well-being, strengthens school-community partnerships, and supports improved academic outcomes, engagement, and readiness for college and career success.	

	EL students 50%, LTEL students 50%, socioeconomically disadvantaged students 46.4%, Hispanic students 46%, Black students 48.1%, White students 50%, and SWD students 57.4%. Despite gains, graduation remains an area of continued need. **College & Career Readiness** OFY VV's College and Career Indicator increased by 3.6% to 10.6% prepared. Preparedness was met primarily through UC/CSU requirements and college course credit. EL students were 5.3% prepared, LTEL students 6.3%, Hispanic students 8.6%, socioeconomically disadvantaged students 10.1%, and SWD students 0%, showing the need for continued advising and pathway support. **Dual Enrollment Participation** College course credit was one of the primary ways students met CCI preparedness. Of the students deemed prepared, 10 met preparedness through college course credit, including Hispanic and socioeconomically disadvantaged students. OFY VV will continue expanding dual enrollment access and recruitment for EL, LTEL, LI, HY, FY, and SWD students. **CTE Pathway Participation & Completion** CTE remains an important pathway for college and career readiness; however, completion continues to be impacted by student mobility, credit deficiency, and the length of pathway requirements. OFY VV will continue strengthening CTE recruitment, monitoring, and completion supports for LI, HY, FY, EL, LTEL, and SWD students.		

	Student Achievement Data OFY VV improved in both ELA and Math. ELA increased by 20.2 points, with Hispanic students 16 points below standard and socioeconomically disadvantaged students 18.4 points below standard. Math increased by 19.9 points, with Hispanic students 118.4 points below standard and socioeconomically disadvantaged students 123.8 points below standard. EL and SWD students continue to show significant achievement gaps, requiring targeted interventions. **Technology Access & Digital Equity** OFY VV continues to prioritize technology access and digital equity for all students, particularly unduplicated student groups, including low-income students, ELs, LTELs, foster youth, homeless youth, and Students with Disabilities. Local data and educational partner feedback identified ongoing barriers related to reliable internet access, transportation limitations impacting on-site participation, and varying levels of digital literacy among students and families. To address these needs, OFY VV continues to provide students with access to devices, online curriculum platforms, intervention programs, digital learning tools, and technology support services necessary to participate in independent study, Small Group Instruction (SGI), intervention programs, dual enrollment, and college and career readiness opportunities. The charter also continues to provide family support and communication through digital platforms, translated communication systems, and virtual learning resources to improve student engagement and accessibility. Educational Partner Feedback:		

	Educational partner feedback identified a continued need to expand academic support, college and career readiness opportunities, student engagement, and postsecondary planning resources. Students expressed interest in additional electives, Career Technical Education (CTE) pathways, arts programs, world languages, clubs, field trips, and expanded sports and extracurricular opportunities. Students also requested more hands-on, real-world learning experiences connected to future careers and life skills. Parents emphasized the importance of increased tutoring, intervention services, college and scholarship preparation, financial literacy, career readiness support, and improved communication regarding student progress and available resources. Families also highlighted the need for continued mental health and wellness supports, additional opportunities for parent involvement, and expanded access to academic and extracurricular programs. Staff feedback focused on professional development needs related to instructional strategies, educational technology, AI integration, literacy and math intervention, Special Education supports, social-emotional learning, and student engagement strategies. Staff also expressed a desire for increased collaboration opportunities, improved communication systems, and continued support for workload balance and student intervention efforts. Across all educational partner groups, feedback reflected overall satisfaction with school safety, respectful relationships, access to technology and instructional resources, and the school's		

	supportive learning environment. Survey findings will continue to guide LCAP actions, instructional planning, intervention supports, college and career readiness initiatives, and efforts to expand equitable access to programs and opportunities for all students. These findings from the CNA, Resource Inequity Review, CA Dashboard data, internal assessments, and educational partner feedback confirm that unduplicated student groups continue to experience significant achievement gaps, access barriers, and disproportional outcomes across academic, attendance, and postsecondary indicators. As a result, LCAP goals and actions are designed to be principally directed toward EL, LTEL, LI, HY, FY, and SWD, while being implemented schoolwide to ensure equity, consistency, and access to supports. By aligning resources with identified needs, OFY–Victor Valley is implementing data-informed strategies to improve academic achievement, graduation rates, engagement, and postsecondary readiness for all students, with a focus on those requiring the most support.		

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

Goal 1 Action #1 Action #3 Action #4	Through the CNA, internal student performance data (including Renaissance Star benchmarks and SBAC results), CA Dashboard metrics, quarterly data reviews, and educational partner feedback, OFY–Victor Valley identified the unique needs, conditions, and circumstances impacting EL students. These data sources highlight persistent disparities in academic achievement, engagement, and access that require targeted interventions and differentiated support to improve outcomes for this student group. Findings are further reflected in CSI plan prompts and LCAP goal analysis sections. **Unique Needs Identified in 2025-26 for EL Students** Academic Gaps in ELA and Math: CNA and internal assessment data indicate that EL students are performing below grade level in both ELA and Math, as evidenced by SBAC and Renaissance Star results. These outcomes reflect persistent disparities in core academic performance and highlight the need for targeted academic interventions, scaffolded instruction, and progress monitoring to close achievement gaps. Language Acquisition Barriers: Limited English proficiency continues to impact EL students' ability to access grade-level content, participate in classroom instruction, and demonstrate understanding of academic concepts. These systemic barriers affect performance across all subject areas and require strengthened designated and integrated ELD, SDAIE strategies, and consistent language development support. Course Access and Completion Gaps:	Each of the following actions is principally directed and exclusively provided to EL and LTEL students based on data-verified needs and the specific language acquisition barriers identified in the CNA. General education services alone are insufficient to meet these students' linguistic and academic needs. These targeted supports ensure equitable outcomes by addressing systemic inequities, accelerating language proficiency, and promoting academic progress and personal growth. **Goal 1 Action 1: Targeted English Learner (EL) Support** How It Addresses Need(s): This action provides individualized and structured language development support delivered by EL-designated teachers, intervention specialists, and instructional staff. Supports include designated ELD instruction, embedded language scaffolds within core content, technology-based language learning tools, and ongoing progress monitoring using assessment data. These individualized interventions are tailored to each student's proficiency level and academic gaps, ensuring continuous adjustments based on data-verified need. Why Exclusively for EL/LTEL Students: These services are exclusively provided to EL students because they address specific language acquisition barriers that are not experienced by the broader student population. General instruction does not sufficiently support students who are actively developing English proficiency. LTEL students, in particular, require sustained, targeted language development that goes beyond standard classroom differentiation. This action ensures access to specialized instruction	**Goal 1 Metric 2: ELA Achievement** By 2027, at least 30% of all students will meet or exceed ELA standards on the SBAC. EL Students: At least 9% of LTELs and 3% of ELs will meet or exceed ELA standards. Students with Disabilities (SWD): At least 20% will meet or exceed ELA standards. **Goal 1 Metric 4: Core Course Completion** Maintain annual unit completion rates of: Math: 7.5 units English: 7.5 units Science: 7.0 units Social Science: 7.5 units **Goal 1 Metric 5: RenStar Grade Level Equivalence** By 2027, the average GLE will reach 6.7 in math and 7.4 in reading for all students. LTEL Students: The average GLE will be 7.9 in reading and 7.0 in math. **Goal 1 Metric 6: Reclassification Percentages** Maintain an annual reclassification rate of at least 50%. **Goal 1 Metric 7: English Learner Progress Indicator**

	EL students often enroll below grade level in ELA and experience inconsistent course enrollment and completion. Combined with higher rates of chronic absenteeism, these factors limit exposure to rigorous instruction and contribute to lower academic outcomes. This indicates a need for improved equitable access to core courses, consistent enrollment tracking, and supports that promote sustained engagement and course completion. Engagement, Attendance, and Stability Needs: CNA findings indicate that EL students experience higher rates of absenteeism, which impacts academic progress and continuity of learning. Barriers related to language, family engagement, and external circumstances contribute to reduced participation. These students require differentiated support focused on attendance interventions, re-engagement strategies, and increased family outreach to promote stability and consistent participation. Social-Emotional and Instructional Access Needs: Many EL students experience challenges with confidence, peer interaction, and classroom participation due to language barriers. These academic and socio-emotional needs require inclusive, culturally responsive practices and additional supports to foster a sense of belonging, improve engagement, and increase access to instruction. **Educational Partner Feedback:** Teachers: Staff identified a need for additional professional development focused on instructional strategies for EL students, including SDAIE practices, scaffolding techniques, and strategies to support language development within content areas.	necessary for reclassification and academic success. Expected Impact: This action helps EL/LTEL students overcome language barriers, improve academic performance, and make measurable progress toward reclassification. Through individualized intervention and targeted support, students gain increased access to grade-level content, leading to improved outcomes, increased engagement, and strengthened academic progress and personal growth. **Goal 1 Action 3: EL Professional Development** How It Addresses Need(s): This action provides targeted professional development for teachers and instructional staff serving EL students. Training focuses on evidence-based instructional strategies, language development techniques, and scaffolding practices that support comprehension and content access. Educators are equipped to implement differentiated instruction aligned to EL proficiency levels and monitor student progress effectively. Why Exclusively for EL/LTEL Students: This professional development is exclusively directed toward supporting EL students because it focuses on instructional strategies specifically designed for language acquisition. General professional development does not sufficiently address the specialized pedagogical approaches required to meet EL needs. By equipping educators with EL-specific instructional tools, this action ensures that classroom instruction is responsive to the linguistic barriers identified in the CNA.	Maintain a high ELPI rating, with at least 55% of English learners making progress toward proficiency.

	Parents/Families: Families emphasized the need for stronger communication, accessible resources, and multilingual support to better understand student progress and support learning at home. Limited English proficiency was identified as a barrier to engagement. Students: Students expressed a need for individualized academic support, increased access to language development resources, and instructional approaches that are culturally responsive and supportive of their learning needs. These findings from the CNA, internal data, CA Dashboard metrics, and educational partner feedback confirm that EL students experience persistent disparities in academic achievement, language development, engagement, and access to instructional resources. These challenges are driven by systemic barriers and highlight the need for targeted interventions, differentiated support, and equitable access to high-quality instruction and resources. As a result, these limited actions are principally directed and exclusively provided to EL students to address their unique needs, conditions, and circumstances, ensuring they receive the academic and socio-emotional support necessary to improve outcomes, increase engagement, and achieve language proficiency and academic success.	Expected Impact: Improved instructional practices lead to more effective language development supports in the classroom, increasing EL student access to grade-level content. This results in accelerated language acquisition, improved academic outcomes, and progress toward reclassification, ensuring equitable outcomes for EL/LTEL students. **Goal 1 Action 4: Dedicated Long-Term English Learner (LTEL) Intervention and Professional Development** How It Addresses Need(s): This action provides specialized, data-driven interventions specifically designed for LTEL students, including targeted instruction in academic vocabulary, literacy development across content areas, and structured support to address persistent language gaps. In addition, professional development for staff focuses on strategies to support LTEL students through culturally responsive instruction, accelerated language development techniques, and differentiation aligned to their unique academic profiles. Why Exclusively for LTEL Students: LTEL students have distinct and persistent language acquisition needs that differ from both newly identified EL students and general education students. These students require intensified, specialized instruction to address long-standing language barriers that have not been resolved through general supports. This action is exclusively provided to LTEL students because their needs are uniquely complex and require sustained, individualized intervention beyond standard EL services.	

		Expected Impact: This action supports LTEL students in overcoming entrenched language barriers, improving literacy across content areas, and accelerating progress toward English proficiency and graduation requirements. By providing targeted instruction and specialized staff support, the action promotes academic progress, increased reclassification rates, and long-term student success. These actions are principally directed and exclusively provided to English Learner (EL) and Long-Term English Learner (LTEL) students based on data-verified need and the specific language acquisition barriers identified in the CNA. The targeted interventions, specialized instruction, and EL-focused professional development address needs that general education services alone cannot sufficiently meet, ensuring students receive the individualized and scaffolded support necessary to overcome barriers to learning. By implementing these tailored supports, OFY-Victor Valley ensures equitable access to instruction that is responsive to students' linguistic development levels, promotes consistent progress monitoring, and strengthens instructional capacity. These efforts are designed to accelerate language proficiency, support reclassification, improve academic outcomes, and promote academic progress and personal growth. Ultimately, these limited actions help address systemic inequities and ensure that EL and LTEL students receive the specialized services required to succeed academically and beyond.	

Goal 1 Action #2	Through the CNA, internal student performance data, CA Dashboard indicators, and educational partner feedback, OFY–Victor Valley identified the unique needs, conditions, and circumstances impacting Homeless and Foster Youth students. These data sources reveal persistent disparities in academic achievement, attendance, engagement, and postsecondary readiness. These findings are further reflected in CSI plan prompts and LCAP goal analysis sections. The CNA highlights that HY and FY students face systemic barriers related to housing instability, mobility, and disrupted educational continuity, which significantly impact their ability to access consistent instruction and maintain academic progress. As a result, these students require targeted interventions and differentiated support to ensure equitable access to educational opportunities and improved outcomes. **Unique Needs Identified in 2025-26 for Homeless and Foster Youth (HY/FY)** Academic Gaps in Core Subjects: HY and FY students consistently perform below grade level in ELA and Math based on internal benchmark assessments (e.g., Renaissance Star) and SBAC data. Frequent school transitions, interrupted instruction, and inconsistent course enrollment contribute to persistent academic gaps and lower credit attainment, requiring targeted academic interventions and progress monitoring to support graduation readiness. Attendance, Engagement, and Stability Needs: Housing instability, placement changes, and lack of consistent routines contribute to higher rates of chronic absenteeism among HY and FY students. These systemic barriers negatively impact	The following action is principally directed and exclusively provided to Foster and Homeless Youth based on data-verified need and their unique circumstances related to instability, disrupted education, and limited access to consistent academic and postsecondary guidance. General education services alone are insufficient to address these barriers. This action provides targeted support, individualized intervention, and ongoing monitoring to help students overcome challenges, remain on track for graduation, and prepare for postsecondary success. **Goal 1 Action 2: Foster Youth Support** How It Addresses Need(s): This action ensures Foster and Homeless Youth enrolled for at least 30 days meet with a Post-Secondary Counselor at least once per semester to review academic progress, monitor credit completion, and develop individualized postsecondary plans. These meetings provide consistent, individualized guidance to address gaps caused by school mobility and instability. In addition, students receive access to expanded course offerings and curriculum supports (e.g., Bright Thinker) to address credit deficiencies and provide flexible pathways for course completion. Targeted academic interventions are also provided in math and ELA, including ERWC for literacy development, Tools for Teachers for structured support, and access to math tutors and intervention specialists. These supports are delivered by counselors, teachers, and intervention staff who provide tailored instruction and progress monitoring aligned to each student's needs. Why Exclusively for Foster & Homeless Youth:	**Goal 1 Metric 4: Core Course Completion** The charter will maintain annual course completion rates of: Math: 7.5 units English: 7.5 units Science: 7.0 units Social Science: 7.5 units **Goal 1 Metric 5: Renstar GLE** By 2027, the average GLE will increase to: 6.7 in math 7.4 in reading for all students

	engagement, instructional continuity, and overall academic performance. These students require attendance interventions, re-engagement strategies, and consistent case management to improve stability and participation. School Connectedness & Social-Emotional Needs: HY and FY students often experience difficulty establishing relationships and a sense of belonging within the school environment. Factors such as trauma, mobility, and instability can affect motivation, behavior, and engagement. These academic and socio-emotional needs require differentiated support, including trauma-informed practices, counseling services, and mentorship opportunities to promote connectedness and well-being. Postsecondary Readiness Gaps: HY and FY students often have limited access to structured guidance, individualized academic planning, and exposure to postsecondary pathways. Barriers such as instability, lack of resources, and limited support systems contribute to lower rates of college and career readiness. These students require expanded access to academic advising, individualized learning plans (ILPs), and structured postsecondary planning supports to improve readiness and long-term outcomes. Access to Resources & Wraparound Supports: Due to economic and housing challenges, HY and FY students often lack access to essential resources such as transportation, technology, basic needs, and academic materials. These gaps create additional barriers to consistent attendance and participation, reinforcing the need for equitable access to wraparound services	Foster and Homeless Youth experience frequent transitions, housing instability, and academic disruption, which create barriers not faced by the general student population. These challenges require individualized counseling, structured academic monitoring, and intensive intervention support that are not available to the broader student population. This action is exclusively provided to ensure these students receive the specialized, consistent support necessary to address their unique educational and socio-emotional circumstances and to fulfill equity-based and legal obligations for this student group. Expected Impact: This action helps students overcome barriers related to instability and academic disruption by providing consistent, individualized support and intervention. Foster and Homeless Youth will demonstrate improved credit accumulation, increased academic progress, stronger engagement, and clearer postsecondary plans. Overall, this action promotes equitable outcomes, academic progress and personal growth, ensuring students remain on track for graduation and future success. By providing targeted, individualized, and exclusively delivered support, this action ensures Foster and Homeless Youth receive the consistent guidance, academic interventions, and postsecondary planning necessary to address their unique barriers. These services go beyond general education by offering structured monitoring, tailored academic pathways, and specialized intervention, ultimately supporting students in achieving improved academic outcomes, maintaining stability in their educational progress, and preparing for long-term college and career success.	

	including meals, transportation support, counseling, and academic resources. **Educational Partner Feedback:** Teachers & Staff: Staff identified the need for consistent case management, improved tracking of HY and FY students, and increased access to academic and socio-emotional supports to address gaps in attendance, credit completion, and engagement. Families/Guardians & Social Services Partners: Feedback emphasized the importance of clear communication, coordinated services, and access to resources that support student stability and continuity of education. Students: Students expressed needs related to academic support, stability, mentorship, and increased guidance in setting and achieving postsecondary goals, as well as improved access to resources that support both academic and personal well-being. These findings from the CNA, internal performance data, CA Dashboard indicators, and educational partner feedback confirm that Homeless and Foster Youth students experience persistent disparities across academic achievement, attendance, engagement, and postsecondary readiness. These challenges are driven by systemic barriers related to housing instability, mobility, and limited access to consistent resources and support systems. As a result, these limited actions are principally directed and exclusively provided to HY and FY students to address their unique needs, conditions, and circumstances, ensuring they		

	receive targeted interventions, differentiated support, and equitable access to academic, social-emotional, and wraparound services necessary for long-term success.		

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable

To meet the increased or improved services requirement, OFY-Victor Valley conducted a needs assessment of unduplicated student groups (Foster Youth, Homeless Youth, EL, and LTEL) using student achievement data, language proficiency levels, academic performance trends, and educational partner feedback. The following limited actions are principally directed and exclusively provided to these groups based on data-verified needs and identified barriers related to academic instability, language acquisition, and postsecondary readiness. Each action below outlines the methodology used to determine proportional increases in services (PPIS), along with current implementation using existing resources.

Goal 1, Action 1 – Targeted English Learner (EL) Support
Methodology: We allocate 60% of 3 ELD teachers' time, along with additional resources for EL-focused events, curriculum development, and student engagement activities. EL teachers provide designated instruction, small-group interventions, progress monitoring, and individualized support. Services include academic scaffolding, family engagement workshops, and enrichment opportunities such as cultural events and field trips to support engagement and belonging.

Estimated Allocation:
- 60% of 3 ELD teachers' time
- 10% Skyrocket Services (EL compliance/PD)
- 5% EL-focused events
- 10% field trips
- 10% curriculum development

Estimated Full Cost: $200,000 (LCFF S/C Funds)
PPIS Contribution: 3.94% of total LCFF S/C funding

Current Implementation: This action is implemented through existing EL-designated teachers who provide instruction, monitor student progress using assessments, and deliver targeted interventions during the school day. Supplemental supports such as events, workshops, and curriculum enhancements are coordinated using current staffing and program structures.

Justification: This action is principally directed and exclusively provided to EL students due to their specific need for language acquisition support, scaffolded instruction, and reclassification pathways. General education services do not sufficiently address these needs. Dedicated EL supports individualized intervention, data-driven instruction, and consistent progress monitoring, helping students overcome language barriers and improve academic outcomes.

Goal 1, Action 2 – Foster & Homeless Youth Goal Setting
Methodology: We dedicate 20% of Post-Secondary Counselors' time to Foster and Homeless Youth. This includes individualized goal-setting meetings, semester academic reviews, credit tracking, and postsecondary planning sessions. Counselors collaborate with teachers and families to provide targeted guidance, monitor progress, and support students in overcoming barriers related to instability and disrupted schooling.

Estimated Allocation: 20% of Post-Secondary Counselors' time
Estimated Full Cost: $175,000 (LCFF S/C Funds)
PPIS Contribution: 3.44% of total LCFF S/C funding

Current Implementation: This action is currently supported through existing counseling staff who incorporate Foster and Homeless Youth-specific check-ins into their caseloads. Counselors prioritize scheduling regular meetings and maintaining progress monitoring systems using current staffing structures.

Justification: This action is principally directed and exclusively provided to Foster and Homeless Youth due to their unique challenges, including housing instability, frequent school transitions, and academic disruption. General counseling services are insufficient to address the level of individualized planning, monitoring, and advocacy required. Dedicated counselor time ensures targeted supports, consistent progress monitoring, and individualized interventions that help students stay on track for graduation and postsecondary success.

Goal 1, Action 3 – EL Professional Development
Methodology: We allocate 50% of one ELD Coach's time to facilitate professional development, along with resources for workshops, conferences, staff collaboration, and EL-focused training. This includes ongoing PD sessions, coaching cycles, and collaboration meetings designed to strengthen instructional practices for EL and LTEL students.

Estimated Allocation:
- 50% of one ELD Coach's salary
- Additional funds for PD workshops, conferences, and collaboration time

Estimated Full Cost: $100,000 (LCFF S/C Funds)
PPIS Contribution: 1.97% of total LCFF S/C funding

Current Implementation: Professional development is currently delivered through internal coaching, staff meetings, and participation in conferences using existing personnel and scheduled collaboration time. The ELD coach supports teachers through modeling, training sessions, and ongoing instructional guidance.

Justification: This action is principally directed and exclusively provided to support EL and LTEL students by strengthening educator capacity in language acquisition strategies. General professional development does not adequately address the specialized instructional needs of EL students. Targeted PD ensures teachers are equipped with evidence-based practices, scaffolding techniques, and data-informed strategies necessary to support EL achievement and reclassification.

Goal 1, Action 4 – Designated English Language Development (ELD)
Methodology: We dedicate 50% of ELD Coach time to EL support, including coaching teachers on ELD strategies, facilitating collaboration between content and ELD staff, supporting lesson scaffolding, and integrating language development strategies into instruction. Additional resources support professional learning, collaboration, and implementation of instructional best practices aligned to EL needs.

Estimated Allocation: 50% of ELD Coach time
Estimated Full Cost: $150,000 (LCFF S/C Funds)
PPIS Contribution: 2.95% of total LCFF S/C funding

Current Implementation: ELD support is currently delivered through existing instructional coaches who provide guidance to teachers, facilitate PLC collaboration, and support implementation of designated and integrated ELD strategies using current staffing and professional development structures.

Justification: This action is principally directed and exclusively provided to EL and LTEL students because it focuses on instructional strategies specific to language acquisition. These supports address language barriers, academic access gaps, and reclassification needs that general instruction alone cannot resolve. Dedicated ELD coaching ensures specialized instructional support, improved teacher capacity, and consistent implementation of language development strategies aligned to student proficiency levels.

Collectively, these limited actions represent a data-driven allocation of LCFF supplemental/concentration funds that directly supports Foster Youth, Homeless Youth, EL, and LTEL students. By dedicating staff time, professional development, and targeted resources, OFY-Victor Valley ensures services are principally directed and exclusively provided to address identified barriers such as instability, language acquisition needs, and academic gaps. These actions provide individualized interventions, specialized instruction, and consistent monitoring, ensuring equitable access to supports that promote academic progress, close opportunity gaps, and improve student outcomes.

Additional Concentration Grant Funding

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

Options for Youth – Victor Valley is committed to improving outcomes for unduplicated student groups (EL, LI, FY, and HY) by strategically utilizing additional concentration grant add-on funds to increase and sustain staff who provide direct services to students. With unduplicated student enrollment exceeding 55%, these funds are used to expand and retain certificated and classified staff who deliver targeted academic and social-emotional supports at high-need sites.

These investments are aligned to LCAP Goal 1 actions and are designed to ensure students receive increased access to individualized instruction, intervention, and counseling supports that address identified needs in the Comprehensive Needs Assessment (CNA), including academic gaps, language acquisition needs, and instability-related barriers.

Goal 1, Action 1 – Targeted English Learner (EL) Support

Staffing Impact: Concentration add-on funds are used to support EL-designated teachers and instructional staff who provide direct, daily instructional services to EL and LTEL students. This includes small-group instruction, integrated ELD within core content, and ongoing progress monitoring.

Methodology: Staffing levels and allocations are determined based on:
- Enrollment of EL/LTEL students
- Language proficiency data and reclassification needs
- Academic performance gaps in ELA and core content areas
- Student-to-teacher ratios to ensure adequate access to intervention

These staff deliver individualized and scaffolded instruction to address language barriers and support access to grade-level content.

Goal 1, Action 2 – Foster & Homeless Youth Support
Staffing Impact: Funds support Post-Secondary Counselors and related staff who provide direct academic guidance, credit tracking, and postsecondary planning for Foster and Homeless Youth.

Methodology: Staff allocation is based on:
- Number of Foster and Homeless Youth enrolled (30+ days)
- Frequency of required check-ins and academic monitoring
- Identified needs related to instability, credit deficiencies, and graduation progress

These staff provide ongoing individualized support, including scheduled check-ins, progress monitoring, and coordination with teachers and families to ensure continuity of learning.

Goal 1, Action 6 – Retention of Intervention Teachers & Tutors
Staffing Impact: Concentration add-on funds are used to retain intervention teachers, tutors, and instructional support staff who provide direct academic services in math and English to low-income and other unduplicated students performing below grade level.

Methodology: Retention decisions are based on:
- Student performance data (SBAC, course completion, credit attainment)
- Intervention participation and identified skill gaps
- Caseloads and staffing ratios to maintain adequate intervention coverage

These staff deliver small-group and individualized interventions, focusing on foundational skill-building and grade-level proficiency.

Retention and Sustainability of Staffing
Given that full expansion of staffing may not be feasible in all areas, concentration add-on funds are strategically used to retain existing certificated and classified staff who provide direct services to unduplicated students. This ensures continuity of instruction, consistency in intervention delivery, and sustained support for high-need student populations.

Through the strategic allocation of concentration grant add-on funds, Options for Youth – Victor Valley increases and sustains staffing that provides direct, targeted services to unduplicated student groups. By prioritizing instructional staff, counselors, and intervention personnel, the LEA ensures students receive individualized academic support, consistent monitoring, and specialized interventions aligned to their needs. These efforts address identified achievement gaps, improve access to educational opportunities, and promote equitable outcomes across the charter.

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

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,890,000.00	$ 7,436,200.79

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Targeted English Learner (EL) Support	Yes	$ 200,000	$ 248,245
1	2	Foster Youth Support	Yes	$ 175,000	$ 143,094
1	3	EL Professional Development	Yes	$ 100,000	$ 112,671
1	4	Dedicated Long-Term English Learner (LTEL) Intervention and Professional Development	Yes	$ 150,000	$ 242,770
1	5	Broad Couse of Study	Yes	$ 150,000	$ 373,710
1	6	Targeted Math and English Intervention Programs and credit recovery (LREGB)	No	$ 200,000	$ 82,808
1	7	SBAC Success Initiative	Yes	$ 40,000	$ 457,594
1	8	SBAC Committee	Yes	$ 30,000	$ 56,487
1	9	Targeted Intervention and Support for Students with Disabilities	No	$ 100,000	$ 119,039
1	10	Middle School Science CAST	Yes	$ 10,000	$ 7,104
1	11	English Intervention - ELA Tutors/ Intervention Specialists(LREGB)	No	$ 150,000	-
2	1	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Yes	$ 150,000	$ 331,898
2	2	Post-secondary planning	Yes	$ 1,600,000	$ 1,394,534
2	3	Post-secondary Offerings/Dual Enrollment	Yes	$ 250,000	$ 278,319
2	4	Post-Secondary Opportunities	Yes	$ 110,000	$ 165,363
2	5	Post Secondary Events	Yes	$ 100,000	$ 368,942
2	6	Postsecondary Field Trips	Yes	$ 60,000	$ 59,337
3	1	A-G Completion Support Program	Yes	$ 100,000	$ 392,425
3	2	Enhanced CTE Pathways	Yes	$ 60,000	$ 135,862
3	3	College Course Dual Enrollment Expansion	Yes	$ 85,000	$ 69,140
3	4	Small Group Instruction (SGI) for A-G and SBAC Support	Yes	$ 1,300,000	$ 866,366
3	5	21st Century Technology Integration	Yes	$ 200,000	$ 240,918
4	1	School Safety	Yes	$ 200,000	$ 290,062
4	2	Parent Involvement and Educational Partner Engagement	Yes	$ 20,000	$ 137,889
4	3	Social Emotional Development Opportunities	Yes	$ 50,000	$ 222,456
4	4	SWDs, Parent Involvement, and OFY Staff Collaboration for IEP Purposes	No	$ 250,000	$ 617,079
4	5	SWDs Inclusion in Experiential Learning and SEL	No	$ 50,000	$ 22,091

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$5,303,748	$ 5,140,000	$ 6,595,184	$ (1,455,184)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Targeted English Learner (EL) Support	Yes	$ 200,000	$ 248,244.60	0.000%	0.000%
1	2	Foster Youth Support	Yes	$ 175,000	$ 143,093.56	0.000%	0.000%
1	3	EL Professional Development	Yes	$ 100,000	$ 112,670.97	0.000%	0.000%
1	4	Dedicated Long-Term English Learner (LTEL) Intervention and Professional Development	Yes	$ 150,000	$ 242,770.37	0.000%	0.000%
1	5	Broad Couse of Study	Yes	$ 150,000	$ 373,710.37	0.000%	0.000%
1	7	SBAC Success Initiative	Yes	$ 40,000	$ 457,593.79	0.000%	0.000%
1	8	SBAC Committee	Yes	$ 30,000	$ 56,486.97	0.000%	0.000%
1	10	Middle School Science CAST	Yes	$ 10,000	$ 7,104.15	0.000%	0.000%
2	1	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Yes	$ 150,000	$ 331,898.16	0.000%	0.000%
2	2	Post-secondary planning	Yes	$ 1,600,000	$ 1,394,533.59	0.000%	0.000%
2	3	Post-secondary Offerings/Dual Enrollment	Yes	$ 250,000	$ 278,319.44	0.000%	0.000%
2	4	Post-Secondary Opportunities	Yes	$ 110,000	$ 165,363.40	0.000%	0.000%
2	5	Post Secondary Events	Yes	$ 100,000	$ 368,941.77	0.000%	0.000%
2	6	Postsecondary Field Trips	Yes	$ 60,000	$ 59,336.54	0.000%	0.000%
3	1	A-G Completion Support Program	Yes	$ 100,000	$ 392,425.31	0.000%	0.000%
3	2	Enhanced CTE Pathways	Yes	$ 60,000	$ 135,861.84	0.000%	0.000%
3	3	College Course Dual Enrollment Expansion	Yes	$ 85,000	$ 69,139.58	0.000%	0.000%
3	4	Small Group Instruction (SGI) for A-G and SBAC Support	Yes	$ 1,300,000	$ 866,365.62	0.000%	0.000%
3	5	21st Century Technology Integration	Yes	$ 200,000	$ 240,917.80	0.000%	0.000%
4	1	School Safety	Yes	$ 200,000	$ 290,062.25	0.000%	0.000%
4	2	Parent Involvement and Educational Partner Engagement	Yes	$ 20,000	$ 137,888.81	0.000%	0.000%
4	3	Social Emotional Development Opportunities	Yes	$ 50,000	$ 222,455.54	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$14,440,808	$ 5,303,748	35.990%	72.718%	$ 6,595,184	0.000%	45.670%	$ 3,905,810.37	27.047%

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$15,661,776	$5,710,831	36.463%	0.000%	36.463%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 6,550,000	$ 250,000	$ -	$ -	$ 6,800,000.00	$ 3,920,000	$ 2,880,000

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Targeted English Learner (EL) Support	EL	Yes	LEA-wide	EL	All Schools	Ongoing	$ 150,000	$ 75,000	$ 225,000		$ -	$ -	$ 225,000	0.000%
1	2	Foster Youth Support	FY, H	Yes	LEA-wide	FY, H	All Schools	Ongoing	$ 100,000	$ 75,000	$ 175,000		$ -	$ -	$ 175,000	0.000%
1	3	EL Professional Development	EL, LTEL	Yes	LEA-wide	EL, LTEL	All Schools	Ongoing	$ 30,000	$ 70,000	$ 100,000		$ -	$ -	$ 100,000	0.000%
1	4	Dedicated Long-Term English Learner (LTEL) Intervention and Professional Development	LTEL	Yes	LEA-wide	LTEL	All Schools	Ongoing	$ 100,000	$ 75,000	$ 175,000		$ -	$ -	$ 175,000	0.000%
1	5	Broad Couse of Study	All	Yes	LEA-wide	FY, LI, EL, LTEL, H	All Schools	Ongoing	$ -	$ 350,000	$ 350,000		$ -	$ -	$ 350,000	0.000%
1	6	Targeted Math and English Intervention Programs and credit recovery (LREGB)	All	No	LEA-wide	ALL	All Schools	Ongoing	$ 150,000	$ -		$ 150,000	$ -	$ -	$ 150,000	0.000%
1	7	SBAC Success Initiative	All	Yes	LEA-wide	FY, LI, EL, LTEL, H	All Schools	Ongoing		$ 50,000	$ 50,000		$ -	$ -	$ 50,000	0.000%
1	8	SBAC Committee	FY, LI, EL, LTEL, H, SWD	Yes	LEA-wide	FY, LI, EL, LTEL, H, ALL	All Schools	Ongoing		$ 100,000	$ 100,000		$ -	$ -	$ 100,000	0.000%
1	9	Targeted Intervention and Support for Students with Disabilities	SWD	No	LEA-wide		All Schools	Ongoing	$ 100,000	$ 40,000	$ 140,000		$ -	$ -	$ 140,000	0.000%
1	10	Middle School Science CAST	FY, LI, H, SWD, LTEL, EL	Yes	LEA-wide	FY, LI, EL, LTEL, H	All Schools	Ongoing		$ 10,000	$ 10,000		$ -	$ -	$ 10,000	0.000%
1	11	English Intervention - ELA Tutors/ Intervention Specialists(LREGB)	All	No	LEA-wide	ALL	All Schools	Ongoing	$ 100,000	$ -	$ -	$ 100,000	$ -	$ -	$ 100,000	0.000%
2	1	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	FY, LI, EL, LTEL, SWD, H	Yes	LEA-wide	ALL	All Schools	Ongoing		$ 200,000	$ 200,000	$ -	$ -	$ -	$ 200,000	0.000%
2	2	Post-secondary planning	LI, EL, LTEL, SWD, H, FY	Yes	LEA-wide	ALL	All Schools	Ongoing	$ 1,400,000	$ 5,000	$ 1,405,000	$ -	$ -	$ -	$ 1,405,000	0.000%
2	3	Post-secondary Offerings/Dual Enrollment	LI, FY, LTEL, SWD, H, EL	Yes	LEA-wide	ALL	All Schools	Ongoing	$ 175,000	$ 125,000	$ 300,000	$ -	$ -	$ -	$ 300,000	0.000%
2	4	Post-Secondary Opportunities	FY, LI, EL, LTEL, SWD, H	Yes	LEA-wide	ALL	All Schools	Ongoing	$ 165,000	$ 25,000	$ 190,000	$ -	$ -	$ -	$ 190,000	0.000%
2	5	Post Secondary Events	FY, LI, EL, LTEL, SWD, H	Yes	LEA-wide	ALL	All Schools	Ongoing		$ 300,000	$ 300,000	$ -	$ -	$ -	$ 300,000	0.000%
2	6	Postsecondary Field Trips	FY, LI, EL, LTEL, SWD, H	Yes	LEA-wide	ALL	All Schools	Ongoing	$ -	$ 55,000	$ 55,000	$ -	$ -	$ -	$ 55,000	0.000%
3	1	A-G Completion Support Program	FY, LI, EL, LTEL, H, SWD	Yes	LEA-wide	FY, LI, EL, LTEL, H	All Schools	Ongoing		$ 300,000	$ 300,000	$ -	$ -	$ -	$ 300,000	0.000%
3	2	Enhanced CTE Pathways	FY, LI, EL, LTEL, H, SWD	Yes	LEA-wide	FY, LI, EL, H, LTEL	All Schools	Ongoing		$ 140,000	$ 140,000	$ -	$ -	$ -	$ 140,000	0.000%
3	3	College Course Dual Enrollment Expansion	All	Yes	LEA-wide	ALL	All Schools	Ongoing	$ 50,000	$ -	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
3	4	Small Group Instruction (SGI) for A-G and SBAC Support	All	Yes	LEA-wide	ALL	All Schools	Ongoing	$ 1,000,000	$ 5,000	$ 1,005,000	$ -	$ -	$ -	$ 1,005,000	0.000%
3	5	21st Century Technology Integration	All	Yes	LEA-wide	ALL	All Schools	Ongoing	$ -	$ 220,000	$ 220,000	$ -	$ -	$ -	$ 220,000	0.000%
4	1	School Safety	All	Yes	LEA-wide	ALL	All Schools	Ongoing		$ 300,000	$ 300,000	$ -	$ -	$ -	$ 300,000	0.000%
4	2	Parent Involvement and Educational Partner Engagement	All	Yes	LEA-wide	ALL	All Schools	Ongoing		$ 80,000	$ 80,000	$ -	$ -	$ -	$ 80,000	0.000%
4	3	Social Emotional Development Opportunities	All	Yes	LEA-wide	ALL	All Schools	Ongoing		$ 150,000	$ 150,000	$ -	$ -	$ -	$ 150,000	0.000%
4	4	SWDs, Parent Involvement, and OFY Staff Collaboration for IEP Purposes	SWD	No	LEA-wide		All Schools	Ongoing	$ 400,000	$ 100,000	$ 500,000	$ -	$ -	$ -	$ 500,000	0.000%
4	5	SWDs Inclusion in Experiential Learning and SEL	SWD	No	LEA-wide		All Schools	Ongoing		$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%

2026-2027 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
$ 15,661,776	$ 5,710,831	36.463%	0.000%	36.463%	$ 5,880,000	0.000%	37.544%	**Total:**	$ 5,880,000
								LEA-wide Total:	$ 5,880,000
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Targeted English Learner (EL) Support	Yes	LEA-wide	EL	All Schools	$ 225,000	0.000%
1	2	Foster Youth Support	Yes	LEA-wide	FY, H	All Schools	$ 175,000	0.000%
1	3	EL Professional Development	Yes	LEA-wide	EL, LTEL	All Schools	$ 100,000	0.000%
1	4	Dedicated Long-Term English Learner (LTEL) Intervention and Professional Developmen	Yes	LEA-wide	LTEL	All Schools	$ 175,000	0.000%
1	5	Broad Couse of Study	Yes	LEA-wide	FY, LI, EL, LTEL, H	All Schools	$ 350,000	0.000%
1	7	SBAC Success Initiative	Yes	LEA-wide	FY, LI, EL, LTEL, H	All Schools	$ 50,000	0.000%
1	8	SBAC Committee	Yes	LEA-wide	FY, LI, EL, LTEL, H, ALL	All Schools	$ 100,000	0.000%
1	10	Middle School Science CAST	Yes	LEA-wide	FY, LI, EL, LTEL, H	All Schools	$ 10,000	0.000%
2	1	Enhancing Staffing for Unduplicated Pupil Success: Recruitment and Retention Initiatives	Yes	LEA-wide	ALL	All Schools	$ 200,000	0.000%
2	2	Post-secondary planning	Yes	LEA-wide	ALL	All Schools	$ 1,405,000	0.000%
2	3	Post-secondary Offerings/Dual Enrollment	Yes	LEA-wide	ALL	All Schools	$ 300,000	0.000%
2	4	Post-Secondary Opportunities	Yes	LEA-wide	ALL	All Schools	$ 190,000	0.000%
2	5	Post Secondary Events	Yes	LEA-wide	ALL	All Schools	$ 300,000	0.000%
2	6	Postsecondary Field Trips	Yes	LEA-wide	ALL	All Schools	$ 55,000	0.000%
3	1	A-G Completion Support Program	Yes	LEA-wide	FY, LI, EL, LTEL, H	All Schools	$ 300,000	0.000%
3	2	Enhanced CTE Pathways	Yes	LEA-wide	FY, LI, EL, H, LTEL	All Schools	$ 140,000	0.000%
3	3	College Course Dual Enrollment Expansion	Yes	LEA-wide	ALL	All Schools	$ 50,000	0.000%
3	4	Small Group Instruction (SGI) for A-G and SBAC Support	Yes	LEA-wide	ALL	All Schools	$ 1,005,000	0.000%
3	5	21st Century Technology Integration	Yes	LEA-wide	ALL	All Schools	$ 220,000	0.000%
4	1	School Safety	Yes	LEA-wide	ALL	All Schools	$ 300,000	0.000%
4	2	Parent Involvement and Educational Partner Engagement	Yes	LEA-wide	ALL	All Schools	$ 80,000	0.000%
4	3	Social Emotional Development Opportunities	Yes	LEA-wide	ALL	All Schools	$ 150,000	0.000%

RESOURCE INEQUITIES REVIEW ADDENDUM

Charter: OFY Victor Valley | Date Resource Inequity Review was conducted: 12/05/2025

Guidance & Instructions
Schools must complete a Resource Inequities Review as an integral component of the CNA process. Responses to questions 1-3 *need* to be actionable. For purposes of resource inequity, "actionable" refers to items within your locus of control—those for which you can implement actions, services, or resources to address the issue. Remember, the identification of resource inequities is determined locally by the LEA and is a locally controlled decision.

How to Use This Template
Make a copy of the template, add your charter to file name, and save. From the File dropdown menu, add a shortcut to your Drive for easy access.

1. What actionable inequities were identified by the Charter during their Resource Inequity Review?	The Resource Inequity Review determined that while OFY Victor Valley demonstrated measurable academic growth across multiple California Dashboard indicators during the 2024–2025 school year, several inequities in student access to educational opportunities, interventions, and supports continue to affect student outcomes. The review identified the following actionable resource inequities: ● **Inconsistent access to intensive mathematics intervention and instructional support.** Although mathematics achievement improved significantly, many students entered well below grade level and had not consistently accessed targeted Tier I and Tier II math interventions, small-group instruction, or individualized intervention plans early enough to accelerate learning. ● **Uneven access to literacy acceleration and academic support.** While ELA performance increased substantially, students with interrupted schooling, credit deficiencies, and significant reading gaps required additional structured literacy instruction, writing support, and expanded opportunities for targeted intervention beyond the core instructional program. ● **Limited equitable access to college and career readiness opportunities for all student groups.** Although college and career preparedness improved, historically underserved student groups—including English Learners, Long-Term English Learners, socioeconomically disadvantaged students, Foster Youth, and several racial/ethnic student groups—were underrepresented among students meeting the College/Career Indicator. The review identified a need to expand equitable access to dual enrollment, A-G completion, Career Technical Education pathways,

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

	Advanced Placement coursework, college advising, and postsecondary planning support. ● **Inconsistent access to credit recovery, graduation monitoring, and individualized student supports.** Despite significant gains in graduation rates, many students continued to enter the program substantially credit deficient. The review identified the need for earlier identification of at-risk students, more frequent transcript and graduation progress monitoring, expanded counseling services, and individualized graduation plans to ensure equitable opportunities for on-time completion. ● **Unequal access to attendance interventions and wraparound supports.** High rates of chronic absenteeism indicated that many students faced barriers to consistent engagement. The review identified the need to strengthen attendance monitoring systems, increase family outreach, expand social-emotional and mental health supports, and provide additional case management and community resource connections to address barriers affecting student participation. ● **Continued need for expanded language acquisition supports for English Learners and Long-Term English Learners.** Although English Learner Progress improved and reached the green performance level, the review found opportunities to strengthen equitable access to designated and integrated English Language Development, targeted LTEL interventions, bilingual family engagement, and ongoing progress monitoring to ensure sustained language growth and academic success. ● **Need to maintain equitable access to high-quality science instruction.** Science performance remained strong overall; however, the review emphasized the importance of continuing equitable access to standards-aligned laboratory experiences, hands-on instructional materials, technology resources, and rigorous science coursework so all student groups can sustain achievement. These identified resource inequities will be addressed through the implementation of the Charter's LCAP and CSI actions, including expanded small-group instruction, targeted academic interventions, increased counseling and graduation supports, enhanced attendance and family engagement strategies, broader access to college and career pathways, and continued investment in evidence-based instructional practices designed to improve equitable access and student success.

2. Which inequities are priorities for the Charter to address in their School Improvement Plans?	The Charter has identified several priority resource inequities that are expected to have the greatest impact on student outcomes and that can be addressed through the implementation of its School Improvement Plans. These priorities focus on expanding equitable access to academic interventions, college and career readiness opportunities, student support services, and engagement strategies. The highest priority is improving SBAC achievement in English Language Arts and Mathematics by ensuring all students have equitable access to rigorous Tier I instruction, targeted interventions, small-group instruction, data-driven progress monitoring, and evidence-based instructional practices. Particular emphasis will be placed on addressing the needs of English Learners (EL), Long-Term English Learners (LTEL), Hispanic students, Black students, socioeconomically disadvantaged students, and middle school students, who continue to experience achievement gaps. A second priority is increasing College and Career Preparedness by expanding equitable access to dual enrollment opportunities, A-G coursework, Career Technical Education (CTE) pathways, Advanced Placement courses, college and career counseling, and individualized postsecondary planning. Targeted outreach and support will focus on EL, LTEL, Hispanic, and Black students to ensure these student groups have increased opportunities to meet the College/Career Indicator. The Charter also identified the need to improve graduation rates for Hispanic students by strengthening early identification of credit-deficient students, increasing transcript monitoring, expanding individualized graduation planning, providing targeted academic interventions, and enhancing family engagement to ensure students remain on track to graduate. Finally, reducing chronic absenteeism among middle school students is a key priority. The Charter will strengthen attendance monitoring systems, implement early intervention protocols, increase family communication, provide social-emotional and wraparound support, and connect students and families with appropriate community resources to improve attendance and student engagement. These priorities were selected because they address the most significant resource inequities identified through the comprehensive needs assessment and represent areas where the Charter has the capacity to implement evidence-based strategies that will

	improve equitable access to educational opportunities and positively impact student achievement, college and career readiness, graduation outcomes, and school engagement.
3. How does the Charter plan on addressing these inequities?	Options for Youth Victor Valley will address the identified resource inequities through a coordinated set of evidence-based strategies, targeted services, professional learning, and resource investments designed to increase equitable access to high-quality instruction, college and career opportunities, and student support systems. To improve SBAC performance in English Language Arts and Mathematics, the Charter will ensure all Independent Study (IS) and Small Group Instruction (SGI) teachers implement standards-aligned SBAC preparation resources, including Tools for Teachers, LYLA, and Freckle for mathematics instruction. Professional Learning Communities (PLCs) will meet regularly throughout the school year to analyze assessment data, identify student needs, monitor intervention effectiveness, and make data-informed instructional decisions. Middle school students will participate in semester diagnostic assessments to identify learning gaps early and provide timely academic interventions. The Charter will also invest staff time in additional instructional coaching, professional development focused on Depth of Knowledge (DOK) and Tier I evidence-based instructional strategies, and ongoing implementation monitoring to increase rigor and grade-level instruction across all classrooms. To expand College and Career Preparedness, the Charter will invest in personnel and professional learning to increase access to Advanced Placement (AP) coursework by providing AP training, certification support, and release time for teachers. Students will also have expanded access to dual enrollment opportunities, rigorous coursework, and the State Seal of Biliteracy through coordinated efforts among counselors, Career Pathways Coordinators, EL Specialists, and instructional staff. Resources will support student monitoring, foreign language coursework, AVANT testing, AP examinations, and individualized college and career planning to ensure underserved student groups have equitable opportunities to meet College/Career Indicator requirements. To strengthen support for English Learners and Long-Term English Learners, the Charter will continue designated and integrated English Language Development instruction while expanding access to bilingual supports, multilingual family engagement, and coordinated monitoring of language acquisition and Seal of Biliteracy eligibility. Cross-functional

	collaboration among EL Specialists, counselors, Career Pathways Coordinators, and instructional coaches will ensure students receive timely academic and postsecondary support. To improve graduation outcomes, particularly for Hispanic students and other students at risk of not graduating, counselors and administrators will continue frequent transcript reviews, individualized graduation planning, credit recovery monitoring, and targeted academic interventions. Staff will use student performance data to identify students needing additional support and coordinate interventions through ongoing collaboration and progress monitoring. To reduce chronic absenteeism among middle school students, the Charter will dedicate additional resources to attendance improvement by providing expanded tutoring support, increasing home visits for chronically absent students, and strengthening communication with families. Middle school orientation sessions will be offered at the beginning and midpoint of the school year to ensure students and families understand academic expectations, attendance requirements, and promotion criteria. Parent engagement will also be expanded through the Parent Institute for Bilingual Education (PIBE), enhanced DELAC and PAC meetings, flexible meeting times, and technology training that enables families to more effectively support student learning. Collectively, these strategies leverage existing personnel, professional development time, instructional resources, and LCAP-funded services to address identified resource inequities and improve equitable access to rigorous instruction, academic interventions, college and career opportunities, graduation supports, and meaningful family engagement for all students, with targeted emphasis on historically underserved student groups.
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.	The Resource Inequity Review identified several facility-related resource inequities that may impact student achievement but cannot be fully addressed at the school site because they require significant capital investments and decisions beyond the Charter's site-level authority. These include: ● **The need for additional classroom space** to expand Small Group Instruction (SGI) offerings in core academic subjects. Limited classroom capacity restricts the school's ability to increase the number of in-person instructional sections and

	provide additional small-group intervention opportunities for students who would benefit from more intensive academic support. ● **The need for dedicated science laboratory facilities.** While the Charter provides standards-aligned science instruction using available instructional resources and virtual laboratory experiences where appropriate, the absence of fully equipped laboratory facilities limits opportunities for expanded hands-on science investigations and laboratory-based learning experiences. These resource inequities have the potential to impact student achievement; however, they require facility expansion, capital funding, and organizational-level planning that are beyond the authority and resources available at the school site. In the interim, the Charter will continue to maximize existing classroom space and instructional resources to provide equitable access to rigorous instruction and student support services.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY / ADDENDUM DOCUMENT

Charter: Options for Youth Victor Valley School Year: **2025-2026**

How to Use This Template

Use this document to guide your school's Comprehensive Needs Assessment (CNA). Complete each section collaboratively with your leadership team, educational partners, and advisory committees.

Steps for Completion:

1. Make a copy of the template, add your charter to file name, and save. From the File dropdown menu, add a shortcut to your Drive for easy access.
2. Work through each section.
3. Use verifiable data (*quantitative and qualitative*).
4. Provide factual findings, not opinions.
5. Limit to 3–5 key prioritized needs that will have the greatest impact on student outcomes.

💡 *Tip: Keep all data and notes from your analysis as evidence of stakeholder engagement and decision-making.*

EDUCATIONAL PARTNERS

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

Note: *The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]*

Educational Partners Engaged in our Comprehensive Needs Assessment:

1. Staff- Our leadership team met with all staff (English, Math, Counselors, SPED, Coaches, Support Staff and EL specialist) to engage in a data dive protocol to identify strengths and weaknesses in our program. Staff were provided the opportunity to analyze several metrics including both from the CA Dashboard and from our school's internal data hub. Staff were tasked with analyzing multi-year data points in order to determine trends and offer both insight into what the root causes might be and what possible solutions could support the challenges they are observing. Staff also reviewed the various high needs student groups in order to determine inequity.
2. Parents and Students- our DELAC and PAC committees have engaged in several data dives to collaborate with leadership to develop areas of focus for the program.
3. Leadership Team (Principal, Assistant Principals, and Assistant Principal of Instructional Operations)- met to participate in a collaboration about resource inequities and conduct a root cause analysis of the areas of focus to create measurable goals and outcomes to improve our program. Administrators and Instructional Coaches also reviewed the CA Dashboard metrics together to determine trends across years and in specific student groups.

DATA SOURCES / PHASE 1: DATA COLLECTED & ANALYZED

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

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

Note: *The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)*

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

- ➔ California Dashboard performance data (Suspension, Graduation Rates, Chronic Absenteeism, SBAC ELA and Math, CAST Science)
- ➔ CA Dashboard Detailed Report: Levels and Measures Reports and 5 x 5 Placement Reports
- ➔ California Dept. of Education College and Career Data including CCI Percent Prepared, CTE engagement, and college course completion.
- ➔ CAASPP data (ELA CAST and Math)
- ➔ Tableau (Core Course Completion, Student Progression and Attendance, Intervention Completion Rates, Drop out rates, SEL participation, and SGI participation)
- ➔ EL Reclassification Data
- ➔ SPED specific data across academic subjects and CA Dashboard
- ➔ A-G course enrollment & completion rates
- ➔ Stakeholder Surveys
- ➔ Star Renaissance Data (Scaled Scores, Average Scaled Score Growth)
- ➔ Student and Family Participation Rates in Events Data (Climate Survey)

RESULTS / PHASE 2: DATA DIVE SUMMARY TABLE

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

SBAC Math- All Students (OFY VV High School and Middle School Combined): In the 2024–25 school year, OFY VV remained in the orange performance level but improved by 19.9 points toward meeting the standard. Although overall performance was 117.4 points below the standard, this level of growth is classified as “Increased Significantly” on the California School Dashboard. The percentage of all students at OFY VV who exceeded and/or met the standards increased to 15.8% combined compared to last year at 6.87% combined.

Student Groups:

The percentage of **Black students** meeting or exceeding standards rose from 0% to 14.28%, and **Hispanic students** increased from 5.25% to 16.66%. **EL students** remain at 0% meets and exceeds combined for the last 3 years in mathematics. Both **Hispanic students** and **socioeconomically disadvantaged students** achieved at the orange performance level of the CA dashboard. **Hispanic students** scored at 118.4 points below the math standards and **socioeconomically disadvantaged students** scored at 123.8 points below the math standard. **Students with disabilities** decreased from 6.06% meets and exceeds combined to 4.88% for the mathematics SBAC. In terms of grade levels, OFY VV saw a decline in the SBAC performance of **7th graders** in both ELA and

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

math. **7th graders** declined by 4.7% in math to 4.23% meets and exceeds the math standards and declined in ELA by 7.66% to 16.9% meets and exceeds the ELA standards. Additionally, OFY VV saw its **8th graders** decline on the ELA SBAC by 3.25% to 18.3% of the 8th graders meeting and or exceeding the ELA standards.

SBAC ELA- All Students (OFY VV High School and Middle School Combined): In the 2024-25 school year, OFY VV remained at the yellow performance level but improved by 20.2 points toward meeting the standard. Although overall performance was 15.3 points below the standard, this level of growth is classified as "Increased significantly" on the California School Dashboard. The percentage of all students at OFY VV who exceeded and/or met the standards increased to 54.42% combined compared to last year at 42.75% combined.

Student Groups:
The percentage of **Hispanic students** meeting or exceeding standards rose from 35.79% to 53.12%. **EL students** remain at 0% meets and exceeds combined for the last 3 years in ELA. Both **Hispanic and socioeconomically disadvantaged students** scored at the yellow performance level of the CA dashboard. Specifically, **Hispanic students** scored 16 points below the ELA standards and **socioeconomically disadvantaged students** scored 18.4 points below the ELA standards. **Students with disabilities** increased from 14.71% meets and exceeds combined for the ELA SBAC to 16.66%.In terms of grade levels, OFY VV saw a decline in the SBAC performance of **7th graders** in both ELA and math. **7th graders** declined by 4.7% in math to 4.23% meets and exceeds the math standards and declined in ELA by 7.66% to 16.9% meets and exceeds the ELA standards. Additionally, OFY VV saw its **8th graders** decline on the ELA SBAC by 3.25% to 18.3% of the 8th graders meeting and or exceeding the ELA standards.

CAST Science- All Students: In the 24-25 school year, OFY VV scored at 47.4 points for all students placing OFY VV in the green performance level. This was an increase of 3 points from the previous year. Specifically, OFY VV's largest student groups scored in the green performance level of the CA Dashboard.

Student Groups:
Both **Hispanic** and **Socioeconomically Disadvantaged students** placed in the green performance level. Hispanic students grew 6 science points to 48.6 science points, and Socioeconomically Disadvantaged students grew 3.4 science points to 46.5 science points.

English Language Learner Progress- EL's and LTEL's: In the 2024-25 school year, OFY VV had 57.1% of its English Learners make progress putting OFY VV in the green performance level. According to the CA Dashboard this qualifies as an "increase" from the previous year of an overall growth of 4.8%.

Student Groups:
The **LTEL population** showed similar growth and accounts for 91.4% of the EL population for the 2024-25 school year. The LTEL population is making progress at 60.9% which is a 7.9% increase from last year and also places them in the green performance level on the CA Dashboard.

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

College and Career- All Students: In the 2024-25 school year, OFY VV had 10.6% of its students deemed prepared according to the CA Dashboard putting OFY VV in the yellow performance level. This was an overall increase of 3.6% from the previous year which signified that OFY VV made an "increase" between years according to the CA Dashboard. However, for the 24-25 school year, multiple student groups either fell in the red or orange performance levels. 10.6% of the prepared students at OFY VV amounted to 33 individual students. Of these 33 students, 4 were **Black students**, 17 were **Hispanic/Latino students**, 6 were **White students**, 2 were **ELL students**, **2 were LTEL students**, 20 were **socioeconomically disadvantaged students**, and 1 student was a **Foster Youth student**. These 33 individual students were deemed "prepared" according to 2 primary measures which include:

1. college course credit and
2. met UC/CSU standards.

According to the CA Dashboard Levels and Measures Report, 30.3% (L2) of OFY VV's prepared students (10 students) met prepared by completing college course credit. The majority of students making up this specific measure included 5 Hispanic students and 8 Socioeconomically Disadvantaged students. The largest measure where students met prepared was the measure of met UC/CSU requirements at 78.8% (L4). Of the 26 students meeting this measure, 13 were Hispanic students, 4 were Black students, 24 were Socioeconomically Disadvantaged students, 2 were EL, 2 were LTEL, and 1 was Foster Youth. It is also important to note that OFY VV had 36 students "approaching prepared" according to the Dashboard Measure and Levels Report. These students approaching prepared primarily succeeded at UC/CSU requirements at 63.9% or 23 of the 36 approaching prepared students achieving this specific measure.

Student Groups:
Hispanic students scored in the red performance level of the dashboard with 8.6% of the students deemed prepared, which they maintained from the previous school year. Additionally, **students with disabilities** also performed in the red category with 0% of the students prepared, a decline from the previous year of 3%. **Black Students** performed in the orange level with 8.2% of the population deemed prepared. This was an increase from the previous year of 5.6%. **EL and LTEL students** were also placed in the orange performance level at 5.3% and 6.3% prepared respectively. Both EL and LTEL also showed growth from last year of 2.6% and 3.5% respectively. **Students with disabilities** performed in the red level with 0% of the population being deemed prepared. This is a decline of 3% from the previous year.

Graduation Rate- All Students: In the 2024-25 school year, OFY VV had 46.8% of its student population graduate. This graduation rate is an increase from last year of 12.1%. This increase signifies an "increased significantly" growth according to the CA Dashboard. Although OFY VV has shown substantial growth, the graduation rate still places OFY VV in the red performance level of the CA Dashboard. Specifically, seven student groups were placed in the red performance level.

Student Groups:
Black students graduated at 48.1% for the 24-25 school year with an increase from last year of 25.4%. **EL students** graduated at 50% for the 24-25 school year with an increase from last year of 15.9%. **Hispanic students** graduated at 46% for the 24-25 school year with an increase from last year of 8.9%. Likewise, **LTEL's** graduated at 50% with an increase from last year of 16.7%.

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

Socioeconomically Disadvantaged students made up the largest student population group with 46.4% of the students graduating which was an increase from the previous year of 12.2%. **Students with disabilities** graduated at 57.4% with an increase from last year of 27.7%. Lastly, **White students** graduated at 50% with an increase from the previous year of 11.5%. Although OFY VV placed in the red performance level of the CA Dashboard, they showed significantly increased progress across student groups.

Chronic Absenteeism- All Students: In the 24-25 school year, OFY VV had a 45.8% chronic absenteeism rate which was a significant increase from the previous year of 4.8% placing OFY VV in the red performance level. There were two student groups who were placed in the red performance level of the CA Dashboard.

Student Groups:
Hispanic students at OFY VV showed a 45.5% chronic absenteeism rate with an increase from last year of 3.7%. Additionally, **Socioeconomically Disadvantaged students** showed a 48.3% chronic absenteeism rate with an increase from the previous year of 6.3%. Both of these student groups were placed in the red performance level of the CA Dashboard.

PRIORITIZED NEEDS

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

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

The following 4 areas of focus will be the charters' priorities in the upcoming school year:

1. **A need to increase All student SBAC Scores in Math and Reading with an emphasis on the following student groups:** Although OFY VV showed a significant increase in mathematics and ELA for all students on the CA Dashboard, there is still a need to increase points towards the standards to ensure OFY VV moves upward on the performance levels of the CA Dashboard from orange to yellow for math and from yellow to green for ELA. Ultimately, the long term goal is to ensure that OFY VV students are overall at or above the mathematics and ELA standards.
    a. **EL Students**- There were 0% of EL students that met and or exceeded the math standards on the SBAC assessment for the past 3 consecutive years. In addition, EL high school students have performed on average the lowest on the math Renaissance Star Assessment with an average of 674.5 scaled score across the three assessment windows that the benchmark was provided during the school year. This score translates to students performing well below their grade level. EL high school students had an average growth of 7.8 scaled score points and 69.2% of the EL high school student population showed an increase in their scaled scores across the three testing windows. If additional support is provided to this student demographic, OFY VV will see an overall student increase on the CA dashboard and will alter the EL population trend of 0% meets/exceeds that they are experiencing. EL students also showed a similar trend when it comes to the ELA SBAC assessment and the benchmark Star Assessment for reading. For example, 4.17% of EL students met

or exceeded the ELA standards for the 2024-25 school year. EL students received a combined meets and exceeds standards of 3.23% and 0% for the 23-24 and the 22-23 school years respectively. EL students also scored the lowest scaled score average between all student groups on the benchmark Star Assessment with an average scaled score of 651.8. This score translates to students performing well below their grade level. According to the math SBAC assessment for high school, EL students had an average mean scaled score of 2456.5 which translates to a level 2 standard nearly met. Additionally, EL students scored a mean scaled score of 2496.5 which also translates to a level 2 standards nearly met.

b. **LTEL Students**- LTEL students make up 91.4% of the EL population so as mentioned above, they are performing below grade level for math and ELA according to the CAASPP assessments and Star Renaissance benchmarks that OFY VV utilizes.
c. **Hispanic Students**- Hispanic students show a consistent need for strengthened academic support across grade levels, as reflected in their SBAC performance in both mathematics and ELA. In mathematics, 7th grade students (n=48) earned a mean scaled score of 2433.3, placing them in Achievement Level 1 (Standards Not Met). Eighth-grade students (n=52) demonstrated a similar pattern, with a mean score of 2432.1, also within Achievement Level 1. Among 11th grade students (n=96), the mean mathematics score was 2511.8, which likewise corresponds to Achievement Level 1 (Standards Not Met).ELA results show slightly more variation across grade levels. 7th grade students (n=48) achieved a mean scaled score of 2487.6, placing them in Achievement Level 2 (Standard Nearly Met). In 8th grade (n=52), the mean ELA score declined to 2472.4, corresponding to Achievement Level 1 (Standards Not Met). 11th grade students (n=96) performed comparatively stronger, earning a mean score of 2584.5, which falls within Achievement Level 3 (Standard Met). Together, these data indicate persistent academic challenges in mathematics across all tested grade levels and mixed but still concerning performance trends in ELA, underscoring the need for targeted, sustained instructional support for Hispanic students. For all Hispanic students at OFY VV the combined students who met and exceeded the math standards was 11.73% and for ELA was 34.18%.
d. **Black Students**- Black students show a consistent need for academic support in both math and ELA based on the SBAC results for this school year. For example, 8th students (n=12) received a mean scaled score of 2361.8 in ELA which translates to a level 1 (standard not met). Additionally, eleventh graders (n=21) received a mean scale score of 2504.5 which also translates to a level 1 (standard not met). The 7th grade population for Black students was below 11 and so the mean scaled score was not provided for both math and ELA SBAC results. In ELA, 8th grade students (n=12) received a mean scaled score of 2460.9 which translates to a level 1 (standard not met). Additionally, eleventh graders (n=23) received a mean scaled score of 2559.1 which translates to a level 2 (standard nearly met). For all Black students at OFY VV the combined students who met or exceeded the math standards was 9.30% and for ELA was 31.11%.
e. **Socioeconomically Disadvantaged Students**- Socioeconomically disadvantaged students also show a consistent need for support across math and ELA. For example, for 7th grade students (n=64) the mean scaled score for math was 2428.1 which translates to a level 1 (standard not met). Additionally, for 8th grade students (n=73) the mean scaled score was 2421.7 which translates to a level 1 as well (standard not met). For OFY VV 11th graders (n=124) the mean scaled score was 2502.8 which translates to a level 1 (standard not met). In ELA 7th graders (n=64) the mean scaled score was 2483.3 which translates to a level 2 (standard nearly met). For 8th graders (n=73) the mean scaled score was 2469.2 which

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

translates to a level 1 (standard not met). Additionally, for 11th graders (n=125) the mean scaled score was 2582 which translates to a level 2 (standard nearly met). For all OFY VV socioeconomically disadvantaged students the combined meets and exceeds percentage for math was 9.58% and for ELA was 34.35%.

f. **Middle School Students (7th and 8th Graders)-** OFY VV 7th graders (n=71) received mean scaled scores in math and ELA of 2426.3 and 2482.6 respectively. This translates to level 1 (standard not met) for 7th grade math and level 2 (standard nearly met) for ELA. 7th graders received a combined meets and exceeds percentage in math of 4.23% and for ELA, 16.90%. OFY VV 8th graders (n=82) received mean scaled scores in math and ELA of 2427.5 and 2475.5 in math and ELA respectively. This translates to level 1 (standard not met) for both math and ELA. 8th graders received a combined percentage of meets and exceeds of 9.76% for math and for ELA, 18.30%.

2. **A need to increase College and Career Preparedness for All Students with an emphasis on the following student groups:**

   In order to increase the number of students prepared on the CA Dashboard, the following accessible and developing pathways will need to be intentionally addressed and expanded at OFY VV:

   a. **State Seal of Biliteracy:** Currently, 9.1% of OFY VV students are deemed prepared. For the upcoming school year, an increased number of Seal of Biliteracy students need to score a “3 - Standard Met” on the ELA SBAC at minimum in order to be deemed prepared under this pathway.
   b. **Advanced Placement Courses:** Currently, 3% of our students are deemed prepared. For the upcoming school year, an increased number of students have to pass 2 AP classes with a “C-” or better in order to be deemed prepared and increase the percentage of students becoming prepared through this pathway.
   c. **Smarter Balanced Assessment:** Currently, 12.1% of OFY VV students are deemed prepared. For the upcoming school year, an increased number of students must score a “3” or “Standard Met” on both the ELA and Math SBAC in order to be deemed prepared through this pathway.
   d. **CTE Pathway:** Currently, 9.1% of OFY VV students are deemed prepared. For the upcoming school year, an increased number of students must pass a CTE course with a “C-” or better plus one other criteria in their college course completion or score “Standard Met” on the SBAC in order to be deemed prepared through this pathway.

      OFY VV will continue to encourage more students to meet “prepared” through the UC/CSU Requirements as well as in one other measure, such as college course completion or Smarter Balanced Assessment scores. These are the strongest areas of success based on the data for OFY VV. OFY VV can drastically improve the CCI by one of the following methods based on current data:

      1. Increasing the number of students who meet the standards on the SBAC ELA and Math assessments because this measure is more frequently addressed across the other measures and multiple pathways for preparedness.
      2. Increase the number of students in dual enrollment because this is the one other strongest criteria in the CSU/UC pathway.

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

3. Increase the number of students enrolled in the Advanced Placement program because OFY VV's AP course program is currently expanding.

a. EL Students- There is a strong need to increase the number of EL students who are prepared at OFY VV. For the 2024-25 school year, there were 2 EL students that were deemed prepared out of the 33 total OFY VV students deemed prepared for the school. Both of these EL students met preparedness through the CSU/UC requirements and by receiving college course credit. Additionally, 4 EL students were approaching prepared out of the 36 total OFY VV students.

b. LTEL Students- There is a strong need to increase the number of LTEL students who are prepared at OFY VV. For the 2024-25 school year, there were 2 LTEL students that were deemed prepared out of the 33 total OFY VV students deemed prepared for the school. Both of these LTEL students met preparedness through the CSU/UC requirements and by receiving college course credit. Additionally, 4 LTEL students were approaching prepared out of the 36 total OFY VV students.

c. Hispanic Students- There is a strong need to increase the number of Hispanic students that are deemed prepared at OFY VV. For the 2024-25 school year, there were 17 Hispanic students that were deemed prepared out of the 33 total OFY VV students deemed prepared for the school. 17 of the 33 Hispanic students met prepared through the CSU/UC requirements. 3 students met prepared through seal of biliteracy, 5 students met prepared through college course credit, and 2 students met prepared through completing a CTE course. Additionally, 25 Hispanic students were approaching prepared out of the 36 total OFY VV students.

d. Black Students- There is a strong need to increase the number of Black students that are deemed prepared at OFY VV. For the 2024-25 school year, there were 4 Black students that were deemed prepared out of the 33 total OFY VV students deemed prepared for the school. 4 of the 33 Black students met prepared through the CSU/UC requirements. 1 student met prepared through SBAC scores and 1 student met prepared by completing a college course. Additionally, 7 Black students were approaching prepared out of the 36 total OFY VV students.

3. **A need to increase Graduation Rates for Hispanic Students-** Ultimately, OFY VV needs to increase the graduation rates for all student groups. However, OFY VV is in differentiated assistance (DA) for the Hispanic student group due to repeatedly low rates of graduation and a high number of Hispanic students that attend OFY VV. According to the CA dashboard for the 24-25 school year, OFY VV had a 4-5 graduation rate of 46.8%. OFY VV had 46% of the Hispanic student group graduate which is 104 students for the 24-25 school year. The following is the total number of students who graduated for each student group out of the total number of students in that student group based on the accountability population of the CA Dashboard:
   - **a.** EL students: 22 out of 44 students
   - **b.** LTEL students: 19 out of 38 students
   - **c.** Socioeconomically disadvantaged students: 156 out of 336 students
   - **d.** Black students: 26 out of 54 students
   - **e.** Hispanic students: 104 out of 226 students
   - **f.** White students: 23 out of 46 students

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

4. **A need to decrease Chronic Absenteeism for Middle School Students-** For the 2024- 25 school year there was an overall 45.8% chronic absenteeism rate. Specifically the two student groups that impacted this rate the most based on population size were the Hispanic and socioeconomically disadvantaged student groups. The chronic absenteeism rate for Hispanic middle school students was 45.5% and the chronic absenteeism rate for the socioeconomically disadvantaged middle school student group was 48.3%. Based on the number of students in the accountability populations of the CA dashboard for both student groups of 112 for Hispanic and 180 for socioeconomically disadvantaged students, it can be determined that 51 out of 112 students were chronically absent in the Hispanic student group and 87 of the 180 students were chronically absent in the socioeconomically disadvantaged group. This points to the high need to ensure more middle students are coming to school and turning in work on time in order to make progress throughout the school year.

ROOT CAUSE ANALYSIS / PHASE 3: MEASUREABLE OUTCOMES

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

Note: *A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.*

Area of Focus #1: Increase All Student SBAC Scores in Math and Reading

Root Causes: OFY VV shows lower overall scaled scores and lower percentage of students who combined meet and exceed the standards on the the SBAC assessment results due to the following:

- Heavy focus on foundational skills across math and ELA courses and not enough balancing between at-grade level instruction that is intentionally focused on providing a variety of DOK activities. This can be especially true for the middle school program at OFY VV where students come to the charter already behind credits and low performing.
- Heavy focus on the program “Freckle” to support mathematics at the foundational level for students with disabilities but lacking across OFY VV’s mainstream students that include Independent Studies and Small Group Instruction programs. Again, a focus may be placed too much on foundational skills within the “Freckle” program but not enough on at-grade level or more rigorous practice.
- Heavy focus on “Tools for Teachers” in the SGI program but not across the independent studies or online program where students may not be getting the exposure to “Tools for Teachers” that they need in order to be prepared for the SBAC assessments in ELA and math. “Tools for Teachers” has been largely used by approximately half of the SGI Teachers at OFY VV. Therefore, a need to increase its utilization across the SGI program is essential to see more consistent results.

Measurable Outcomes:

- For the 2025-26 School Year OFY VV will increase the percentage of **all students** who meet and exceed the **math standards** to at least **12% or greater.** OFY VV has surpassed the 2027 school year goal of 5% meets and exceeds and has surpassed the

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

24-25 school year goal of over 7% meets and exceeds for math with all students achieving 11.07% meets and exceeds for math at OFY VV.

- For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the **math standards** to at least **1% or greater** for **EL students.**
- For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the **math standards** to at least **12% or greater** for **Hispanic Students.**
- For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the **math standards** to at least **10%or greater** for **Black Students.**
- For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the **math standards** to at least **10% or greater** for **Socioeconomically Disadvantaged Students.**
- For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the **math standards** to at least **5% or greater** for **Students with disabilities.**
- For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the **math standards** to at least **5% or greater** for **7th graders.**
- For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the **math standards** to at least **10% or greater** for **8th graders.**
- OFY VV will show growth on the **math SBAC mean scaled score** for **7th, 8th, and 11th graders** up from their current scores of 2426.3, 2427.5, and 2512.2 respectively
- OFY VV will maintain or increase the proportion of students demonstrating growth in their math scaled scores on the RenStar assessment across testing windows, achieving a rate of 65% or higher.
- For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the **ELA standards** to at least **36% or greater**. OFY VV has surpassed the 2027 school year goal of 30% meets and exceeds and has surpassed the 24-25 school year goal of over 33% meets and exceeds for ELA with all students achieving 35.67% meets and exceeds for ELA at OFY VV.
- For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the **ELA standards** to at least **5% or greater** for **EL students.**
- For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the **ELA standards** to at least **35% or greater** for **Hispanic students**.
- For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the **ELA standards** to at least **32% or greater** for **Black students.**
- For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the **ELA standards** to at least **35% or greater** for **Socioeconomically Disadvantaged Students.**
- For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the **ELA standards** to at least **17% or greater** for **Students with disabilities.**
- For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the **ELA standards** to at least **17% or greater** for **7th grade students.**

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

- For the 2025-26 School Year OFY VV will increase the percentage of all students who meet and exceed the **ELA standards** to at least **19% or greater** for **8th grade students.**
- OFY VV will show growth on the **ELA SBAC mean scaled score** for **7th, 8th, and 11th graders** up from their current scores of 2482.6, 2475.5, and 2584.4 respectively
- OFY VV will maintain or increase the proportion of students demonstrating growth in their reading scaled scores on the RenStar assessment across testing windows, achieving a rate of 65% or higher.

Area of Focus #2: Increase College and Career Preparedness for All Students

Root Causes: OFY VV shows an overall lower percentage of preparedness on the college and career indicator for the following reasons:

- Not enough students achieve an SBAC performance level of a “2” or “3” or combination of the scores to meet the needs across several preparedness criteria and pathways. This may be due to the aforementioned points listed above for low SBAC assessment scores
- OFY VV has a small Advanced Placement (AP) program where only 1 teacher is certified and offers AP courses. OFY VV is looking to expand this program so that it may be accessible to more students.
- OFY VV offers several CTE courses, but the required length of the courses (2 years) and the requirements for certifications are proving to be difficult for students to reach at OFY VV. This is due to the nature of the OFY VV program where students may not stay with the school for more than 1 year and decide to go back to their local district school.
- OFY VV has focused more on monitoring Reclassified Fluent English Proficient (REFEP) students for the Seal of Biliteracy. Consequently, not focusing on non-REFEP students has meant that some students are not being monitored for progress or accessibility for the Seal of Biliteracy. OFY VV is looking to establish tracking methods for ensuring all students do not miss the opportunity to receive the Seal of Biliteracy if they qualify or are close to qualifying.
- OFY VV has not established an optimal process for getting more students into dual enrollment courses with their local community colleges. OFY VV is looking to determine better methods for recruiting students into dual enrollment courses.

Measurable Outcomes:

- In the 2025-26 school year OFY VV will increase the percent prepared of **All students** to at **least 11% prepared**
- In the 2025-26 school year OFY VV will increase the percent prepared of **Black Students** to at **least 10% prepared**
- In the 2025-26 school year OFY VV will increase the percent prepared of **Hispanic Students** to at **least 10% prepared**
- In the 2025-26 school year OFY VV will increase the percent prepared of **EL and LTEL students** to at **least 7% prepared**
- In the 2025-26 school year OFY VV will increase the percent prepared of **Socioeconomically Disadvantaged Students** to at **least 11% prepared**
- In the 2025-26 school year OFY VV will increase the percent prepared of **Students with disabilities** to at **least 4% prepared**

Area of Focus #3: Increase Graduation Rates for Hispanic Students

Root Causes: OFY VV’s 4 to 5 year graduation rate is low for the following reasons:

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

- Not enough parent engagement to ensure families understand the expectations for graduating on time. OFY VV is working to increase engagement through parent workshops and increase meetings regarding graduating on time.
- Not enough tracking and monitoring of the 4-5 year cohort so that opportunities regarding graduation and college and career are provided on time. OFY VV is working to improve this utilizing the combined efforts of school counselors and Career Pathways Coordinators (CPC's).

Measurable Outcomes:

- For the 2025-26 school year OFY VV will increase the percentage of the 4-5 year graduation rate for **all students** from 46.8% to at **least 48% or more.**
- For the 2025-26 school year OFY VV will increase the **Hispanic student** graduation rate from 46% to **at least 48% or more.**

Area of Focus #4: Decrease Chronic Absenteeism for Middle School Students

Root Causes: OFY VV's chronic absenteeism rate is high for the following reasons:

- Not understanding how chronic absenteeism is determined especially as it is applied in a program structure such as OFY VV's where there is a blended learning environment consisting of independent studies and small group instruction (direct instruction).
- OFY VV students experience a harder time getting to school for the small group instruction classes due to transportation challenges and home life experiences.
- OFY VV experiences many students who reveal anxieties regarding testing. Many times students avoid school days where testing is expected.

Measurable Outcomes:

- For the 2025-26 school year OFY VV will decrease the chronic absenteeism rate for **middle school students** from 45.8% to at least **40.8% or more.**

CONCLUSION: TRENDS & THEMES (Data Dive Summary Table)

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

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

Success and Strengths: OFY VV continues to show positive trends in both meeting and exceeding the mathematics and ELA standards for the last 4 years according to the SBAC assessments. Just over 11% of the OFY VV students are meeting and exceeding mathematics and just over 35% are meeting and exceeding in reading. This year OFY VV increased by over 20 pts in reading from the previous year and just over 19 points in mathematics, indicating a "significant increase" according to the 5 x 5 placement report on the CA Dashboard. Additionally, OFY VV "increased significantly" for the 4 to 5 year graduation rate from the previous year by 12% putting OFY VV, which is a DASS school, at a 46.8% graduation rate. The 1 year graduation rate for OFY VV is 84.6%. For this school year,

OFY VV also showed an increase in college and career preparedness and in English language learner progress. OFY VV increased by 3.6% to 10.6% prepared for college and career. OFY VV also increased by 4.8% to 57.8% for English language learner progress. This means OFY VV either increased or significantly increased across all metrics except for one of the CA dashboard metrics for the 2024-25 school year.

Student Groups: OFY VV saw an increase in graduation rates across student subgroups for the 24-25 school year. For example, **Black American students** increased by 25.4%, **EL students** increased by 15.9%, **Hispanic students** increased by 8.9%, **LTEL students** increased by 16.7%, **Socioeconomically disadvantaged students** increased by 12.2%, **students with disabilities** increased by 27.7%, and **White students** increased by 11.5% in terms of the their graduation rates. Although there were increases across all student groups it is important to note that all student subgroups scored in the red performance level of the CA dashboard. For mathematics and ELA OFY VV also saw increases in the student group scores that were assigned a performance level. For example, in ELA **Hispanic students** increased by 29.6 points towards the standards and **socioeconomically disadvantaged students** increased by 22.8 points towards the ELA standards. Both groups scored in the yellow performance level of the CA dashboard. In mathematics, **Hispanic students** increased by 26 points and **socioeconomically disadvantaged students** increased by 20.8 points towards the math standards. Both student groups scored in the orange performance level of the CA dashboard. Additionally, OFY VV saw an increase in the percentage of students who met and or exceeded the math and ELA SBAC assessments.Specifically, for **all high school** OFY VV students, there were 15.8% who met and exceeded the math standards and 54.42% of **all high school students** who met or exceeded the ELA standards which were both increases from the previous school year. For the **combined high school and middle school students** there were also increases in the percentage of students who met and or exceeded the math and ELA standards. **Combined grade levels** for mathematics was 11.07% and for ELA was 35.67%. Both **Hispanic** and **White students** in high school scored a mean average scaled score on the ELA SBAC that places them on the level 3 standards met of the achievement levels. **Hispanic students** achieved a mean scaled score of 2584.5 and **White students** achieved a mean scaled score of 2627.9. Additionally, OFY VV saw an increase in the performance of **8th graders** for mathematics with an increase of 4.58% to 9.76% exceeds and met combined. English learner progress saw an increase for both **EL students** and **LTEL students**. **EL students** increased 4.8% from the previous year and **LTEL students** increased 7.9% from the previous year. Both groups achieved at the green performance level of the CA dashboard. For the college and career indicator student subgroups in the orange performance level (**Black Americans, EL students, and LTEL students)** and in the yellow performance level (**socioeconomically disadvantaged students and White students**) saw increases in their preparedness according to the several measures for CCI. For example, **Black American students** increased by 5.6% for preparedness from the previous year, **EL students** increased by 2.6%, and **LTEL students** increased by 3.5%. For those student groups in the yellow performance level, **socioeconomically disadvantaged students** increased by 2.8% for CCI and **White students** increased by 9.1% for CCI.

Challenges: OFY VV experienced a decline in college and career preparedness for both **Hispanic students** and **students with disabilities** who are currently both in the red performance level of the CA dashboard. Specifically, **Hispanic students** maintained but slightly declined by 0.5% from the previous year and **students with disabilities** declined by 3% from the previous school year. Additionally, **Students with disabilities** continue to show a downwards trend in mathematics based on their SBAC assessments. Additionally, OFY VV's chronic absenteeism increased for the only two student groups assigned a performance level on the CA

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

dashboard. The **Hispanic student** chronic absenteeism increased by 3.7% and the **socioeconomically disadvantaged student** chronic absenteeism increased by 6.3%. In terms of grade levels, OFY VV saw a decline in the SBAC performance of **7th graders** in both ELA and math. **7th graders** declined by 4.7% in math to 4.23% meets and exceeds the math standards and declined in ELA by 7.66% to 16.9% meets and exceeds the ELA standards. Additionally, OFY VV saw its **8th graders** decline on the ELA SBAC by 3.25% to 18.3% of the 8th graders meeting and or exceeding the ELA standards. The trends for OFY VV's 7th graders is very different from the high school students who are showing a consistent trend upwards toward meeting the ELA and math standards for multiple years in a row. Lastly, OFY VV is currently under **Differentiated Assistance (DA)** for graduation rates, specifically for the Hispanic student population. For the 2024-25 school year, OFY VV had a 4-5 year graduation rate of 46.8% which is an increase of 12.1% from last year but continues to keep OFY VV in DA status due to the graduation rate being below the necessary 67%.

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

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

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

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

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.

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

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

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

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

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

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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