

## Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 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	<p>ELA Points from Standard Grades 3-8, 11 CAASPP</p> <p>* Red on Dashboard ** Not a significant student group</p> <p>Source: Dashboard</p>	<p>2023 31.9 below standard</p> <p>English Learners* 79.5 below Student with Disabilities* 109.6 below Socioeconomically Disadvantaged 41.1 below Homeless 54 below African American 63.2 below Hispanic 30.7 below White 14.7 below Asian 9.8 above Two or Races 16.9 below Filipino 27.2 above *Red on Dashboard</p>	<p>2024 40.2 below standard</p> <p>English Learners 72.3 below Long-Term English Learners* 88.0 below Student with Disabilities* 109.2 below Socioeconomically Disadvantaged 52 below Homeless 36.6 below African American* 77.3 below Hispanic 38.5 below White 20.6 below Asian 31.4 above Two or Races** 50.5 below Filipino** 47.4 above</p>	<p>2025 27.1 below</p> <p>English Learners 45.1 below Long-Term English Learners 73.3 below Student with Disabilities* 106.8 below Socioeconomically Disadvantaged 36.7 below Homeless 36.1 below African American 48.7 below Hispanic 27.2 below White 20.9 below Asian 55.5 above Two or Races 51 below Filipino 38 above</p>	See Year 2 Outcome	13 below standard
1.2	<p>Math Points from Standard Grades 3-8, 11 CAASPP</p> <p>* Red on Dashboard ** Not a significant student group</p> <p>Source: Dashboard</p>	<p>2023 74.3 below standard</p> <p>English Learners* 101.6 below Student with Disabilities* 143 below Socioeconomically Disadvantaged 82.4 below Homeless 75.6 below African American 98.4 below Hispanic 78.4 below</p>	<p>2024 71.2 below standard</p> <p>English Learners 91.6 below Long-Term English Learners 136.4 below Student with Disabilities 80.9 below Socioeconomically Disadvantaged 133.1 below Homeless 65.5 below</p>	<p>2025 35.5 below</p> <p>English Learners 36.2 below Long-Term English Learners 66.4 below Student with Disabilities 117.1 below Socioeconomically Disadvantaged 42.8 below Homeless 36.9 below</p>	See Year 2 Outcome	50 below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		White 55.4 below Asian 21.6 below Two or Races 57.4 below Filipino 8 below *Red on Dashboard	African American* 104 below Hispanic 71.9 below White 47.6 below Asian 0.2 above Two or Races** 76.9 below Filipino** 11.7 above	African American 52.5 below Hispanic 36.4 below White 24.3 below Asian 38.5 above Two or Races 70.7 below Filipino 24.4 above		
1.3	CA Science Test  Source: Dataquest	2023 22.7%  English Learners 5.8% Long-Term English Learners 2.4% Student with Disabilities 6.5% Socioeconomically Disadvantaged 19.5% Homeless 24.1% African American 14.9% Hispanic 20.3% White 31.3%	2024 62.1  English Learners 58.6 Long-Term English Learners 50.5 Student with Disabilities 45.4 Socioeconomically Disadvantaged 60.2 Homeless 62.4 African American 61.9 Hispanic 60.9 White 64.7	2025 55.7  English Learners 51.5 Long-Term English Learners 45.5 Student with Disabilities 42.3 Socioeconomically Disadvantaged 53.8 Homeless 57.4 African American 51.4 Hispanic 55.4 White 59.3	See Year 2 Outcome	40%
1.4	College/Career Indicator (CCI)  * Red on Dashboard ** Not a significant student group  % of high school graduates who are "Prepared" Source: Dashboard	2023 23.1%  Student with Disabilities* 8.3% Socioeconomically Disadvantaged 21.6%  African American 19.7% Hispanic 21.9% White 24.7% *Red on Dashboard	2024 26.4%  English Learners** 12.9% Long-Term English Learners** 4.8% Student with Disabilities* 6.7% Socioeconomically Disadvantaged 25.2% Homeless** 23.1% African American 17.1% Hispanic 25.4% White 29.5%	2025 28.20%  English Learners 12.2% Long-Term English Learners** 9.1% Student with Disabilities* 6.5% Socioeconomically Disadvantaged 25.6% Homeless** 20.0% African American 12.7% Hispanic 30.1% White 25.6%	See Year 2 Outcome	40%
1.5	CCI Details a-g Completion	2023	2024 a-g Completion 18.3%	2025	See Year 2 Outcome	a-g: 25% CTE: 25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	CTE Pathway Completion Both CTE & a-g Completion Passage of AP Exam Early Assessment Program (EAP) Source: Dashboard (Additional Reports)	a-g Completion 16.50% CTE Pathway Completion 3.10% CTE SED Only 3.00% Both CTE & a-g Completion 1.20% Passage of AP Exam 1.80% Early Assessment Program (EAP) 29.10%	CTE Pathway Completion 5.1% CTE SED Only 4.9% Both CTE & a-g Completion 3.6% Passage of AP Exam 0.9% Early Assessment Program (EAP) 33.8%	a-g Completion 18.4% CTE Pathway Completion 5.1% CTE SED Only 4.8% Both CTE & a-g Completion 2.7% Passage of AP Exam 4.0% Early Assessment Program (EAP) 29.7%		
1.6	English Learner Progress  % making progress towards English language proficiency Source: Dashboard	2023 50.0%	2024 38.5%  Long-Term English Learners 41.0%	2025 51.4%  Long-Term English Learners 55.5%	See Year 2 Outcome	70%
1.7	English Learner Reclassification Rate  Reclassified from English Learner to Fluent English Proficient Source: Dataquest	2023 8.8%	2024 4.3%	2025 10.1%	See Year 2 Outcome	20%
1.8	K-2 ELA (Star 360)  K ESGI Early Literacy 1st Early Literacy 2nd Reading  Proficient & Advanced (at/above grade level) Source: Internal	2023  K N/A 1st 64.1% 2nd 56%	2024 54.8%  K 68.70% 1st 52.80% 2nd 44.60%	2025 58.7%  K 74.9% 1st 58.3% 2nd 47.4%	25-26 Semester 1 67.1%  K 83.0% 1st 65.8% 2nd 53.0%	K 80% 1st 60% 2nd 55%
1.9	Math Proficiency (Star 360) Grades K-2  Proficient & Advanced (at/above grade level) Source: Internal	2023  68.7%	2024  63.6%	2025  60.8%	25-26 Semester 1 70.5%	75%
1.10	Reading Growth (Star 360)	2023	2024	2025	2025-2026	60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Grades 3-12  % of Students who increased one or more grade levels from the beginning to the end of the year. Source: Internal	44.2%  English Learners 36.1% Student with Disabilities 42.9% Socioeconomically Disadvantaged 43.9% African American 41.6% Hispanic 45.4% White 41.3%	53.0%  English Learners 54.1% Student with Disabilities 48.0% Socioeconomically Disadvantaged 52.1% African American 51.5% Hispanic 52.8% White 55.9%	55.1%  English Learners 56.8% Student with Disabilities 51.5% Socioeconomically Disadvantaged 54.5% Homeless 55.0% African American 54.4% Hispanic 55.2% White 55.7%	Semester 1 45.9%  English Learners 44.0% Student with Disabilities 43.1% Socioeconomically Disadvantaged 46.4% Homeless 39.7% African American 43.1% Hispanic 46.8% White 46.6%	
1.11	Math Growth (Star 360) Grades 3-12  % of Students who increased one or more grade levels from the beginning to the end of the year. Source: Internal	2023 50.6%  English Learners 44.6% Student with Disabilities 42.5% Socioeconomically Disadvantaged 49.3% African American 46.0% Hispanic 51.6% White 52.0%	2024 56.7%  English Learners 56.8% Students with Disabilities 52.9% Socioeconomically Disadvantaged 55.9% Black/African Am 56.6% Hispanic 56.7% White 55.8%	2025 60.0%  English Learners 57.4% Student with Disabilities 58.7% Socioeconomically Disadvantaged 58.7% Homeless 55.3% African American 60.5% Hispanic 59.5% White 58.1%	2025-2026 Semester 1 44.5%  English Learners 40.8% Student with Disabilities 42.3% Socioeconomically Disadvantaged 44.9% Homeless 38.1% African American 39.8% Hispanic 46.0% White 45.9%	60%

## 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	<b>Professional Development</b> 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	Yes	Ongoing Implementation	N/A	Professional development across grade spans continues to focus on strengthening Professional Learning	\$368,589.00	\$119,972

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	<p>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.</p>				<p>Communities (PLCs) through the use of student data to improve instructional practices in English Language Arts and mathematics.</p> <p>At the TK–2 level, school leaders met in person in September and will reconvene at the end of February to collaboratively analyze student proficiency, attendance, and growth data. Leaders developed SMART action steps to address identified needs, with targeted supports for English Language Development (ELD) students, Special Education (SPED) students, and African American students in mathematics. Attendance data indicate positive progress, with chronic absenteeism decreasing by approximately 1–2% compared to end-of-year 24/25 and September 2025 data. Continued efforts focus on supporting African American, socioeconomically disadvantaged, and Hispanic students to strengthen consistent</p>		

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					<p>engagement and attendance.</p> <p>In grades 3–5, teachers have administered multiple English Language Arts and mathematics assessments aligned to grade-level standards. Assessment results are used within PLCs to adjust instruction, provide targeted small-group support, and implement reteaching strategies to support continued academic growth.</p> <p>During the first semester of the 24–25 school year, middle school professional development centered on building and sustaining high-performing PLCs. Staff partnered with a Solution Tree associate to strengthen collaborative practices, analyze student achievement data, and implement results-oriented instructional strategies to improve student outcomes.</p> <p>At the high school level, professional development emphasized personalized learning</p>		

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					and the effective use of existing tools to identify intervention and extension needs for all learners. Staff analyzed STAR 360 data during PLC data digs to identify underlying gaps in ELA and mathematics and plan targeted Tier 2 and Tier 3 interventions. Ongoing professional development will continue to support data-driven instruction, meaningful interventions, and instructional extension opportunities aligned with the goal that every student means every student.		
1.2	<b>Instructional Coaching</b> 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 99.1% of classrooms during quarter one and 99.8% of classrooms in quarter two. They met with 99% of teachers in quarter one and 99.5% in quarter two. Many teachers are choosing to meet more often to work on student focused goals. Teachers are trying new	Teachers were surveyed about their instructional coaching experience. 86.1% of teachers say their partnership with their instructional coach led to academic growth of students. (evidence is provided by teacher) 99.8% of the time the Seven Partnership Principles were present (Equality, Dialogue, Voice, Reflection, Choice, Praxis, and Reciprocity) Teachers reported that their partnership with	\$1,586,910.00	\$572.174

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				<p>things in their classrooms to ensure students are learning and growing.</p> <p>Percentage of classroom visits that showed visible student learning/understanding in live class sessions. Q1 - 75.64% Q2 - 74.56%</p>	<p>their instructional coach led to visible learning (and/or the focus of their partnership agreement):</p> <p>TK2: 90% 3-5: 83% MS: 83% HS: 79% ELD: 93% SPED: 89%</p> <p>69% of our goals set by teachers were tied to Math or ELA in Semester 1</p>		
1.3	<p><b>English Language Support</b> 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 multiple other</p>	Yes	Ongoing Implementation	<p>46.3% of English learners (grades K-12) demonstrated growth on the Connect to Literacy benchmark.</p> <p>40.0% of English learners (grades K-12) demonstrated a listening domain growth on the Connect to Literacy benchmark.</p>	The Connect to Literacy™ Benchmark Assessment is aligned with the California English Language Development (ELD) Standards and reflects the structure and expectations of the ELPAC (English Language Proficiency Assessments for California). English Learners (ELs) who demonstrate growth on this benchmark show meaningful progress in their English language proficiency as a result of targeted ELD instruction. These gains suggest that the student is building the skills necessary to engage with more complex academic language tasks and is advancing toward	\$957,899.00	\$318,494

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	<p>primary student languages from Tutor.com, as well as live instructional support from a Paraprofessional Educator to meet the specific needs of students nearing and exceeding English language proficiency and reclassification. Ensure the ELD Department can revise and align the instructional resources and programmatic plans to meet the changing needs of the school's English learners through meaningful summer projects that have positive student impacts in measurable ways during the school year.</p> <p>Identify and monitor the progress of Long-Term ELs (LTELs) and At-Risk LTELs (AR-LTELs). In addition to the required Designated and Integrated ELD, provide LTELs, AR-LTELs, 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 supplemental programs that target the speaking, listening, and writing domains of California's ELD Standards, tier 2 content area intervention for Guaranteed and Viable Curriculum ELA and Math standards, and tier 3 reading intervention</p> <p>using the grade level department's tier 3 reading intervention program. Support Newcomer students with tier 3 language intervention using intervention software specifically designed to meet the needs of English learners at the beginning/novice English proficiency level, 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</p>				<p>higher proficiency levels in preparation for future success on the ELPAC.</p> <p>The Positivity Project is a resource designed to strengthen the listening proficiency of our English Learners by integrating character education with the practical application of listening skills aligned to the ELD standards. Through the program's interactive audio and video stimuli, students engage in activities that require them to process, interpret, and respond to complex verbal information in ways that mirror real-world communication. This intentional focus on active listening supports growth in the listening domain, as demonstrated by measurable improvements on the Connect to Literacy benchmark assessment.</p>		

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	<p>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>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 using an ELD standards-aligned program, Tier 2 program – supplemental software that targets the speaking, listening, and writing domains, and Tier 3 Program – intensive intervention software specifically designed to meet beginning/novice English proficiency and reading needs of EL students, 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.</p>						

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1.4	<p><b>Instructional Support</b> Learning Recovery Emergency Block Grant (LREBG) Action</p> <p>The school implements a Multi-Tiered System of Supports (MTSS) to deliver targeted instruction and support, ensuring all students receive interventions tailored to their needs. MTSS is an evidence-based framework shown to improve student outcomes by identifying and addressing academic, behavioral, and social-emotional needs early (McDaniel &amp; Flower, 2015). Teachers use formative and summative assessments to monitor core instruction (Tier 1) and identify students requiring additional support through small-group (Tier 2) or individualized (Tier 3) interventions (Fitzpatrick &amp; Knowlton, 2009).</p> <p>Instructional Leads oversee student progress in Math and English Language Arts, monitor participation in supplemental instructional programs, and provide training and additional instructional support to ensure effective implementation. Special education paraprofessionals support students in small groups or individually during live instruction, ensuring inclusive access to interventions. The Reading Coordinator collaborates with teachers to implement and sustain a literacy program grounded in research-based practices aligned with California’s ELA and Literacy Standards (What Works Clearinghouse, 2018). MTSS Coaches play a critical role in strengthening implementation by guiding data-informed decisions, supporting tiered intervention planning, and facilitating professional learning. Coaching is recognized as an evidence-based implementation support that significantly increases the fidelity and</p>	Yes	Ongoing Implementation	During Semester 1, Amira, was implemented with second-grade students identified as needing additional support in oral reading fluency. The program provided personalized reading practice and immediate feedback. Results showed that 52% of students who met usage expectations demonstrated growth in the DIBELS Reading Assessment. 48% of students who participated but did not meet usage expectations demonstrated growth. The program will be expanded in Semester 2 to include Kindergarten	The mCLASS Math assessment was administered to K to 2nd grade students to identify learning needs and determine appropriate levels of support. The assessment informs targeted instruction and remediation to better meet student needs. Following the October benchmark, approximately 10% of students were identified as needing Tier 3 support. By the mid-year assessment, 45% of students who initially required intensive support progressed to Tier 1 or Tier 2.  The high school has made steady progress toward its STAR 360 assessment goals, which focus on helping students understand their assessment results and supporting teachers in using data to inform instruction. Students are engaging in structured reflections at the beginning and middle of the year to better understand their	\$1,470,938.00	\$241,160

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	<p>sustainability of MTSS practices (Fixsen, Naoom, Blase, Friedman, &amp; Wallace, 2005; McIntosh, Filter, Bennett, Ryan, &amp; Sugai, 2013).</p> <p>These coordinated efforts directly address the areas of academic need identified in the school's needs assessment, particularly in math and reading proficiency and equitable access to support services. By layering these interventions and closely monitoring student progress, the school ensures that all learners receive timely, targeted support to meet essential standards and achieve academic success.</p> <p>This action was selected based on the findings from the school's needs assessment, which identified significant academic gaps in English Language Arts (ELA), and mathematics. All students and the student groups of English Learners, Long-Term English Learners, Student with Disabilities, Socioeconomically Disadvantaged, Homeless, African American, Pacific Islander, Hispanic, White, Asian, Two or Races, Filipino, and American Indian were identified as "Very Low" or "Low" on the ELA and Math CAASPP assessments. (Metrics 1.1 &amp; 1.2) These metrics will also be used to measure effectiveness.</p> <p>This action aligns with the allowable LREBG use in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.</p> <p>LREBG Funds 25-26: \$916,438</p>			<p>and first-grade students, with families able to opt in based on identified criteria to support early literacy development.</p> <p>Accelerated Reader (AR) is an online program designed to encourage and monitor independent reading. Students in grades 3–5 have access to AR to support their reading development and track comprehension through quizzes and progress data.</p> <p>% of students in Accelerated Reader (AR) classes showed an increase in reading fluency (how easily and accurately students read). 3rd 69.7% 4th 59.8% 5th 54.7%</p> <p>Accelerated Reader (AR) change from</p>	<p>STAR 360 scores and identify ways to improve their skills, building greater ownership of their learning. At the same time, teacher understanding of STAR 360 data has improved, with 62% of teachers now reporting a strong understanding of the assessment and its results, representing a 7% increase from earlier in the year. Seventy-five percent of teachers can accurately define STAR benchmarks, and 51% can accurately define scaled scores, showing continued growth in data literacy. Nearly all teachers (94%) understand that STAR 360 is an adaptive assessment that adjusts to student performance. While consistent classroom application remains an area of focus, the percentage of teachers who report using STAR data sometimes or often for instructional purposes has increased to 26.8%. Survey results indicate that some teachers are still building confidence in using the data regularly, which will</p>		

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				<p>Quarter 1 vs. Quarter 2 Books Read: 3rd 4% decrease, 4th No Change, 5th 17% decrease Words Read: 3rd 46% increase, 4th No Change, 5th 60% increase Quizzes Passed: 3rd 38% increase, 4th Data Error, 5th 16% increase AR Quizzes Taken: 3rd 34% increase, 4th 7% decrease, 5th 11% increase</p> <p>Gizmos is a program that offers middle school students the opportunity to engage in hands-on, interactive digital labs and activities aligned with Science standards.</p> <p>Quarter 2 pass rate and the change from quarter 1 to 2. 7th Grade:</p>	<p>remain a priority through ongoing professional learning and collaborative inquiry cycles. Overall, these results demonstrate positive momentum toward the goal of having teachers routinely analyze and apply STAR 360 data and ensuring students understand their results, with continued supports in place to strengthen instructional impact and student outcomes.</p>		

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				64.19% (+8.22%) 8th Grade: Fresno: 72.09% (+9.15%)			
1.5	<p><b>Career &amp; Technical Education (CTE)</b> The Career &amp; 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 &amp; 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 &amp; Career Readiness lessons hosted by the schools' counselors, work-based learning opportunities 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.</p>	Yes	Ongoing Implementation	<p>CTE courses pass rate for students with a CTE pathway, 81%.</p> <p>Overall CTE Pass Rate and Progress fell just below the 80% goal at 79.36% at the end of Q2, down from 81.72% at Q1. Change from Quarter 1 to 2: 57.43% to 75.37% 57.43% to 68.67% 81.28% to 81.21% 84.80% to 89.86%</p> <p>Certification Exams: Increased Pass Rate: 78% of eligible students passed certification exams at the end of Semester 1. The Fall 2024</p>	<p>Actions taken to increase CTE course pass rates and certification pass rates: Principals focus on CTE pathway completers each week for WIGs. Pathway completer students who are failing courses are identified and teachers asked to provide outreach and support sessions as part of their WIG commitment. Certification teachers focus on helping students create accounts/ sign in and complete practice tests during live sessions. They created troubleshoot documents to help with this process. We also troubleshoot while proctoring the cert exams. We also offered GMetrix for students as a practice platform to help with exam prep, earlier marketing from teachers to ensure sooner conversations with students around certifications, new K12 courses with exam</p>	\$1,209,610.00	\$402,421

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				<p>Certification Pass Rate was 54%.</p>	<p>prep included, test with retest opportunity, and certification "training" with new CTE teachers.</p> <p>The pass rates of the current 7th and 8th grade students taking HS CTE courses increased from 84.3% in Quarter 1 to 87.45% in Quarter 2, which is a 3.15% increase.</p> <p>The Careers Exploration course is designed to help middle school students begin thinking about their future in an engaging, age-appropriate way. Throughout the course, students are introduced to a variety of Career and Technical Education (CTE) pathways, giving them a broad look at careers connected to real-world skills and interests.</p> <p>MS Careers Explorations II Pass Rate: 89.0%.</p>		
1.6	<p><b>Summer School</b> Learning Recovery Emergency Block Grant (LREBG) Action</p> <p>The MTSS model is used to determine eligibility for summer school classes focused on supporting at-risk students through extended learning time. Elementary summer</p>	No	Fully Implemented	<p>Summer 2025 Kindergarten to 2nd Grade % Increased proficiency ELA Kinder 77% 1st 82%</p>	<p>During summer school, Kindergarten through second-grade students participated in targeted instruction designed to strengthen skills in mathematics and reading/language arts.</p>	\$186,742.00	\$116,118

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	<p>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.</p> <p>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.</p> <p>This action was selected based on the findings from the school's needs assessment, which identified significant academic gaps in English Language Arts (ELA), mathematics, and credit completion. All students and the following student groups were identified as "Very Low" or "Low" on the ELA and Math CAASPP assessments. English Learners, Long-Term English Learners, Student with Disabilities, Socioeconomically Disadvantaged, Homeless, African American, Pacific Islander, Hispanic, White, Asian, Two or Races, Filipino, and American Indian. (Metrics 1.1 &amp; 1.2) The following student groups were identified as "Very High" or "High" on the Chronic Absenteeism Rate. Long-Term English Learners, Student with Disabilities, Socioeconomically Disadvantaged. Homeless, Forster Youth, African American, and Pacific Islander. (Metric 4.2) This action aligns to the allowable use in the area of increasing instructional time.</p> <p>To address these areas of need, the school selected a comprehensive Summer School Program (grades K-12) as a high-leverage, evidence-based intervention. Research by the RAND Corporation (2016) found that students</p>			<p>2nd 40% Math Kinder 69% 1st 94% 2nd 50%</p> <p>3rd 47% of students mastered addition and 5% of students mastered multiplication 3rd 60% of participating students demonstrated growth in writing 4th 79% showed mastery in addition and 30% showed master in multiplication 4th 84% of participating students demonstrated growth in writing</p> <p>% of middle school students who demonstrated growth ELA 6 - 57.1% 7 - 81.0% 8 - 81.0% Math 6 - 81.8% 7 - 81.0% 8 - 90.0% Science 7 - 89.4%</p>	<p>Instruction focused on essential grade-level standards to ensure students developed a strong understanding of the knowledge and skills needed for success. Through this focused support, many students increased their mastery of important grade-level standards, helping them feel confident and prepared as they transitioned into the next school year.</p> <p>Overall, summer school played an important role in supporting student learning and ensuring students built the foundational skills from the previous year before advancing to their new grade level.</p> <p>During summer school, students in grades 3–5 participated in targeted instruction to strengthen math and writing skills. In math, instruction focused on building foundational skills in addition and introducing multiplication concepts. Students demonstrated progress, and teachers identified areas for continued practice as students enter the new school year. In writing,</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
	<p>who participated in high-quality, voluntary summer learning programs experienced statistically significant gains in both math and reading, particularly when programs were well-structured, lasted at least five weeks, and included enrichment alongside academic support. This aligns with the school’s program, which includes math and ELA instruction, SEL components, and enrichment to re-engage learners. This action aligns with the allowable LREBG use of increasing instructional time through summer school.</p> <p>Key metrics from the needs assessment included: Below-grade-level proficiency in ELA and Math as measured by CAASPP assessments. (Metric 1.1 &amp; 1.2) Elevated chronic absenteeism rates in the following student groups, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students. (Goal 4, Metric 4.2) Credit deficiencies among high school students, putting them at risk of not graduating on time. (Goal 5, Metric 5.4) These metrics will also be used to measure effectiveness.</p> <p>LREBG Funds 25-26: \$186,742</p>			<p>HS Course Pass Rates 88.51% English Learners 93.75% Students with Disabilities 85.98% Socioeconomically Disadvantaged 88.25% African American 89.33% Hispanic 86.73% White 86.85%</p> <p>HS Credit Recovery Courses Pass Rate 88.26% English Learners 91.23% Students with Disabilities 86.87% Socioeconomically Disadvantaged 86.32% African American 90% Hispanic 87.8% White 87.97%</p>	<p>students engaged in structured lessons emphasizing the writing process, including organizing ideas, using evidence, and strengthening written responses. Teachers observed growth while identifying areas where additional support will further develop student skills.</p> <p>Rising 6th, 7th, and 8th graders participated in the Summer Bridge Program taught by middle school teachers. The program provided an introduction to next grade level content standards while reinforcing foundational skills. Students attended one hour of math and one hour of ELA each day and built academic skills such as note taking and study strategies. Afternoon social activities with teachers and peers supported relationship building and engagement. In addition, the Middle School Summer Science Camp supported rising 8th graders by providing targeted instruction aligned to 8th Grade Science standards.</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
					<p>Students received direct instruction from experienced teachers, participated in hands on learning through the Gizmos lab, and explored key science concepts in preparation for the upcoming school year.</p> <p>High School (HS) Summer 2025 participation and pass rates overall increased though standard courses had a small decrease in pass rate. The growth we hoped for in 2025 was not achieved in part due to adoption of new platform at the start of the term. Plans in place to improve implementation of program and access in platform to achieve growth in summer 2026. Of the HS summer school participants, 8% were English Learners, 13% Student with Disabilities, 58% Socioeconomically Disadvantaged, 16% African American, 47% Hispanic, and 61% White. Students passed 88.51% of standard courses (down from 90% in 2024 but still up from the year prior to that in</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
					2023 at 76%) and 88.26% of credit recovery courses (increased from 87% the previous year).		
1.7	<p><b>Instructional Intervention</b> 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.</p> <p>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 essential standards. Office hours allow students to pose questions, seek clarification, and improve their comprehension of the subject matter.</p>	Yes	Ongoing Implementation	<p>See Expected Annual Measurable Objectives, Mid-Year Outcome Data</p> <p>% of students who demonstrated gains during the 1st semester (25-26 BOY to MOY)</p> <p>1.8 &amp; 1.9 Early Literacy/Reading &amp; Math Proficiency (Star 360) Grades K-2</p> <p>1.10 &amp; 1.11 Reading &amp; Math Growth (Star 360) Grades 3-12</p> <p>Grades K-2 had an increase of 5.47% proficiency from BOY to MOY in Math and a 3.33% increase in proficiency from BOY to MOY in ELA/Reading. All schools and all student groups have</p>	<p>To ensure every student receives the specific support they need, our school uses a specialized evaluation tool called the The SWIFT-Fidelity Integrity Assessment (SWIFT-FIA). This serves as a strategic framework for our support systems, allowing staff to regularly evaluate the effectiveness of academic, behavioral, and social-emotional resources. By using this data, our school teams can refine their action plans to better meet student needs and improve overall outcomes.</p> <p>The data indicates that the school has met and exceeded the growth goals set for the 2025-2026 school year. Starting with an initial implementation score of 68%, the schoolwide score has increased to 79%, surpassing the established 10% improvement target. This progress is reflected across all grade levels, with the</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
				<p>shown an increase in proficiency.</p> <p>Middle School had an increase in Star 360 from the beginning of the year to the middle of the year. ELA went from 47.54% to 54.40% with an increase of 6.86%. Math went from 34.95% to 42.67% with an increase of 7.72%.</p>	<p>high school program demonstrating a 20.69% increase in the effective delivery of tiered interventions. These results signify that the systems designed to support both struggling students and those requiring enrichment are operating with increased consistency and effectiveness.</p> <p>Our Elementary 3–5 teachers shared their experiences using the STAR assessment to support student learning. Usefulness in determining student groupings or learning paths for students: 66% high or very high usefulness. User-friendliness for students: 73% user-friendly or very user-friendly. Usefulness of the data and reporting features: 76% high or very high usefulness.</p> <p>High school teachers self-reported the following regarding how they use the Star360 assessment to support student learning. 73.5% of teachers rate their understanding of</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
					STAR benchmarks at 3 or above 67.3% of teachers rate their ability to interpret Scaled Scores at 3 or above 25.3% of teachers rate their use of STAR data to plan instruction or differentiate at a 3 or above		

## 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>	<p>2025</p> <p>(100%) Agree / Strongly Agree: "I have been given opportunities to participate in decision-making regarding my student's education." (100%) Agree / Strongly Agree: "The school has created a welcoming environment for all families in the community."</p>	See Year 2 Outcome	Increase parental involvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			<p>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.</p>			
2.2	<p>Efforts to seek participation of parents of unduplicated pupils</p> <p>Source: Dashboard Local Indicator, Parent and Family Engagement</p>	<p>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.</p>	<p>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.</p>	<p>2025 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.</p>	See Year 2 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.	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).	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	See Year 2 Outcome	Increase participation of parents who have a child with exceptional needs
2.4	Suspension Rate Source: Dataquest	2023 0%	2024 0%	2025 0%	See Year 2 Outcome	0%
2.5	Expulsion Rate Source: Dataquest	2023 0%	2024 0%	2025 0%	See Year 2 Outcome	0%
2.6	Student Perception of School Safety and Connectedness Source: School Climate Survey	2023 Students feel safe 100.0%	2024 Climate Survey  Response Rate: 11.4%	2025 Climate Survey 4 point scale	See Year 2 Outcome	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>Overall, respondents indicated the school has a favorable climate that promotes learning. 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. 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>Response Rate: 21.3%</p> <p>Grades 2 &amp; 5 Student-Staff Caring Relationship: 3.6 School Safety: 3.6 School Connectedness: 3.2 Student Peer Relationships: 3.4 Physical and Emotional Safety: 3.4 Harassment and Bullying: 3.7 Self-Management: 3.4</p> <p>Grades 7, 9, 11 Student-Staff Caring Relationship: 4.4 School Safety: 4.5 School Connectedness: 4.4 Student Peer Relationships: 4.1 Physical and Emotional Safety: 4.6 Perceived Safety: 4.7 Harassment and Bullying: 4.5 Substance Use: 4.3 Self-Management: 4.3</p>		<p>Grades 2 &amp; 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	<p><b>English Language Services</b> Provide interpreter and translation services so families who speak a language other than English will be engaged in school.</p>	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.	\$53,631.00	\$26,813
2.2	<p><b>Engagement</b> Learning Recovery Emergency Block Grant (LREBG) Action.</p> <p>To enhance student achievement and elevate graduation rates, the school prioritizes family engagement as a key strategy, grounded in research showing that strong family-school partnerships improve grades, attendance, and long-term educational outcomes (Henderson &amp; Mapp, 2002). Staff proactively connect with diverse families through consistent and meaningful two-way communication, including newsletters, emails, calls, and live sessions, which research confirms is essential for building trust and increasing parental involvement in school decision-making (U.S. Department of Education, 2016).</p> <p>Recognizing that family involvement is especially critical in an independent study model, the school provides new families with resources and support to empower them as active partners in their child's learning, reflecting findings that parental engagement in virtual settings directly supports student motivation and success (Borup et al., 2014). To promote a positive school culture, the program integrates enrichment and extracurricular activities, reinforcing academic skills and supporting students' holistic</p>	Yes	Ongoing Implementation	School engagement activities are designed to support student connection, social interaction, and school belonging across all grade levels. Clubs During Semester 1, CAVA offered 70 virtual clubs for students in grades TK–12, including: After-hours clubs Monthly clubs held during the school day In-person club opportunities This represents two additional clubs compared to the 2024–25	K12 Zone Engagement Students across all grade levels can participate in the K12 Zone, which offers: Virtual outings Special events and holiday celebrations Incentive sessions Quiet zones Students in grades 3–8 have access during designated, grade-specific sessions throughout the week, while high school students can access the National K12 Zone Monday through Friday. Within the K12 Zone, students engage in games, virtual activities, and peer-to-peer social interaction. School engagement activities include opportunities for parents to connect, learn, and share input, such as Partner	\$390,988.00	\$143,544

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>development. Studies show that participation in such activities is linked to better grades, higher college enrollment rates, and stronger personal development (Feldman &amp; Matjasko, 2005).</p> <p>The needs assessment identified areas for growth in family engagement, particularly in expanding parent participation in decision-making (Metrics 2.1–2.3). While current practices provide a solid foundation, research highlights the need for more intentional and inclusive strategies to deepen engagement and ensure all voices, especially those of underrepresented families, are heard and valued. All students and the student groups of Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, African American, and Pacific Islanders, were identified as "Very High" or "High" for Chronic Absenteeism. (Metric 4.2) These metrics will also be used to measure effectiveness.</p> <p>The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs.</p> <p>LREBG Funds 25-26: \$45,394</p>			<p>school year. From Quarter 1 to Quarter 2, student club registrations increased by 19%.</p> <p>In-Person and Special Engagement Events Engagement events during Semester 1 included: In-person and virtual outings Gingerbread celebrations Picture days (including cap-and-gown photos for seniors and vision and hearing screenings) Park days Family game nights</p> <p>Additional leadership and enrichment opportunities included middle school and high school ASB, high school Link Crew, and the Esports program for 8th-grade and high school students.</p>	<p>Engagement Meetings, Parenting with Purpose workshops, Coffee Chats, the Family Teacher Organization (FTO), the Parent Advisory Committee (PAC), and Parent-Teacher Conferences. Students Represented by School - Quarter 2 Fresno: 564 students represented (33.75%) *Up 9.51% from Quarter 1</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
				From Quarter 1 to Quarter 2, there was a 53% increase in the number of in-person events offered. Semester 1 In-Person Student Engagement (Excluding Clubs) In-Person Events Offered: 26 Percent of Students at In-Person Event in S1: 7.6%			
2.3	<p><b>Social Emotional Learning, Prevention, and Intervention</b> Learning Recovery Emergency Block Grant (LREBG) Action</p> <p>The SEL, Prevention &amp; Intervention Department's focus on fostering supportive relationships, enhancing resilience, and strengthening social-emotional learning is grounded in research demonstrating that positive adult-student relationships play a critical role in improving academic achievement, engagement, and overall well-being. Research shows that when schools implement intentional social-emotional learning and cultivate strong, trusting connections between students and adults, students exhibit greater motivation, improved self-regulation, and stronger adaptive skills, which contribute to higher academic success and fewer behavioral challenges (Durlak et al., 2011; Oberle et al., 2016; CASEL, 2020).</p> <p>The 2024 school climate survey results indicated that students generally feel</p>	No	Partially Implemented	<p>% of students referred for SEL or behavior concerns that were marked as resolved by the end of the quarter. Quarter 1 76% Quarter 2 100%</p> <p>Teachers in grades 3rd-5th present monthly SEL topic. Percentages of classrooms visited that showed evidence of practices: 95% Inclusive Welcome 95% Engaging Strategies</p>	<p>During fall semester, Compass observed growth in student-reported self-awareness, self-management, and understanding of how to attend school. However, the growth fell 2% - 4% short of our 6% growth target.</p> <p>Staff members found that they needed to devote additional class time during the fall to coaching students on how to use the new student platforms. This reduced the amount of time available for SEL instruction.</p> <p>We expect to return to the typical time value</p>	\$477,721.00	\$126,220

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>supported, safe, and believe adults respond appropriately to bullying and actively encourage school attendance. However, students also expressed a desire for more opportunities to build peer connections, strengthen engagement, and contribute to school and class activities. In response, the SEL, Prevention &amp; Intervention Department is expanding its efforts to enhance supportive adult-student relationships, scaffold learning to promote self-efficacy, and provide explicit social-emotional learning instruction. Additionally, the department is implementing specialized support and targeted resources to students and families dealing with trauma. As well as identifying and implementing protocols to ensure school and student safety.</p> <p>This action directly addresses the areas of need identified in the school's needs assessment, focusing on building a positive, inclusive school culture and increasing opportunities for meaningful student engagement and connection. The effectiveness of this action will be measured through the Student Perception of School Safety and Connectedness, as captured by the annual School Climate Survey (Metric 2.6), allowing the school to monitor progress and make data-informed adjustments to further strengthen its approach.</p> <p>The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs.</p> <p>LREBG Funds 25-26: \$266,061</p>			77% B.E.A.R. Expectations	for SEL instruction in the spring now that students are more familiar with the new platforms. Individual coaching will be provided to staff to ensure effective implementation of the SEL curriculum, particularly for 3~5 and HS staff where we saw some decreases in scores.		

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 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 95.2% Teachers Without Credentials and Misassignment 0.8% Credentialed Teachers Assigned Out-of-Field 2.4% Unknown/Incomplete 1.6%	2022-2023 Fully Credentialed and Properly Assigned 96.6% Teachers Without Credentials and Misassignment 0.9% Credentialed Teachers Assigned Out-of-Field 1.4% Unknown/Incomplete 1.1%	2023-2024 Fully Credentialed and Properly Assigned 97.10% Ineffective 0.20% Credentialed Teachers Assigned Out-of-Field 2.60% Unknown/Incomplete/Intern 0.00%	See Year 2 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.	Fall 2025 100% of students have Standards–Aligned instructional materials for all core classes.	See Year 2 Outcome	100%
3.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT)	N/A Virtual	N/A Virtual	N/A Virtual	See Year 2 Outcome	N/A
3.4	Implementation of State Standards  Progress in implementing each academic standard for all students. Rating Scale: 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability  Source: Dashboard	2024  ELA (3) ELD (3) Mathematics (3)  Grades 6-12 Next Generation Science Standards (3) History-Social Science (3) CTE (3) Health Ed (3) Physical Ed (3)	2025  ELA (4) ELD (4) Mathematics (4)  Grades 6-12 Next Generation Science Standards (4) History-Social Science (3) CTE (4) Health Ed (4)	2025  ELA (4) ELD (4) Mathematics (4)	See Year 2 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 (3) World Language (2)	Physical Ed (4) Visual and Performing Arts (4) World Language (4)	Physical Ed (4) Visual and Performing Arts (4) World Language (4)		
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.  Rating Scale (lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Source: Dashboard	2023 Progress in providing professional learning for teaching to ELD standard. (3)  Progress in making instructional materials that are aligned to the ELD standards. (4)	2024 Progress in providing professional learning for teaching to ELD standard (4).  Progress in making instructional materials that are aligned to the ELD standards. (4)	2025 Progress in providing professional learning for teaching to ELD standard (4).  Progress in making instructional materials that are aligned to the ELD standards. (4)	See Year 2 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 and music course each year.	Fall 2025 Students in grades 2-5 have access to 2 levels of Spanish and 3 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 and music course each year.	See Year 2 Outcome	Maintain Offerings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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.	Fall 2025 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 2 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.	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 2 Outcome	Maintain
3.9	Percentage of new teachers and educational specialists (Hired during S1)  Source: Internal	2022-2023 24.4%	2023-2024 20.3%	2024-25 21.8%	See Year 2 Outcome	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	2024-2025  85.8% of new teachers completed the year  91.0% of rehires completed the year	See Year 2 Outcome	85%

## 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	<b>Student ISP</b> 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.	\$670,788.00	\$333,750
3.2	<b>High Quality Teachers</b> 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	We are fully staffed in elementary, middle, and high school . Contractor have been hired to support special education classes to ensure proper class size.  Number of student served by a SPED Contractor: 52	\$1,448,475.00	\$29,902
3.3	<b>Equity, Access &amp; Accountability</b> 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	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.	\$1,043,352.00	\$318,718

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>the MTSS model. They routinely assess the progress of English learner support 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.</p>						
3.4	<p><b>Curriculum Specialist</b> 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.</p>	Yes	Ongoing Implementation	<p>TK-2 Curriculum Specialists ensure that high-quality instruction is consistently delivered during live instructional sessions and aligned with our instructional model. % of teachers who properly implemented Guaranteed Viable Curriculum (GVC) instruction during Tier 1 instruction Cycle 1 (October/November): 98.4% Cycle 2 (December/January): 97.3%</p>	<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</p>	\$459,874.00	\$153,290

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>% of teachers who were identified as needing support with GVC instruction during Tier 1            Cycle 1: 1.6%            Cycle 2: 2.7%            80.4% of teachers properly implemented Integrated ELD strategies during Tier 1 instruction            19.6% of teachers were identified as needing support implementing Integrated ELD strategies during Tier 1 instruction.</p> <p>The Middle School Student Achievement Plan (SAP) is a resource provided to teachers which lists each lesson in Canvas and highlights important standards within those lessons. The SAPs include a list of all aligned GVC (Guaranteed</p>	<p>Curriculum) highlighted within those lessons. Teachers use the SAPs to plan, pace and reference GVC lessons to support student mastery of those GVC standards.</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
				<p>Viable Curriculum) standards which are the standards chosen by middle school teachers as the highest priority. Teachers use this resource to focus on these GVC standards, as well as other high priority standards within the curriculum. Teachers understanding of the following components showed in increase from Baseline data to Q2:  Pacing lesson increase of 16%  Resource for Tier 1 instruction increased 12%  Locate GVCs within a unit of study increased 1%</p>			
3.5	<p><b>MKV/FY</b>  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</p>	No	Ongoing Implementation	<p>For the students experiencing homelessness who received targeted support through the Compass program during semester 1:</p>	<p>There was a 1.9% increase in the number of homeless students from fall 2024 to fall 2025.</p>	\$154,526.00	\$33,107

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
	hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.			The non-compliant rate decreased by 7% Attendance increased 14%			
3.6	<p><b>Staff Training</b> 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.</p>	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.	\$416,458.00	\$112,664

## 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 96.9%  English Learners 96.8% Student with Disabilities 96.3% Socioeconomically Disadvantaged 96.9% African American 96.4% Hispanic 96.9% White 97.1%	2024 97.0%  English Learners 96.7% Student with Disabilities 96.2% Socioeconomically Disadvantaged 97.0% African American 96.6% Hispanic 97.0% White 98.8%	2025 97.4%  English Learners 97.0% Long Term EL N/A Student with Disabilities 96.2% Socioeconomically Disadvantaged 97.2% Homeless 95.5% African American 96.4% Hispanic 97.5% White 97.9%	2025-26 Semester 1 97.1%  English Learners 96.2% Long Term EL 94.7% Student with Disabilities 96.2% Socioeconomically Disadvantaged 96.9% Homeless 95.8% African American 96.2% Hispanic 97.0% White 97.9%	98%
4.2	Chronic Absenteeism Rate  ** Not a significant student group  Source: Dashboard	2023 9.3%  English Learners 7.6% Student with Disabilities 10.6% Socioeconomically Disadvantaged 10.9% African American* 16.7% Hispanic 13.0% White 8.6% Asian 3.0% Two or More Races 4.9% Filipino 4.3% Pacific Islanders 12.5% American Indian 5.1% *Red on Dashboard	All 9.9%  English Learners 9.4% Long-Term English Learners 16.5% Student with Disabilities 11.6% Socioeconomically Disadvantaged 11.0% Homeless 16.2% African American 12.2% Hispanic 9.8% White 8.3% Asian 8.5% Two or More Races 9.2% Filipino 5.6% Pacific Islanders 11.1%	2025 7.6%  English Learners 8.0% Long-Term English Learners 4.4% Student with Disabilities 10.9% Socioeconomically Disadvantaged 8.8% Homeless 7.6% African American 12.3% Hispanic 6.9% White 6.1% Asian 3.0% Two or More Races 5.6% Filipino 0.0% Pacific Islanders 3.3%	2025-26 Semester 1 7.3%  English Learners 8.3% Long Term EL 7.6% Student with Disabilities 9.3% Socioeconomically Disadvantaged 7.9% Homeless 11.4% African American 10.0% Hispanic 7.4% White 5.4%	10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			American Indian** 4.3% Foster Youth** 25.0%	American Indian** 11.1% Foster Youth** 31.6%		
4.3	High School Dropout Rate  Source: SARC	2023 21.9%  English Learners 47.8% Student with Disabilities 33.3% Socioeconomically Disadvantaged 22.8% Homeless 40.9% African American 29.5% Hispanic 23.4% White 22.7%	2024 14.4%  English Learners 9.7% Student with Disabilities 29.3% Socioeconomically Disadvantaged 14.9% Homeless 30.8% African American 18.4% Hispanic 15.0% White 10.2%	2025 19.1%  English Learners 26.8% Student with Disabilities 32.3% Socioeconomically Disadvantaged 19.2% Homeless 32.0% African American 27.3% Hispanic 14.4% White 26.8%	See Year 2 Outcomes	9%

## 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	<b>Compass</b> 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	87.9% of newly enrolled students exited Onboarding Support successfully within 2 weeks of their start date. % Homeless 81.2% English Learners 87.5% Students with Disabilities 85.8%	Onboarding is CAVA's 2 week training program for new students and families. Our Compass Onboarding Team helps guide families through the preparation process for virtual learning and equips them with the resources they need for a successful academic year. The Compass team will review everything families need to know to get started and assist with any	\$887,967.00	\$321,984

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
				Students who are not attending school are referred to the Compass for extra support. During the fall semester, students demonstrated significant improvements in both attendance and non-compliance level 2 (NC2) rate from the start of their Compass placement to the end of support. The attendance rate of change was a 15% overall increase; the rate of change for NC2 was a 58% decrease from when students started receiving support.	questions as they transition to online learning.  82% of Quick Connect students completed support within 2 weeks of placement.		
4.2	<p><b>Attendance Intervention</b> 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.</p>	Yes	Ongoing Implementation	See Mid-Year Outcomes above, for Attendance Rate and Chronic Absenteeism Rate	As of midyear (February 2026), our Elementary Grades 3–5 chronic absenteeism rate is 6.63%, with school rates ranging from approximately 5% to 10%. We closely monitor attendance data to ensure		

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>students receive timely support when concerns arise. To support strong attendance, Elementary 3–5 teachers contact families within 48 hours of a missed day and document supports on a regular basis. Principals review attendance data weekly and partner with Leads of Engagement to provide additional support for students who need it. This coordinated approach helps identify concerns early and allows us to work closely with families to keep students engaged and learning.</p> <p>When a student begins to fall behind or disengages from learning, the middle school team follows a clear process to provide support and help students get back on track. After attending a non-compliance meeting, the percentage of students who started attending and didn't reach the next level of non-compliance.</p> <p>6th – 75.9% 7th – 85.7% (Compared to those</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
					who didn't attend a meeting - 52%) 8th – 72.7% (Compared to those who didn't attend a meeting - 53%)		

## 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	<p>Graduation Rate</p> <p>* Red on the Dashboard ** Not a significant student group</p> <p>Source: Dashboard</p>	<p>2023 77.2%</p> <p>Student with Disabilities* 67.3% Socioeconomically Disadvantaged 77.2% African American 71.0% Hispanic 76.7% White 74.0% *Red on Dashboard</p>	<p>2024 84.3%</p> <p>English Learners** 90.6% Long-Term English Learners** 86.4% Student with Disabilities 70.1% Socioeconomically Disadvantaged 84.0% Homeless** 71.4% African American 80.8% Hispanic 84.6% White 87.9% Asian** 80.0% Two or More Races** 81.0%</p>	<p>2025 75.4%*</p> <p>English Learners* 63.4% Long-Term English Learners** 60.6% Student with Disabilities* 58.0% Socioeconomically Disadvantaged* 75.0% Homeless** 72.4% African American 68.4% Hispanic 80.2% White* 66.3% Asian** 71.4% Two or More Races** 60.0%</p>	See Year 2 Outcome	85%
5.2	<p>High School Course Pass Rate</p> <p>Source: Internal</p>	<p>2023 82.7%</p> <p>English Learners 72.4% Student with Disabilities 71.7% Socioeconomically Disadvantaged 81.2% African American 74.0% Hispanic 70.0% White 71.2%</p>	<p>2024 81.9%</p> <p>English Learners 70.5% Student with Disabilities 70.0% Socioeconomically Disadvantaged 80.3% African American 81.8% Hispanic 79.8% White 81.4%</p>	<p>2025 88.9%</p> <p>English Learners 80.5% Long Term EL N/A Student with Disabilities 81.1% Socioeconomically Disadvantaged 87.9% Homeless N/A African American 88.3% Hispanic 88.3% White 90.1%</p>	<p>2025-26 Semester 1 79.5%</p> <p>English Learners 69.5% Long Term EL 68.3% Student with Disabilities 69.9% Socioeconomically Disadvantaged 77.5% Homeless 67.5% African American 76.5% Hispanic 78.7% White 81.7%</p>	85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.3	Credit Sufficiency % of students who are credit sufficient  Source: Internal	2024 62.3%  English Learners 39.2% Student with Disabilities 43.2% Socioeconomically Disadvantaged 57.8% African American 61.4% Hispanic 59.1% White 62.6%	N/A  Starting 2024, using a new system to calculate credit sufficiency.	2025  67.7%  English Learners 52.8% Long-Term English Learners Student with Disabilities 51.7% Socioeconomically Disadvantaged 65.2% Homeless 67.9% African American 64.8% Hispanic 64.9% White 68.2%	2025-26 Semester 1 44.77%  English Learners 21.58% Long-Term English Learners 21.50% Student with Disabilities 25.63% Socioeconomically Disadvantaged 41.72% Homeless 32.86% African American 42.13% Hispanic 42.06% White 45.19%	Increase 10% overall and for each student groups
5.4	% of Students who Completed a-g Requirements (Combined Four- and Five-Year Graduation Rate)  Source: Dashboard	2023 16.5%  English Learners 20.0% Long-term English Learners n/a Student with Disabilities 11.5% Socioeconomically Disadvantaged 14.4% Homeless 13.0% African American 19.4% Hispanic 17.8% White 8.0%	2024 18.3%  English Learners 9.4% Long-term English Learners 4.5% Student with Disabilities 5.2% Socioeconomically Disadvantaged 18.9% Homeless 10.7% African American 11.5% Hispanic 19.0% White 19.8%	2025 18.4%  English Learners 12.2% Long-term English Learners 12.1% Student with Disabilities 5.8% Socioeconomically Disadvantaged 17.8% Homeless 10.3% African American 12.3% Hispanic 19.4% White 14.5%	See Year 2 Outcome	25%

## 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	<p><b>Transcript Evaluation Service</b> 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.</p>	Yes	Ongoing Implementation	N/A	ValidateMe! is used to evaluate transcripts from other countries.	\$4,482.00	\$1,486
5.2	<p><b>Guidance Program</b> 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 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.</p>	Yes	Ongoing Implementation	<p>Grad Rate Support -Number of fall graduates down 17% from the previous school year. Plans are in place to support students toward graduating with the class of 2026 in spring or summer. -Focus groups on specific sets of students and campuses have been implemented, as well as a new credit sufficiency tracking tool, as a way of catching students falling behind and taking proactive measures through quarter conferences and appropriate course enrollments to move students</p>	<p>Credit Sufficiency -See Expected Annual Measurable Objectives, 5.3 above. -Decrease in credit sufficiency from 58% at the end of quarter 1 to 44% at the end of quarter 2. Returning CAVA students had a credit sufficiency rate of 50%, down from 74% for quarter 1. (Note- 9th graders are considered 100% credit sufficient until the end of semester 1 when credits are earned.) Credit Sufficiency Tracking -Decrease in credit sufficiency from 58% at the end of quarter 1 to 45% at the end of quarter 2. Returning CAVA students had a credit sufficiency rate of 50%, down from 74% for quarter 1. (Note- 9th graders are considered 100% credit sufficient until the end of semester 1 when credits are earned.)</p>	\$840,725.00	\$335,041

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>toward graduation within their cohort year.</p> <p>Planning/ Implementation Notes</p> <ul style="list-style-type: none"> <li>-Expand follow-up on grad rate, including dropout monitoring and college and career readiness transparency, tracking, and education.</li> <li>-Increased transparency and education for students, families, staff, and leaders on credit sufficiency and monitoring.</li> <li>-Explore options for increased participation in the Credit Recovery program and monitor the use of state minimum graduation requirements</li> </ul>			
5.3	<b>Math/ELA Intervention</b> Learning Recovery Emergency Block Grant (LREBG) Action	Yes	Ongoing Implementation	Students needing extra support in Algebra are enrolled in an	-The after hours Geometry intervention program is set to be implemented for semester 2 with our	\$386,067.00	\$80,977

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>To improve student outcomes, the school offers a range of supplemental supports, including after-hours academic support, credit recovery, and intervention software programs. Research consistently shows that extended learning opportunities, including after-school courses, increase student achievement and graduation rates, particularly for at-risk and credit-deficient students (Kidron &amp; Lindsay, 2014; Allensworth &amp; Easton, 2007).</p> <p>The AI tool and intervention software that will be utilized to provide personalized learning pathways and real-time feedback, aligning with studies that find adaptive technologies can enhance learning efficiency and engagement (Pane et al., 2015). The credit recovery option ensures that students who fall behind in credits can regain momentum, a practice supported by research linking structured credit recovery to higher graduation rates (Rickles et al., 2018).</p> <p>This multi-faceted approach is designed in response to school data indicating significant need. The 2024 data shows that while the overall graduation rate has improved, challenges remain: the percentage of students who are credit sufficient and the percentage completing A-G requirements highlight persistent gaps. See metrics 5.1, 5.2, 5.3, &amp; 5.4. These metrics will also be used to measure effectiveness.</p> <p>By implementing a cohesive system of after-hours academic support, credit recovery, and personalized learning tools, the school aims to close achievement gaps, improve credit sufficiency, and boost both the graduation rate and A-G completion outcomes. This action aligns with the allowable LREBG use in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports.</p>			<p>elective support class in addition to their Algebra class. From the end of quarter 1 to the end of quarter 2, students showed a % increase in their algebra course grade.</p> <p>All Students 11.2%</p> <p>Student with Disabilities 57.5%</p> <p>Socioeconomic ally Disadvantaged 12.0%</p> <p>African American 10.2%</p> <p>Hispanic 13.4%</p> <p>White 14.0%</p> <p>Math Lab 1 (Core Course-Algebra 1 A) 4.1%</p> <p>Math Lab 2 (Core Course-Algebra 1 B) 31.3%</p>	<p>Math Lab III course to help students who are struggling in their companion Geometry course while also earning elective credits.</p> <p>-Mid-year Progress Update Literacy Lab Program: Overall Engagement: 27% were actively engaged in Literacy Lab, achieving 70% or better participation. All engaged students (100%) completed their Beginning of Year (BOY) STAR assessment. 27% showed growth from STAR BOY to MOY ELA by 5% or more. Students with Disabilities show the strongest results by far at 66.67% showing growth. Long-Term English Learners (LTEL) show a 0% success rate. Targeted intervention will occur for this group for semester 2 to ensure additional supports are in place.</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
	LREBG Funds 25-26: \$167,132						
5.4	<p><b>A-G Completion</b>            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.</p>	No	Ongoing Implementation	<p>The following data reflects the percentage-point difference in the percentage of students passing a-g courses with a C or better from Semester 2 (2024–2025) to Semester 1 (2025–2026).</p> <p>All Students: -16.2%            9th: -22.4%            10th: -13.7%            11th: -19.3%            12th: -6.1%            EL: -23.5%            Student with Disabilities: -21.9%            Low-Income: -17.6%            African American: -19.1%            Hispanic: -18.0%            White: -16.3%</p>	<p>CAVA High School is working to help 85% of students pass college prep courses by June 2026, with a focus on supporting all learners. Using Brisk Education AI, the school has increased passing rates from 58.17% in Quarter 1 to 64.66% in Quarter 2—a 6.5% improvement. Through teacher training, student AI literacy instruction, and ongoing stakeholder feedback, CAVA is creating a school where every student has the tools to succeed in college prep courses.</p> <p>We are working to improve data reporting and access for staff to provide earlier warnings about concerns with meeting A-G requirements and course pass rates. The platform change for courses and reporting capabilities from the systems led to a slow start in targeting and</p>	\$148,313.00	\$30,392

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>supporting students. We are hopeful that additional professional development on the use of our new reports and increased student engagement in courses will positively impact overall course pass rates, especially for A-G courses.</p>		

# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	80843442	N/A
LCFF Supplemental/Concentration Grants	16729763	3,818,225