

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description

Increase student achievement and proficiency for all students, including unduplicated pupils and those with disabilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	ELA CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard	2023 41 below standard Decreased 14 points English Learners 79.2 below Student with Disabilities 100.6 below (Red) Socioeconomically Disadvantaged 55.7 below Hispanic 50.1 below White 37.5 below	2024 43.3 below standard English Learners 79.2 below Long-Term English Learners 89.6 below Student with Disabilities 105.9 below Socioeconomically Disadvantaged 55.4 below Hispanic 59 below White 15.1 below		See Year 1 Outcome	20 Below
1.2	Math Grades 3-8, 11 Points from Standard	2023 77.3 below standard Decreased 13.9 points English Learners 105.1 below Student with Disabilities 121.9 below (Red) Socioeconomically Disadvantaged 85.6 below Hispanic 81.9 below White 80.3 below	2024 75.6 below standard English Learners 93.2 below Long-Term English Learners 113 below Student with Disabilities 146.7 below Socioeconomically Disadvantaged 86.6 below Hispanic 86.8 below White 54.2 below		See Year 1 Outcome	60 Below
1.3	CA Science Test	2023	2024		See Year 1 Outcome	40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Source: Dataquest	27.4% English Learners 7.1% Students with Disabilities 28.9% Socioeconomically Disadvantaged 21.3% Hispanic 22.7% White 38%	22.40% English Learners 0.0% Student with Disabilities 15.8% Socioeconomically Disadvantaged 18.6% Hispanic 19.2% White 30.0%			
1.4	College/Career Indicator (CCI) % of high school graduates who are "Prepared" Source: Dashboard	2023 29.4%	2024 18.8%		See Year 1 Outcome	45%
1.5	CCI Details a-g Completion CTE Pathway Completion Both CTE & a-g Completion Passage of AP Exam Early Assessment Program (EAP) Source: Dashboard (Additional Reports)	2023 a-g Completion 21.6% CTE Pathway Completion 5.4% Both CTE & a-g Completion 2.7% Passage of AP Exam 2.9% Early Assessment Program (EAP) 14.7%	2024 a-g Completion 25.70% CTE Pathway Completion 8.60% CTE SED Only 8.30% Both CTE & a-g Completion 2.90% Passage of AP Exam 0.00% Early Assessment Program (EAP) 15.60%		See Year 1 Outcome	a-g Completion 35% CTE Pathway Completion 20% Both CTE & a-g Completion 17% Passage of AP Exam 18% Early Assessment Program (EAP) 30%
1.6	English Learner Progress % making progress towards English language proficiency Source: Dashboard	2023 40.4%	2024 51.7% Long-Term English Learners 58.1%		See Year 1 Outcome	55%
1.7	English Learner Reclassification Rate Reclassified from English Learner to Fluent English Proficient Source: Dataquest	2023 5.4%	2024 8.2%		Between July 1, 2024 and January 31, 2025, our school has reclassified 3% of English learner students to fluent English proficient (RFEP). In February	20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					2025, we will reclassify any additional students meeting the reclassification requirements mid-year, with the goal of reaching a 10% reclassification rate overall for this school year.	
1.8	Reading/ELA TK Early Literacy (ESGI) K/1st Early Literacy Star360 2nd Reading Star360 Proficient & Advanced (at/above grade level) Source: Internal	2023 K 50% 1st 39% 2nd 48.5%	2024 K 55.0% 1st 47.4% 2nd 40.0%		24-25 Semester 1 TK ESGI 16.7% proficient or advanced (beginning of semester 1) 33.3% proficient or advanced (end of semester 1) 16.7% increase in the number of students scoring proficient or advanced K-2 is included below in 1.10 Mid-Year Outcome Data	60%
1.9	Math TK ESGI K-2 Star360 Proficient & Advanced (at/above grade level) Source: Internal	2023 59.3%	2024 27.8%		24-25 Semester 1 TK ESGI 50% proficient or advanced (beginning of semester 1) 83.3% proficient or advanced (end of semester 1) 33.3% increase in the number of students scoring proficient or advanced	70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					K-2 is included below in 1.11 Mid-Year Outcome Data	
1.10	<p>Reading Growth</p> <p>The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment. Source: Internal</p>	<p>2023 44.5%</p> <p>English Learners 37.5% Student with Disabilities 37.9% Socioeconomically Disadvantaged 43.2% African American 42.9% Hispanic 44.6% White 46.0%</p>	<p>2024 46.20%</p>		<p>2024-2025 Grades K-12 % of students who demonstrated gains on STAR ELA assessment during the 1st semester 51.4%</p> <p>49.4% English Learners 50.9% Students with Disabilities 52.5% Socioeconomically Disadvantaged 31.8% African American 53.0% Hispanic 49.4% White</p>	60%
1.11	<p>Math Growth</p> <p>The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment. Source: Internal</p>	<p>2023 50.2%</p> <p>English Learners 50.0% Student with Disabilities 35.5% Socioeconomically Disadvantaged 49.5% African American 43.3% Hispanic 49.0% White 52.5%</p>	<p>2024 45.5%</p>		<p>2024-2025 Grades K-12 % of students who demonstrated gains on STAR math assessment during the 1st semester 54.3%</p> <p>46.1% English Learners 48.1% Students with Disabilities 54.4% Socioeconomically Disadvantaged 36.4% African American 56.3% Hispanic</p>	65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					48.8% White	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Professional Development Professional development will focus on the implementation of the essential components of a Professional Learning Communities (PLC) and improving instructional practices based on data to address gaps in English language arts and math proficiency and improve academic growth for all students. A focus on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data should improve proficiency. The professional learning community model ensures that students learn and are not just taught. Additionally, teachers will be provided with systematic professional development and coaching on Social Emotional Learning (SEL), aligned with the CASEL 5 framework.	Yes	Ongoing Implementation	<p>Elementary leaders have participated in PD focused on building a collaborative culture, change management, and conflict resolution. Missing motivation, resistance, and missing resources resulting in frustration were the most identified behaviors observed in staff. Actions are being considered and will be implemented to support these two areas in building the capacity within the team.</p> <p>The TK-2 staff has engaged in ongoing professional development on</p>	PD has focused on the implementation of the essential components of a Professional Learning Communities (PLC). Middle school focused on creating and sustaining high-performing collaborative teams, that work to ensure high levels of learning for all, and student achievement data to support strategic instruction to improve student outcomes. High school teachers have shown significant improvement in their comfort with using rubrics and providing feedback, with only 5% reporting low comfort levels by October compared to 25% in August. There has been a notable increase in teachers' understanding and comfort with using artificial intelligence (AI) for educational tasks, with 73% reporting a good understanding of AI systems after recent	\$39,782.80	\$11745

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Orton-Gillingham instructional practices, based on the science of reading. A Reading Warm-Up has been integrated into all tier one English Language Arts (ELA) blocks for students in transitional kindergarten through second grade. In the first semester, 82.6% of TK-2 classrooms visited had evidence of the Reading Warm-Up, including Orton-Gillingham practices based on the science of reading.	training. We're seeing encouraging progress in our PLC process, with teachers reporting increased understanding of key concepts and improved ability to use data for supporting students through tiered interventions.		
1.2	Instructional Coaching Instructional coaches (IC) support the PLC process by partnering with teachers to reflect on their instructional practices and set goals seeking student outcomes as well as cycling through the four critical questions in collaborative administrative teams around what we want teachers to know and be able to do in their live instruction. IC use research-based coaching techniques to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement.	Yes	Ongoing Implementation	Instructional Coaches visited 99.8% of classrooms during quarter one and 99.9% of classrooms in quarter two. They met with 99.8% of teachers in quarter one and 100% in quarter two. Many	N/A	\$156,108.15	\$64,153

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				teachers are choosing to meet more often to work on student focused goals. Teachers are trying new things in their classrooms to ensure students are learning and growing.			
1.3	English Language Support The school offers a Structured English Immersion (SEI) program, and services for English Learners (ELs) are based on the Initial ELPAC, annual Summative ELPAC, Interim ELPAC, and ongoing local formative and summative assessments, in alignment with the California English Language Development (ELD) Standards. Assessment results from these state and local assessments are used to create individualized language proficiency goals that drive Designated and Integrated ELD instruction and support throughout the school year. For all English Learners, implement a Designated ELD curriculum that is research-based, aligned with the California ELD Standards, and taught by highly qualified ELD Specialists. In addition, provide Integrated ELD instruction and support by content area teachers who possess the required EL Authorization. Provide English Language Arts (ELA) and Math academic support sessions, using scaffolding and strategies to help make the rigorous academic content comprehensible for and accessible to English Learners at all language proficiency levels. In addition, provide all students with access to tutoring on-demand in English and in five primary languages from Tutor.com.	Yes	Ongoing Implementation	<p>According to the California school dashboard, 40% of English Learners (ELs) in our school progressed at least one English language proficiency level during the 2023-2024 school year.</p> <p>To ensure students are on track to increase their English language proficiency level in one year, our school administers a mid-year English Language Development (ELD)</p>	<p>28% of Long-Term English Learner (LTEL) students increased their language proficiency score from a Level 1 to a Level 2 or greater on the mid-year English Language Development (ELD) Benchmark Assessment.</p> <p>79% of newcomer students increased their language proficiency score from a Level 1 to a Level 2 or greater on the mid-year ELD Benchmark Assessment.</p>	\$96,013.86	\$39,578

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	<p>Identify and monitor the progress of Long-Term ELs (LTEs) and At-Risk LTEs (AR-LTEs). In addition to the required Designated and Integrated ELD, provide LTEs, AR-LTEs, and Reclassified to Fluent English Proficient (RFEP) students within the four-year monitoring period who are not demonstrating success in content area classes with: Tier 2 and Tier 3 language intervention with the Off2Class program, tier 2 content area intervention for Guaranteed and Viable Curriculum ELA and Math standards, and tier 3 reading intervention using the grade level department's tier 3 intervention program. Support Newcomer students with tier 3 language intervention using the Rosetta Stone program, in addition to the required Designated and Integrated ELD. Identify ways to support newcomer students and their families to ensure the students receive the appropriate services and resources, within and beyond the school setting, to benefit their success.</p> <p>Provide effective language assistance to Limited English Proficient (LEP) students and families with the role of a bilingual engagement coach for Spanish (the school's highest primary language other than English, as determined by language census data) and an on-staff interpreter/translator for Arabic (the school's second highest primary language other than English, as determined by language census data). Prioritize family engagement through Spanish and Arabic Language Coffee Chats for Learning Coaches, Storytime in Spanish and Arabic for students and families, and the offering of parent meetings in English and Spanish, with translation tools provided for access in other primary languages. Gather input from educational partners through the quarterly ELAC and DELAC meetings and annual ELD Needs Assessment Survey for staff and parents/guardians.</p>			<p>Benchmark Assessment on the grade-specific ELD Standards for all active English Learners (ELs). 31% of active ELs that took the mid-year ELD Benchmark Assessment increased one English language proficiency level from their Spring 2024 Summative ELPAC scores. All active ELs will take an end-of-year ELD Benchmark Assessment before taking the Summative ELPAC in Spring 2025.</p>			

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	Use feedback provided from all educational partners and EL achievement data to determine staff professional development annually. Offer professional development for ELD Specialists responsible for Designated ELD, focusing on the school's Tier 1 ELD curriculum - Launch and Link to Literacy, Tier 2 program - Off2Class, and Tier 3 Program - Rosetta Stone, as well as high-impact research-based scaffolds and strategies that align with California's ELD standards. Offer all teachers responsible for Integrated ELD with professional development to address the language and academic needs of students in content area classrooms, including cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons.						
1.4	Instructional Support The school uses a Multi-Tiered System of Supports (MTSS) model that helps educators provide targeted instruction and support to students. MTSS is based on research and aims to improve student outcomes by identifying and addressing student needs early. Teachers utilize formative and summative assessments to evaluate the effectiveness of instruction (tier 1) and determine which students need more targeted or intensive instruction (tiers 2 and 3) to master essential standards. Online supplemental instructional programs provide targeted intervention to students who lack the universal learning skills necessary to be successful across multiple content areas	Yes	Ongoing Implementation	Tier 3 intensive support program used with students working below grade level, usually 2+ years. With the combination of using these programs and live instructional remediation in math and reading, the following was seen. Reading	PEAR is a new assessment tool, with an assessment library used by all grade levels to measure proficiency on vital grade level standards. There has been monthly growth of the percentage of Tk-2 students that have mastered a particular standard after instruction and remediation. 100% of Tk-2 teachers are using this assessment library and we are continuing	\$57,918.53	\$64,724

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	<p>Instructional leads use data to oversee and monitor the response to instruction for students needing additional support in math and/or English Language Arts. They provide training for supplemental instructional programs and monitor students' participation in the programs. They also provide additional instructional support. Special Education instructional paraprofessionals support students individually or in small groups during live instruction sessions.</p> <p>The Reading Coordinator works with teachers to implement, train, and support the literacy program using research-based practices, instructional techniques, and assessment requirements that align with California's English Language Arts and Literacy Standards.</p>			<p>TK-2: 40% of students graduated out of this level of support TK-2: 43% of students in Lalilo demonstrated gains on the Star 360 Reading assessment. 6-8: 13% gains on STAR360 during semester 1</p> <p>Math TK-2: 38% of students graduated out of this level of support TK-2: 53% of students in Freckle demonstrated gains on the Star 360 Math assessment. 3rd: 71% gains on STAR360 during semester 1 4th: 74% gains on STAR360 during semester 1 5th: 73% gains on STAR360 during semester 1 6-8: 3.5% gains on STAR360</p>	<p>ongoing training on how to decipher the data and use it to group students accordingly. 3-5 teachers contribute PEAR to more effective student groupings for intervention and extension with targeted practice of specific standards and skills. MS teachers reported barriers with the program. Administration is using feedback to make improvements to ensure the program is more effective and easier to use moving forward. In high school, the English department has implemented the assessment tool. It provides with valuable insights into student learning and help us refine our teaching strategies. The math department plans to fully implementation it by Fall 2025.</p>		

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				during semester 1 Grades 3-8 use Accelerated Reader (AR) to improve reading ability. 3rd to 5th, using AR had a 52.4% increase in Oral Reading Fluency. Middle school students using AR performed higher than all students on post-instruction standard mastery assessments.			
1.5	Career & Technical Education (CTE) The Career & Technical Education (CTE) program, focuses on the importance of career readiness education and the opportunities it can provide for youth in high-demand, high-growth job fields. Our program will continue to offer and enhance our current industry sectors of Business and Finance, Marketing, Sales, and Services, Information and Communication Technologies (IT), Arts, Media, and Entertainment (AME), Health Science and Medical Technology, and Public Services. The program also offers the students the opportunity to participate in a student-led Career & Technical Student Organization (CTSO), SkillsUSA, focusing on building student leadership skills and technical skills in preparation for college or career. The program provides small group College & Career Readiness lessons hosted by the schools' counselors, work-based learning opportunities	Yes	Ongoing Implementation	Overall CTE Course Pass Rate: 12th: 88% 11th: 82% 10th 74% 9th: 73% Special Population Gains: Students with Disabilities (IEP): 66% (+10%) English Learners (EL): 66% (+8%) Socioeconomic ally Disadvantaged	During semester 1 (24-25) students earned many Job Ready and Career Skills certifications, including Adobe Animate, IT Specialist: Cybersecurity, and Entrepreneurship & Small Business. 2 students earned dual enrollment credits between attendance at our two partner colleges, Norco Community College, and Irvine Valley Community College. We have secured 17 new business/industry	\$117,492.66	\$46,456

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	for all students working toward pathway completion, and Project Based Learning (PBL) electives, allowing the students to be more hands-on in their learning. Dedicated CTE leadership and curriculum specialists work to ensure equitable opportunities and access to engaging and relevant content for all students. Careers and CTE course options were expanded to Middle School. Students have the option to enroll in a career exploration course. Once the course is complete, they can enroll in High School IT, Business, or AME courses for high school credit.			(SED): 76% (+8%) Certification Exams & Career Readiness: 54% of students passed their certification exams during the first semester. More students will have opportunities to earn certifications in the spring! ASVAB Career Readiness Testing will be available next semester for students exploring military or technical career paths.	partnerships & 6 post-secondary partnerships for a total of 23 new partners in S1. We have hosted 42 WBL events in various locations, including our CAVA Career Chats, a Military Career Fair, a Health Sciences Career Fair, an Arts, Media, and Entertainment Career Fair, a College Fair, and the ASVAB. We hosted Workshop Wednesdays in collaboration with our Prep Program Counselors and a Student Success Coach. We have added Focus Friday events for students during which we share about internships, apprenticeships, and volunteer opportunities available throughout California.		
1.6	Summer School The MTSS model is used to determine eligibility for summer school classes focused on supporting at-risk students through extended learning time. Elementary summer classes will focus on reading and math interventions. Middle school classes will front-load students on the next grade level standards, providing foundational skills, and remediation, to prevent learning loss. The high school will offer students who are credit deficient credit recovery courses and standard courses for those who need to maintain their A-G status.	No Yes	Fully Implemented	End of Summer 2024 (Increased Proficiency %) ELA Kinder 11% 1st 12% 2nd 7% 3rd 1.5% 4th 19.8% 5th 42% 6th 28% 7th 23% Math	Students in Tk-2 who are newly enrolling in California Virtual Academies for an upcoming school year, can sign up to participate in a Jumpstart Summer Program to help get them acclimated. Of the students that participated, an average of 60% of the students ranked the program has beneficial	\$21,247.07	\$12,173

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	Elementary will also offer a Jump Start program to allow new students to learn to navigate the online school and virtual classroom platforms, as well as build on basic skills. These classes will also provide students the opportunity to meet other students and begin to feel a part of the school community.			Kinder 14% 1st 13% 2nd 7% 3rd maintained 4th 6.6% 5th - 45% 6th - 26% 7th - 34% High School Summer Course Pass Rate- 90% Standard Courses 87% Credit Recovery Courses	and an average of 85% of parents indicated the program was beneficial. Grades 3-5 Jump Start Program At the end of Q1 - 67% of students that were enrolled in Jumpstart were still enrolled in our program.		
1.7	Instructional Intervention In elementary and middle schools, weekly Wildly Important Goals (WIG) meetings provide a platform for educators and leaders to discuss their targeted, high-impact commitments aimed at helping students achieve their academic objectives. Tier 2 and Tier 3 sessions are structured to assist students in achieving personalized learning objectives aligned with the guaranteed and viable curriculum (GVCs) standards in Mathematics and English Language Arts (ELA). Educators evaluate student assessment data to identify the specific learning targets within the standards where the student demonstrates a lack of proficiency. The student is scheduled for sessions that offer focused and timely interventions. Tier 3 instruction aims to address deficiencies in foundational skills. High school teachers convene weekly for data meetings, they analyze data to identify students who require additional assistance in achieving mastery of the course standards. Teachers implement targeted intervention sessions several times a week, offering these students a renewed chance to understand the	Yes	Ongoing Implementation	Our school uses a Multi-Tiered System of Supports (MTSS) fidelity tool (SWIFT Fidelity Assessment) which measures the effectiveness of the MTSS/Intervention Team, a problem-solving team designed to ensure students that are most at-risk for academic unsucccess get the intervention they need, when they need it.	N/A		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	essential standards. Office hours allow students to pose questions, seek clarification, and improve their comprehension of the subject matter.			24-25 Semester 1 MTSS/Intervention Team has increased the fully implemented success criteria from 19% to 40% Supplemental and intensive intervention program has increased in the fully implemented success criteria from 16% to 59%			

Goal 2

Goal Description

Provide safe and effective learning environments that foster positive school culture and connection driven by the input of parents, teachers, staff, and students that is inclusive and representative of the school's population.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	<p>Parent Input in Decision Making</p> <p>Summary of the trends and feedback from various parent surveys.</p> <p>Source: Dashboard Local Indicator, Parent and Family Engagement</p>	<p>2023</p> <p>Overall, parents are satisfied with the school, consider it beneficial for their children, and appreciate the support provided by the staff and teachers. Having access to review their student's progress and preview curriculum is important to them. It is appreciated by them that the curriculum is versatile and comprehensive and that their students have access to a variety of courses of study. In their surveys, parents indicate that they are pleased with the variety of opportunities that the school offers to high school students as well as socialization activities for students of all ages. They appreciate that the school rewards students who excel and succeed.</p>	<p>2024</p> <p>(83%) Agree / Strongly Agree: "I have been given opportunities to participate in decision-making regarding my student's education." (88%) Agree / Strongly Agree: "The school has created a welcoming environment for all families in the community."</p> <p>Parents generally convey satisfaction with the school, which positively impacts all students. They value the assistance teachers and staff provide and the school's efficient communication with students and families. Daily prompts regarding class attendance and assignments help students stay focused. Parents appreciate the chance to monitor their child's progress and access educational materials in advance to address any</p>		See Year 1 Outcome	Increase parental involvement

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			academic hurdles. They appreciate the school's diverse and extensive curriculum, which offers numerous courses and effective teaching. Additionally, parents welcome the various opportunities for high school students and socialization activities available at all grade levels. Furthermore, the staff dedicated to supporting Spanish-speaking parents is positively acknowledged.			
2.2	Efforts to seek participation of parents of unduplicated pupils Source: Dashboard Local Indicator, Parent and Family Engagement	2023 English learners receive additional outreach from teachers and ELD specialists. An EL parent meeting is held each fall, as well as regular ELAC meeting. Communication between families and the school is provided in English and Spanish. Many communications also have the option to translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI.	2024 English learners receive additional outreach from teachers and ELD specialists. An EL parent meeting is held each fall, as well as regular ELAC meeting. Communication between families and the school is provided in English and Spanish. Many communications also have the option to translate it into many different languages (i.e. ParentSquare, websites, online school). Interpreters are always available when needed through CLI.		See Year 1 Outcome	Increase participation of parents of unduplicated pupils

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Socioeconomically disadvantaged families are provided an ISP which allows not only students to participate but also families. Families are provided with information and resources to support student learning. Teachers regularly conference with families on student progress and expectations, and systems give parents access to student grades, assessments, and online school activities.	Socioeconomically disadvantaged families are provided an ISP which allows not only students to participate but also families. Families are provided with information and resources to support student learning. Teachers regularly conference with families on student progress and expectations, and systems give parents access to student grades, assessments, and online school activities.			
2.3	Efforts to seek participation for pupils with exceptional needs Source: Dashboard Local Indicator, Parent and Family Engagement	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System (SEIS).	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System (SEIS).		See Year 1 Outcome	Increase participation of parents who have a child with exceptional needs
2.4	Suspension Rate Source: Dataquest	2023 0%	2024 0%		0%	0%
2.5	Expulsion Rate Source: Dataquest	2023 0%	2024 0%		0%	0%
2.6	Student Perception of School Safety and Connectedness Source: School Climate Survey	2022 Students feel safe 100.0%	2024 Overall, respondents indicated the school has a favorable		The Climate survey will be given during semester 2, and administered to	Increase parent and student participation in the climate survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Teachers care about student success at school 100.0%</p> <p>School promotes academic success 99.1%</p> <p>School fosters and appreciation of differences and diversity 100%</p> <p>Overall, respondents indicated the school has a favorable climate that promotes learning. The majority of students do feel they are academically challenged.</p>	<p>climate that promotes learning.</p> <p>Positive trends include students feeling that adults at the school genuinely care about them, support their learning, and encourage them to attend school each day. They also indicated that the school is a safe place for them, and teachers and adults respond appropriately to any reported bullying incident and, moreover, make it clear that bullying is not tolerated.</p> <p>Results indicate that there has been improvement since the last survey regarding opportunities for students to make decisions about school and class activities. As we continue to focus on this area, this year's survey results indicate that students would like more opportunities for peer interaction, building student connections, and helping others.</p>		<p>parents and students in grades 2, 5, 7, 9, 11. The survey will be sent during the week of February 24th.</p>	<p>Grades 2 & 5 - Increase school connectedness by increasing student opportunities to share ideas in class.</p> <p>MS/HS - Increase peer connectedness by creating opportunities for students to interact, collaborate, and help each other.</p>

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	English Language Services Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	Yes	Ongoing Implementation	N/A	DTS is used for translations and CLI is used for on demand over the phone interpreting. ParentSquare is used to communicate with parents since messages can easily be translated into many languages.	\$8,665.35	\$6,745
2.2	Engagement To enhance student academic achievement and elevate graduation rates, the school prioritizes family engagement as a key strategy. Staff takes the initiative to reach diverse families through regular and reciprocal school-to-home communication via newsletters, email, texting, phone calls, and live or recorded sessions. Regular, positive, respectful, and productive communication is used to establish a trusting relationship with families. Educational partner meetings and surveys provide an opportunity for families to provide feedback. For the home-school partnerships to result in improved student outcomes, the school models strategies to support learning at home. Being an independent student program, families play a vital role in their child's education. To set them up for success, new families are provided information, resources, and support, to ensure they understand how to utilize the online school and meet enrollment requirements. To provide a healthy and positive school culture and climate the school has integrated enrichment and extracurricular activities for students into our program. In addition, these activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Research shows a positive correlation	Yes	Ongoing Implementation	School engagement activities include clubs, outings, celebration events, pop-up events, picture days, park days, and Adventures in Reading. 68 clubs, grades TK-12, including after-hour clubs, monthly clubs within the school day, and in-person clubs (38% increase from 23-24 SY). 5% increase in the number of students who registered to participate in clubs from quarters 1 to 2. Events include in-person and virtual outings, Gingerbread Celebrations,	Students in grades 3-8 can access the CAVA K12 Zone during designated grade-specific sessions throughout the week, while high school students can access the National K12 Zone Monday through Friday. In the zone, students can play games, participate in virtual activities, and connect with their peers. Schoolwide Parent Engagement events, include partner engagement meetings, parenting with purpose workshops, coffee chats, family teacher organization (FTO), and live Learning Coach (LC) sessions. Parents/LCs can connect through the LC Community social platform. This group offers a space to engage with fellow LCs, access CAVA-	\$34,595.83	\$14,806

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	between participation in extracurricular activities and academic performance (HonorsSociety.org, 2023). Students who participate in these activities often show improved grades, higher educational aspirations, increased college enrollment, and reduced absenteeism. Extracurricular activities also contribute significantly to personal development, fostering essential life skills and enhancing students' overall well-being.			picture days including vision and hearing screening, park days, family game night, and Adventures in Reading. 34% increase, from quarter 1 to 2, in the number of in-person events offered.	specific resources, and receive support from knowledgeable staff.		
2.3	Social Emotional Learning, Prevention, and Intervention The SEL, Prevention & Intervention Department is dedicated to building and fostering supportive relationships within our school community - with staff, families, and students. Strong relationships with teachers and school staff can dramatically enhance students' motivation levels and promote learning. According to Harvard's Center on the Developing Child, individuals who demonstrate resilience in response to one form of adversity may not necessarily do so in response to another. When schools, communities, and families strengthen these factors, they optimize resilience across multiple contexts. The SEL, Prevention & Intervention Department will support student resilience by: fostering supportive adult-child relationships scaffolding learning so students build a sense of self-efficacy and control strengthening adaptive skills and self-regulatory capacities through explicit SEL instruction providing specialized support and targeted resources to students and families dealing with trauma Identifying and implementing protocols to ensure school and student safety.	No	Partially Implemented	Fall 2024-25 Students who completed SEL Support with an SEL Support Coach 8% reduction in Non-Compliance Letter #2 in the previous month 58% of students who completed the support term 9% average improvement in students reporting "I know who I can reach out to for help." 3% average improvement in Self-Awareness/Self-Management for grades 3-12 We know that when students	The Red Book for Leaders is a directory of school processes, resources, and supports. It is a reference tool when a leader responds to student or staff concerns. Prior to the administration team being trained on the Redbook, the average score for the following was 3.8, ""When responding to a student safety concern, I am confident in the process I should follow and how to get support.""", after it was 4.6.	\$38,928.34	\$14,346

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>have strong relationships with their teachers, it helps them build the skills they need to succeed and grow. A consistent classroom routine also makes it easier for students to focus on learning. Our school wide initiative to support both teacher practices and student development during Homeroom and Paw Pride focuses on clear behavior expectations (BEAR Expectations) and 3 Signature Practices that encourage positive interactions and create a welcoming classroom environment.</p> <p>The evidence gathered during Paw Pride/Homeroom</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				m Instructional Rounds showed the following as of the end of Semester 1: 86% Inclusive Welcome 82% Engaging Strategy 57% BEAR Expectations			

Goal 3

Goal Description

Provide all pupils access to standards-aligned courses in a well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Fully Credentialed and Appropriately Assigned Teachers Source: Dataquest	2021-2022 Fully Credentialed and Properly Assigned 96.6% Teachers Without Credentials and Misassignment 0% Credentialed Teachers Assigned Out-of-Field 2.5% Unknown/Incomplete 0.9%	2022-2023 Fully Credentialed and Properly Assigned 96.9% Teachers Without Credentials and Misassignment 0.0% Credentialed Teachers Assigned Out-of-Field 2.2% Unknown/Incomplete 0.3%		See Year 1 Outcome	100%
3.2	Access to Standards–Aligned Instructional Materials Source: SARC	Fall 2023 100% of students have Standards–Aligned instructional materials for all core classes.	Fall 2024 100% of students have Standards–Aligned instructional materials for all core classes.		See Year 1 Outcome	100%
3.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT)	N/A Virtual	N/A Virtual		See Year 1 Outcome	N/A
3.4	Implementation of State Standards Source: Dashboard	2023 Progress implementing each academic standards for all students. Full Implementation (4) in the following areas, CTE, Health Ed, Physical Ed, Visual and Performing Arts, World Language.	2024 Progress in implementing each academic standard for all students. CTE Initial Implementation (3) Health Ed Initial Implementation (3) Physical Ed Initial Implementation (3)		See Year 1 Outcome	Full Implementation and Sustainability (5)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			Visual and Performing Arts Initial Implementation (3) World Language Beginning Development (2)			
3.5	How the programs and services will enable English learners (EL) to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. Source: Dashboard	2023 ELD aligned to ELA Standards Progress in providing professional learning for teaching and making instructional materials are initially implemented (3). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented (4).	2024 ELD aligned to ELA Standards Progress in providing professional learning for teaching and making instructional materials are initially implemented (3). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented (3).		See Year 1 Outcome	ELD aligned to ELA Standards Progress in providing professional learning for teaching and making instructional materials are fully implemented (4). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented and sustainable. (5).
3.6	Course Access The extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subjects. Source: Dashboard	Fall 2023 Students in grades 2-5 have access to 3 levels of Spanish and French, 2 levels of Mandarin, and one level of German. Middle school and high school have multiple levels of Spanish and French. All students in grades TK-8 are offered a new grade-specific art and music course each year.	Fall 2024 Students in grades 2-5 have access to 2 levels of Spanish and 2 levels of Mandarin. Middle school students have access to 2 levels of Spanish. High school students have access to multiple levels of Spanish and French. All students in grades TK-8 are offered a new grade-specific art		See Year 1 Outcome	Maintain Offerings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			and music course each year.			
3.7	Programs and services developed and provided to unduplicated pupils. Source: Internal SIS	Fall 2023 Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.	Fall 2024 Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.		See Year 1 Outcome	Maintain
3.8	Programs and services developed and provided to individuals with exceptional needs	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's IEP are provided. Some services are provided in person by outside vendors.	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's IEP are provided. Some services are provided in person by outside vendors.		See Year 1 Outcome	Maintain
3.9	Percentage of new teachers and educational specialists (Hired during S1) Source: Internal	2022-2023 24.4%	2023-2024 20.3%		2024-2025 21.7%	10%
3.10	Teacher Retention Rates % of new hires that completed the year % or rehires that completed the year Source: Internal	Baseline Data will be Collected in 2024	2023-2024 86.1% of new teachers completed the year 83.7% of rehires completed the year		See Year 1 Outcome	N/A

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Student ISP Provide an internet subsidy for students who qualify for free and reduced lunch.	Yes	Ongoing Implementation	N/A	A survey is sent to all families that qualify for an ISP reimbursement at the end of January with a 2-week deadline. To receive a reimbursement of \$40 a month, families must complete the survey.	\$74,691.02	\$42,396
3.2	High Quality Teachers Hire and retain highly qualified fully credentialed teachers. Salary increases and/or bonuses are granted to better attract and retain highly qualified and credentialed instructional staff.	Yes	Ongoing Implementation	N/A	Fully staffed in all departments	\$814,143.40	\$2,206
3.3	Equity, Access & Accountability The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. An integral part of the team is those who ensure all data is collected and presented in a manner that is comprehensible to all educational partners. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. Team members are committed to aligning all facets of the academic program with state standards, ensuring that every student is actively learning, and creating conditions that foster productive discourse between all educational partners. Team members are responsible for creating and supervising the implementation of an MTSS framework, ensuring that all students receive the necessary levels of support within the MTSS model. They routinely assess the progress of English learner support	Yes	Ongoing Implementation	N/A	The administrators and staff have collaborated to ensure the following. 100% of students continue to have to Access to Standards–Aligned Instructional Materials. All students, including unduplicated pupils, are enrolled in a broad course of study that includes all of the subjects. Continued to increase the implementation of Standard and access to ELD standards for EL students.	\$120,131.90	\$52,725

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	implementation. Team members collaborate to develop schedules that include coursework aligned with the "a-g" requirements for all high school students, while also ensuring access to advanced classes when needed. They engage with administrators, educators, parents, and students to design a challenging schedule that meets the needs of every student.						
3.4	Curriculum Specialist Curriculum Specialists play a crucial role in ensuring that the school delivers a high-quality curriculum that meets the state standards. They facilitate the work to align essential standards to state testing blueprints, as, well as, vertically aligning the essential standards from TK to 12th grade, on an annual basis. The essential standards bring coherence to instruction by articulating goals that are attainable and increasing students' knowledge. They work to reduce achievement and climate gaps and ensure equity for every student.	Yes	Ongoing Implementation	N/A	<p>Elementary curriculum specialists have effectively launched the new PEAR assessment library which is used to monitor mastery of the most important standards in each grade level. They have collected data monthly to show growth by standard and lead the charge in collective evidence and sharing out best instructional practices after reviewing this data.</p> <p>Middle school Curriculum Specialists created Student Achievement Plans (SAPs) are grade-level documents that list all of the Online Middle School Lessons, and the essential lessons (Guaranteed Viable Curriculum) highlighted within those lessons.</p>	\$54,344.49	\$24,547

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Teachers use the SAPs to plan, pace and reference GVC lessons to support student mastery of those GVC standards.		
3.5	MKV/FY McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need-based and include providing students living in a homeless situation a hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.	No	Ongoing Implementation	N/A	There was a 72.7% increase in the number of unhoused students from fall 2023 to fall 2024. We have increased the number of FTE of the McKinney Vento & Foster Support Specialist position.	\$12,133.44	\$5,275
3.6	Staff Training All teachers who are new to our school will be provided with multiple levels of support. First, they will begin the school year early so they can receive training on the nuts and bolts of operations before all staff professional begins. Instructional teacher leaders will be assigned to new to our school teachers to ensure all students are learning. These teachers will also be paired with veteran teachers who will support them with their assigned duties. New leaders will be provided with similar support. Including being paired with a veteran leader. New teachers and new administrators will be provided with an induction mentor when appropriate. They will meet regularly and work with an induction program that the inductee has chosen.	Yes	Ongoing Implementation	N/A	As new teachers are assigned, they meet with trainers to ensure a smooth transition into our virtual school and the classroom. When new teachers are enrolled in an induction program, they are provided with a mentor at our school. At the beginning of the school year, teachers new to our school received 5 additional days of training before school started.	\$30,287.24	\$18,417

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description

Decrease the chronic absenteeism rate by 2% overall and for each significant student group by the end of the year.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Attendance Rate Source: Internal	2023 96.8% English Learners 96.2% Student with Disabilities 96.8% Socioeconomically Disadvantaged 96.6% African American 95.8% Hispanic 96.4% White 96.8%	2024 96.9% English Learners 97.2% Student with Disabilities 95.5% Socioeconomically Disadvantaged 97.1% African American 94.4% Hispanic 96.6% White 96.1%		2024-2025 Semester 1 97.5% English Learners 96.6% Student with Disabilities 95.9% Socioeconomically Disadvantaged 97.3% African American 98.9% Hispanic 96.0% White 97.1%	98%
4.2	Chronic Absenteeism Rate Source: Dashboard	2023 7.8% English Learners 15.3% Student with Disabilities 10.1% Socioeconomically Disadvantaged 10.5% African American 36.4% Hispanic 7.8% White 4.3%	2024 9.5% English Learners 4.4% Long-Term English Learners 11.5% Student with Disabilities 11.3% Socioeconomically Disadvantaged 14.5% African American 5.3% Hispanic 11.5% White 7.5%		24-25 Semester 1 6.6% English Learners 4.9% Students with Disabilities 10.7% Socioeconomically Disadvantaged 7.0% African American 2.3% Hispanic 4.7% White 4.4%	5.8%
4.3	High School Dropout Rate Source: SARC	2023 29.4% Socioeconomically Disadvantaged 30.0% Hispanic 20.0% White 45.5%	2024 31.30% Socioeconomically Disadvantaged 38.1% Hispanic 38.5% White 25.0%		See Year 1 Outcomes	15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Compass The Compass Program provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to a lack of engagement with the school, or who are in a crisis due to an absence of resources or social-emotional issues. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships and bring about success and engagement.	Yes	Ongoing Implementation	Fall 2024-25 83% of students exited onboarding support successfully within 2 weeks 94% (Students started the first day of school) 83% (Q1 late start) 79% (Q2 late-start) Students who completed Service Level 1& 2 with an Engagement Coach: Increase in daily attendance Level 1 5% Level 2 14% Reduction in Non-Compliance Letter #2 in the previous month Level 1 19% Level 2 48% Students assigned to support	Short-term outreach to families/students to offer support with basic troubleshooting, help with school navigation, scheduling, enrollment requirements, or completion of onboarding requirements. Fall: 159% Year Over Year growth 96% on-time completion of outreach to assigned students/families	\$81,930.85	\$35,842

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				completed the support term Level 1 64% Level 2 41% Average improvement in students expressing "I know how to attend school daily and what to do if I miss a day of school." Level 1 10% Level 2 10% Students agree that during Compass they "learned skills to help me be more successful in school." Level 1 97% Level 2 97%			
4.2	Attendance Intervention For students to be successful in our virtual program, they must complete assigned schoolwork and attend live online classes daily. Teachers monitor work completion and class attendance and create high-impact commitments for those students in their class needing additional support to attend and engage in their schoolwork.	Yes	Ongoing Implementation	See Mid-Year Outcomes above, for Attendance Rate and Chronic Absenteeism Rate	N/A	\$0.00	

Goal 5

Goal Description

Increase the graduation rate by 5% in each significant student group and overall, by the end of the school year.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Graduation Rate Source: Dashboard	2023 70.3% Socioeconomically Disadvantaged 69.7% Hispanic 77.3% White 58.3%	All 68.60% Socioeconomically Disadvantaged 66.7% Hispanic 61.5% White 73.7%		See Year 1 Outcome	80%
5.2	High School Course Pass Rate Source: Internal	2023 74.4% English Learners 60.9% Student with Disabilities 75.8% Socioeconomically Disadvantaged 71.7% African American 56.5% Hispanic 70.3% White 77.7%	2024 77.1% English Learners 65.1% Student with Disabilities 83.3% Socioeconomically Disadvantaged 76.6% African American 63.9% Hispanic 74.0% White 79.4%		2024-2025 Semester 1 82.8% English Learners 86.4% Students with Disabilities 84.4% Socioeconomically Disadvantaged 86.3% African American 100.0% Hispanic 86.3% White 89.2%	80%
5.3	Credit Sufficiency % of students who are credit sufficient Source: Internal	2023 76.2% English Learners 50.0% Student with Disabilities 76.5% Socioeconomically Disadvantaged 72.7% African American 71.4% Hispanic 71.1% White 75.9%	2024 61.1% English Learners 37.9% Student with Disabilities 48.8% Socioeconomically Disadvantaged 66.6% African American 40.0% Hispanic 55.5% White 63.3%		24-25 Semester 1 84.7% English Learners 78.6% Students with Disabilities 80.8% Socioeconomically Disadvantaged 85.2% African American 100.0% Hispanic 84.6% White 88.1%	80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.4	% of Students who Completed a-g Requirements (Combined Four- and Five-Year Graduation Rate) Source: Dashboard	2023 20.1% Socioeconomically Disadvantaged 21.20% Hispanic 22.7% White 25%	2024 42.9% Socioeconomically Disadvantaged 30.8% Hispanic 37.5% White 36.4%		See Year 1 Outcome	35%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Transcript Evaluation Service Transcripts from non-U.S. schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the U.S.	Yes	Ongoing Implementation	N/A	ValidateMe! is used to evaluate transcripts from other countries.	\$640.39	\$461
5.2	Guidance Program The school guidance program aligns with American School Counselor Association (ASCA) standards/domains. Counselors meet consistently one-on-one with students to address academics, mental health, and social-emotional needs, and put plans in place to help bridge gaps in learning and credit deficiency. The team conducts transcript audits to ensure proper grade entry following each grade reporting period. They ensure students have up-to-date documentation (transcripts from prior schools, AP test scores, college transcripts, etc.) on file. They focus on the early identification of students who may become credit deficient and work with school staff to put plans in place to recover credits and meet college career readiness measures. The team ensures all students remain on a path to graduation and follows them for one-year post-graduation. The team works in	Yes	Ongoing Implementation	17% of students who were credit deficient in quarter 1 are now credit sufficient. See additional credit sufficiency data above in Mid-Year Outcome Data. See semester 1 pass rates above in Mid-Year Outcome Data	96% of students completed a conference with their Counselor during quarter 2 (highest ever rate). 96% of students have a post high school plan documented to help with course scheduling and graduation planning 81% of students have viewed their graduation plan during semester 1 Grad rate tracker set up to help monitor rate for more than just actively enrolled students. Graduates	\$86,148.36	\$42,681

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	partnership with all departments to analyze the unique needs of students with disabilities to identify high school completion and post-secondary possibilities. The counseling team conducts weekly data digs to make meaningful commitments to identify and support significant struggling student groups. The student group of Hispanic has been designated as needing consistent attention and support in addition to other identified groups. These students receive priority contact and support from their Counselor.				and dropouts included to give a better prediction of end of year grad rate and allow staff to follow up on students listed as dropouts in CALPADS who may have enrolled in a private school or moved out of state.		
5.3	Math/ELA Intervention Increase high school math and English course offerings to supplement core instruction and prevent credit deficiency.	Yes	Ongoing Implementation	Math pass rates overall 70.7% Math pass rate for core math course for students enrolled in Math Lab I 58.5% Math pass rate for core math course for students active in Math Lab I 74.3% 38% of students were actively engaged in Literacy Lab 25.9% of engaged students increased their STAR Scaled scores from Beginning of the Year (BOY) to Middle of Year	N/A	\$33,561.16	\$7,754

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				(MOY) by 5% or more.			
5.4	A-G Completion Increase the number of high schoolers graduating with A-G eligibility by incorporating use of the California Colleges portal in one on one and small group sessions held by the Counselor. We will connect qualifying students to community colleges for dual or concurrent enrollment, provide targeted college application workshops for students and families, staff training opportunities in the areas of college readiness and postsecondary planning, professional development for teachers to obtain AP certification, and provide access to AP courses.	No	Ongoing Implementation	N/A	Increase in A-G completion from 2023 to 2024 of 4.1%.	\$30,880.80	\$9,726

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	9135118	N/A
LCFF Supplemental/Concentration Grants	1882185	346677