

# 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

All students will demonstrate growth toward meeting or exceeding English Language Arts (ELA), math, and science standards.

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	4A ELA SBAC Points from Standard	Overall: 69.5 below Hispanic: 73.7 below Socioeconomically Disadvantaged: 96 below White: 70.1 below	Overall: 82.7 below Hispanic: 86.5 below Socioeconomically Disadvantaged: 76.4 below Sped: 147.2 below	Overall: -72.3 Hispanic: -51.3 Socioeconomically Disadvantaged: -70.1 Sped: -110.6	See Year 2 Outcome	Increase by at least 25 points overall and in all subgroups
1.2	4A Math SBAC Points from Standard	Overall: 143.3 below Hispanic: 156.3 below Socioeconomically Disadvantaged: 143 below White: 156.3 below	Overall: 175.3 below Hispanic: 206.3 below Socioeconomically Disadvantaged: 144.5 below Sped: 221.4 below	Overall: -100.8 Hispanic: -100.8 Socioeconomically Disadvantaged: -106.3 Sped: -168.3	See Year 2 Outcome	Increase by at least 25 points overall and in all subgroups
1.3	4A CAST % Meet/Exceed	Overall: 19.42% African American: 25% Asian: 18.18% Hispanic: 11.76% Socioeconomically Disadvantaged: 15.59% Sped: 0% White: 20.59%	Overall: 18.45% (22.7 below standard) Hispanic: 13.46% (24.4 below standard) Socioeconomically Disadvantaged: 17.57% (20.7 below standard) Sped: 8.34% (29.9 below standard) White: 26.31%	Overall: 30.69% African American: 17.65% EL: 29.76% Hispanic: 30.19% Socioeconomically Disadvantaged: 27.63% Sped: 30.69% White: 37.50%	See Year 2 Outcome	Increase by at least 15% overall and in all subgroups
1.4	4B, C, D, G, H CCI % Prepared	Overall: 0.60% African American: 0% EL: 0% Hispanic: 1.60% Homeless youth: 5% Socioeconomically Disadvantaged: 0.70% White: 0%	Overall: 4.7% African American: 0.0% EL: 0.0% Hispanic: 6.5% Homeless youth: 6.3% Socioeconomically Disadvantaged: 4.1% White: 5%	Overall: 3.70% Hispanic: 4.20% Socioeconomically Disadvantaged: 3.10% Sped: 0.00% White: 2.60%	See Year 2 Outcome	Increase by at least 15% overall and in all subgroups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		CCI Details a-g Completion 0.0% CTE Pathway Completion 0.0% Both CTE & a-g Completion 0.0% Passage of AP Exam 0.0% Early Assessment Program (EAP) 4.8%	CCI Details a-g Completion: 0% CTE Pathway Completion: 0% Both CTE & a-g Completion: 0% Passage of AP Exam: 0% Early Assessment Program (EAP)			
1.5	8 Star 360 Math Performance	Overall: L1: 79.53% L2: 10.23% L3: 5.58% L4: 4.65%  EL: 33 Students L1: 96.97% L2: 3.03% L3: 0% L4: 0%  Hispanic L1: 75.86% L2: 17.24% L3: 5.17% L4: 1.72%  Homeless youth: 1 Student L1: 100% L2: 0% L3: 0% L4: 0%  Sped: L1: 91.18% L2: 8.82% L3: 0% L4: 0%	Overall L1: 62.09% L2: 9.07% L3: 6.32% L4: 22.53%  EL L1: 56.36% L2: 3.64% L3: 3.64% L4: 36.36%  Hispanic L1: 64.60% L2: 8.07% L3: 6.83% L4: 20.50%  Homeless youth L1: 59.09% L2: 4.55% L3: 13.64% L4: 22.73%  Sped L1: 81.82% L2: 1.30% L3: 0% L4: 16.88%		Overall L1: 44.88% L2: 6.93% L3: 9.64% L4: 38.55%  EL L1: 40.00% L2: 3.64% L3: 5.45% L4: 50.91%  African American L1: 57.53% L2: 1.37% L3: 2.74% L4: 38.36%  White L1: 39.56% L2: 8.24% L3: 12.09% L4: 40.11%  Hispanic L1: 44.59% L2: 7.64% L3: 10.19% L4: 37.58%  Socioeconomically Disadvantaged	Decrease percentage of students testing at levels 1 and 2 by at least 15%; increase percentage of students testing at levels 3 and 4 by at least 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					L1: 43.57% L2: 6.22% L3: 8.71% L4: 41.49%  Sped L1: 68.18% L2: 3.03% L3: 4.55% L4: 24.24%	
1.6	8 Star 360 Math Growth	Overall: SGP Benchmark At/Above: 39.33% Below: 60.67%  EL: 33 Students SGP Benchmark At/Above: 39.29% Below: 60.71%  Hispanic: SGP Benchmark At/Above: 36.21% Below: 63.79%  Homeless youth: 1 Student SGP Benchmark At/Above: 100% Below: 0%  Sped: SGP Benchmark At/Above: 25.00% Below: 75.00%	Overall SGP Benchmark At/Above: 55.39% Below: 44.61%  EL SGP Benchmark At/Above: 47.22% Below: 52.78%  Hispanic SGP Benchmark At/Above: 59.09% Below: 40.91%  Homeless youth SGP Benchmark At/Above: 66.67% Below: 33.33%  Sped SGP Benchmark At/Above: 56.60% Below: 43.40%		Overall SGP Benchmark At/Above: 56.79% Below: 43.21%  EL SGP Benchmark At/Above: 70.27% Below: 29.73%  Hispanic SGP Benchmark At/Above: 57.41% Below: 42.59%  Socioeconomically Disadvantaged SGP Benchmark At/Above: 58.29% Below: 41.71%  Sped SGP Benchmark At/Above: 43.75% Below: 56.25%	Increase percentage of students testing at/above by 10% overall and across all subgroups
1.7	8 Star 360 ELA Performance	Overall: L1: 39.71% L2: 22.97% L3: 27.75% L4: 9.57%  EL:	Overall L1: 24.54% L2: 23.22% L3: 26.12% L4: 26.12%  EL		Overall L1: 19.45% L2: 12.64% L3: 20.97% L4: 47.19%  EL	Decrease percentage of students testing at levels 1 and 2 by at least 15%; increase percentage of students testing at levels 3 and 4 by at least 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		34 Students L1: 75.53% L2: 20.59% L3: 5.88% L4: 0%  Hispanic: L1: 45.45% L2: 21.82% L3: 25.45% L4: 7.27%  Homeless youth: 0 Students  Sped: L1: 68.75% L2: 15.63% L3: 15.63% L4: 0%	L1: 34.48% L2: 17.24% L3: 10.34% L4: 37.93%  Hispanic L1: 20.48% L2: 22.89% L3: 30.12% L4: 26.51%  Homeless youth L1: 36.36% L2: 22.73% L3: 27.27% L4: 13.64%  Sped L1: 43.37% L2: 21.69% L3: 22.89% L4: 12.05%		L1: 27.27% L2: 9.09% L3: 7.34% L4: 56.30%  African American L1: 25.35% L2: 15.49% L3: 15.49% L4: 43.66%  White L1: 16.57% L2: 10.50% L3: 24.31% L4: 48.62%  Hispanic L1: 23.23% L2: 12.26% L3: 20.00% L4: 44.52%  Socioeconomically Disadvantaged L1: 18.67% L2: 13.69% L3: 19.92% L4: 47.72%  Sped L1: 41.27% L2: 15.87% L3: 22.22% L4: 20.63%	
<b>1.8</b>	8 Star 360 ELA Growth	Overall: SGP Benchmark At/Above: 50.88% Below: 49.12%  EL: 34 Students SGP Benchmark	Overall SGP Benchmark At/Above: 54.76% Below: 45.24%  EL SGP Benchmark At/Above: 62.16%		Overall SGP Benchmark At/Above: 65.31% Below: 34.69%  EL SGP Benchmark At/Above: 64.1%	Increase percentage of students testing at/above by 10% overall and across all subgroups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		At/Above: 41.38% Below: 58.62%  Hispanic: SGP Benchmark At/Above: 36.36% Below: 63.64%  Homeless youth: 0 Students  Sped: SGP Benchmark At/Above: 39.53% Below: 60.47%	Below: 37.84%  Hispanic SGP Benchmark At/Above: 54.44% Below: 45.56%  Homeless youth SGP Benchmark At/Above: 88.89% Below: 11.11%  Sped SGP Benchmark At/Above: 53.45% Below: 46.55%		Below: 35.9%  Hispanic SGP Benchmark At/Above: 61.82% Below: 38.18%  Socioeconomically Disadvantaged SGP Benchmark At/Above: 65.2% Below: 34.8%  Sped SGP Benchmark At/Above: 47.73% Below: 52.27%	
<b>1.9</b>	8 Course Pass Rates	Overall: All: 75.82% Mth: 64.40% Eng: 72.63% Sci: 70.38%  EL: All: 69.74% Mth: 56.67% Eng: 65.77% Sci: 65.28%  Sped: All: 65.65% Mth: 51.85% Eng: 64.52% Sci: 56.34%	Overall All: 78.6% Mth: 60.5% Eng: 74.9% Sci: 79.6%  EL All: 74.9% Mth: 44.0% Eng: 64.8% Sci: 78.1%  Sped All: 71.5% Mth: 49.0% Eng: 70.0% Sci: 71.8%		Overall All: 74.6% Mth: 63.6% Eng: 63.4% Sci: 79.9%  EL All: 72.6% Mth: 47.4% Eng: 66.1% Sci: 69.0%  Sped All: 70.8% Mth: 60.7% Eng: 61.4% Sci: 80.0%	Maintain pass rates for all pass rates at a 75% minimum and increase all subgroups by 3%.
<b>1.10</b>	3Es Survey Completion	Overall: 95.63%	86.00%	Overall: 87.53% African American: 85.39% American Indian: 85.71% Asian: 66.67% EL: 83.33% Filipino: 87.50%	See Year 2 Outcome	Maintain completion rate at 95%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
				Foster youth: 100.00% Hispanic: 100.00% Homeless youth: 90.00% LTEL: 86.67% Pacific Islander: 100.00% Socioeconomically Disadvantaged: 88.66% Sped: 90.63% White: 86.89%		

## 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	<p><b>Professional Development</b></p> <p>Professional development will aim to improve instructional practices based on data to address developmental needs in English language arts, math, and science proficiency and to improve academic growth for all students. This will include identify and understanding the Power and Focus standards, developing daily learning objectives, calibrating grading practices, increases the depth-of-knowledge for informal and formal assessments, fostering collaboration, refining the Necessary Components of Live Instruction, and sharing best practices identified through Data-Driven Instruction.</p> <p>SPED PD will focus on reviewing student present levels to develop appropriate SAI groupings to support student progress towards ELA and Math standards</p> <p>SPED team will meet once monthly during team DDI meetings to collaborate with their peers and Lead Ed. Specialist in reviewing</p>	No Yes	Ongoing Implementation	Current internal pass rate (60% or more):  Overall: 70.02% EL: 64.91% Sped: 67.1%	Throughout the school year, professional development opportunities were provided to staff by the Instructional Coaching team and the Training Team. These opportunities included Microsoft Excel, increasing instructional rigor, strengthening formative and summative assessment practices, and improving student engagement through intentional lesson design and effective use of instructional tools and data. All staff members are required to complete 3	\$21,328.00	\$38,461.79

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>student math and ELA data for effective CPM and instructional planning to support growth towards ELA and Math standards.</p> <p>ELD professional development will focus on improving instructional practices and scaffolds for our Long-Term English Learners. This will include utilizing the Insight LTEL Toolkit and conducting an in-depth analysis of the research-based essential components to see how to best integrate them in both Designated and Integrated ELD.</p>				<p>professional development hours per school year.</p> <p>All staff participated in professional development/training in the use of Canvas, a new platform for the online high school. All staff is trained in data collection and analysis. Teachers use this data regularly to gauge student mastery and determine if a re-teach is necessary, which can be observed during monthly team DDI and bi-weekly individual DDI.</p> <p>For monthly team DDI, teachers create common formative assessments and use the data to discuss the outcomes, determine if re-teaches are necessary, and updating lessons and pacing accordingly.</p> <p>During Data Hub training teachers learned how to navigate the data to locate their class data, including pass rates and CC rates. Teachers use this data weekly to identify struggling students for outreach and targeted support. This data is</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
					also discussed during bi-weekly individual DDI meetings with their lead.		
1.2	<p><b>Instructional Coaching</b> Instructional coaches will support teachers and their teaching practices. Instructional coaches will work with teachers to set instructional goals, provide resources and feedback throughout planning and instructional sessions, and follow up with student outcomes as a cycle to drive change in engagement and proficiency. Coaches also will provide ongoing professional development in the areas of lesson planning, engagement, and instructional strategies throughout the year.</p>	Yes	Ongoing Implementation	<p>Growth in proficiency (Level 3 or 4) from beginning-of-year assessments to mid-year assessments:</p> <p>ELA Overall: 10.02%</p> <p>Math Overall: 8.32%</p>	<p>Implementation of a training plan for onboarding new staff members. Providing new staff with asynchronous training in Engageli and the Online High School as needed. New hires meet with instructional coaches to develop lesson plans and instructional strategies targeted at virtual education. Instructional coaches attend and support during the first class of new teachers.</p> <p>Instructional coaches presented focused virtual platform training at the in-person staff professional development.</p>	\$93,170.00	\$39,202.11
1.3	<p><b>Math/ELA Intervention</b> Intervention specialists, in partnership with content teachers and the academic leadership team, will use school assessment data as a guide to provide targeted intervention sessions that lead to increased academic achievement of students and identified student groups. Students will be identified based on a number of criteria, including performance level on schoolwide math and reading diagnostic assessments, performance in math and ELA courses, feedback from math and ELA teachers, and student grade level. Intervention</p>	Yes	Partially Implemented	<p>Growth in proficiency by at least one level from beginning-of-year assessments to mid-year assessments (in intervention):</p> <p>ELA: 55.0%</p> <p>Math: 48.48%</p>	<p>Student placement into intervention was determined by Star360 results collected at the start and midpoint of the school year. These data points informed decisions about which students required additional academic support. Intervention Specialists use the results to identify</p>	\$2,068.00	\$23,409.74

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>direct instruction will be provided during live support sessions, and intervention specialists will collect growth data and communicate it to students and families.</p>				<p>priority skill gaps and to shape instructional plans that align instruction, materials, and assessment practices to student needs. Ongoing collaboration occurs through regularly scheduled Team DDI meetings, where staff reflect on progress trends and adjust instructional focus as needed. Student performance is tracked through multiple measures and reviewed with instructional Leads during scheduled individual data conversations. At this time, Insight has not filled all planned intervention positions and continues active recruitment efforts to complete the team.</p>		
1.4	<p><b>Instructional Support</b> Education Specialists will utilize an online platform that provides specific standards-based mini lessons and assessments to monitor student progress towards IEP goals and assess student growth in the program.</p> <p>Insight will utilize roving substitutes to cover unexpected teacher absences. These substitutes will handle urgent classroom needs such as teaching live sessions, grading, and maintaining course pages. This approach intends to reduce cancelled classes and help ensure that students stay on track to meet their academic goals.</p>	No	Ongoing Implementation		<p>IXL has been used by Intervention students so far this school year for a total of 121 hours, with a total of 215 skills mastered or proficient in both math and ELA. IXL has been used in special programs for a total of 233 hours, with a total of 295 skills mastered or proficient by students. Tutor.com is a 24/7 tutoring platform available to all students</p>		\$-676.91

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
					enrolled at Insight. There have been a total of 63 sessions so far this school year. Insight partners with certified languages international for translation services for communication with families speaking languages other than English.		
1.5	<p><b>College/Career Readiness</b> All students will be provided with a variety of options to prepare them for post-secondary life, including preparation for careers, college, or military. College, career, and military life readiness will include exposure to community colleges, resume creation and interview skills, opportunities to earn certifications, FAFSA and scholarship workshops, and course offerings that prepare students for post-secondary life while earning high school credit.</p>	Yes	Partially Implemented	<p>3E completion 73.63%</p> <p>T2 Individual Counselor Conferences: 81.04%</p>	<p>Insight conducted FAFSA workshops, hosted College and Career Workshops, and facilitated a monthly College and Career support group.</p> <p>This school year we have collaborated with Irvine Valley College (IVC) to provide students access to dual enrollment opportunities, and have had several students participate.</p> <p>Each student has had the opportunity to meet with their counselor each term to discuss postsecondary plans, and staff organized</p>	\$10,046.00	\$10,045.62
1.6	<p><b>Summer School</b> Summer school programming will be offered to students whose credit deficiency has put them at risk of not graduating with their cohort. Core content areas are prioritized and students will</p>	Yes	Fully Implemented		Insight hires qualified content teachers to teach summer school courses and hires an Academic Advisor for summer school as well.	\$10,554.00	\$17,134.94

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
	carry a reduced credit load to allow them to focus on these courses.				<p>All 12th grade students and 11th graders needing more than 80 credits to graduate are invited to attend summer school. By using this criteria, we not only help students stay on track to graduate with their cohort, we also increase our graduation rate.</p> <p>There was an increase of 5.14% in our graduation rate due to students who attended summer school.</p>		

## Goal 2

### Goal Description

Provide a safe and effective learning environment that fosters 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	6A Suspension Rate	Overall: 0% African American: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% Sped: 0% White: 0%	Overall: 0% African American: 0% Hispanic: 0% Disadvantaged: 0% Sped: 0% White: 0%	Overall: 0% African American: 0% Hispanic: 0% Disadvantaged: 0% Sped: 0% White: 0%	See Year 2 Outcome	Maintain at 0%
2.2	6B Expulsion Rate	Overall: 0% African American: 0% Hispanic: 0% White: 0%	Overall: 0% African American: 0% Hispanic: 0% White: 0%	Overall: 0% African American: 0% Hispanic: 0% White: 0%	See Year 2 Outcome	Maintain at 0%
2.3	5 Local Indicator: Parent and Family Engagement	Standard Met	Standard Met	Standard Met	See Year 2 Outcome	Maintain at Standard Met
2.4	6 Local Indicator: Local Climate Survey	Standard Met	Standard Met	Standard Met	See Year 2 Outcome	Maintain at Standard Met
2.5	5B Chronic Absenteeism Rate	Overall: 27.90% African American: 28.30% Asian: 25.00% Hispanic: 32.80% White: 26.70%	Overall: 27.4% African American: 19.2% American Indian or Alaska Native: 37.5% Asian: 37.5% Filipino: 45.5% Hispanic: 23.7% Pacific Islander: 35.6% White: 35.6% Two or More Races: 25.9%	Overall 27.90% African American 26.50% Asian 25.60% Filipino 30.80% Hispanic 29.40% Pacific Islander 16.70% Two or More Races 28.60% White 27.30%	See Year 2 Outcome	Decrease rate by 5% overall and across subgroups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.6	5A P1/P2 Attendance Rates	P1 - 92.52% P2 - 92.13%	P1 - 92.37% P2-91.45%	P1 - 92.37% P2 - 91.45%	See Year 2 Outcome	Maintain attendance rates at over 90%
2.7	5D Dropout Rate (SARC)	43.6%	29.59%	23.66%	See Year 2 Outcome	Decrease by 20%
2.8	6C Non-Classroom Connections	Counselor connections: 78.26% Advisor conferences: New metric	Counselor connections: 89% Advisor conferences:	Counselor Connections: 86.21% Advisor Conferences: 43.45%	See Year 2 Outcome	Make non-classroom connections with at least 90% of students
2.9	3B How the LEA will promote parental participation in programs for unduplicated pupils	100% of parents understand the process of English Learner identification and ELD program placement  40% of parents know to access ELPAC scores and understand what each level/score means  100% of parents understand the district's ELD program exit criteria for English learner reclassification to Fluent English Proficient (RFEP)  100% of parents are satisfied with their child's ELD support  100% receive communication from the school in a language they can understand.	100% of parents understand the process of English Learner identification and ELD program placement  92.3% of parents know to access ELPAC scores and understand what each level/score means  100% of parents understand the district's ELD program exit criteria for English learner reclassification to Fluent English Proficient (RFEP)  100% of parents are satisfied with their child's ELD support  76.9% receive communication from the school in a language they can understand.	In the SY 24-25 English Learner Needs Assessment, families shared that their understanding of EL processes was very strong, with 100% of families reporting that they understand EL identification and RFEP exit criteria, and 85.7% indicating they know how to access and interpret ELPAC scores. Families were also happy with ELD support and attendance expectations with 100% rating them a 4 or 5. Families commented that they appreciated the information and support provided by the ELD department, while some shared interest in having their students focus on the use of English in daily life, speaking confidence, and	See Year 2 Outcome	Increase parental participation in programs for unduplicated pupils

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>100% of parents understand the ELD attendance requirements</p> <p>80% of parents know who to contact at the school if their child needs help or support</p> <p>80% of parents were interested in part of/possibly being part of the ELAC</p> <p>Parent feedback: Learning Coaches would like to help getting in touch with counselors and teachers to better support their student. Learning Coaches would like to have more ELD class sessions to focus on conversation and how to express opinions</p>	<p>100% of parents understand the ELD attendance requirements</p> <p>92.3% of parents know who to contact at the school if their child needs help or support</p> <p>85% of parents were interested in part of/possibly being part of the ELAC</p> <p>Families of English Learner (EL) students have asked for support in both improving their own English skills and gaining a better understanding of resources available to support their students. In response, we are exploring a new asynchronous program that students can utilize both inside and outside of the classroom. The program also allows up to four family members to have accounts, allowing parents and families to improve their English and better support their student.</p>	<p>wanting more information on available resources for English learners. Communication and support were rated well, with 78.6% of families always receiving school communication in a language they understand and 92.9% knowing who to contact when their child needs help.</p>		
2.10	3C How the LEA will promote parental participation in programs for individuals with exceptional needs	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs	See Year 2 Outcome	Maintain parent participation in programs for individuals with exceptional needs

# 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	<b>Language Support (EL)</b> Insight provides language assistance to Limited English Proficient (LEP) families and students by utilizing an interpreter service and translation service to ensure all families receive written and oral communication in a language they understand.	Yes	Ongoing Implementation		A process has been established for all staff to submit documents for translation. All staff members have received training on how to use live interpreter services.	\$5,101.00	\$1,954.12
2.2	<b>Engagement (family and climate)</b> Insight provides parent coaching opportunities as well as instructional sessions to foster positive school culture as well as an environment that drives connection and values input from all educational partners. Resources such as monthly newsletters, parent/student instructional tutorials and frequent scheduled student/family outings are provided to all educational partners in order to foster positive school culture and inclusivity. Insight ensures frequent connection via timely communication and transparency.	Yes	Ongoing Implementation		Strong start sessions are offered to all learning coaches prior to student start dates for each cohort. 100% of learning coaches are invited to strong start sessions. Each trimester 100% of students and families are given the opportunity to provide feedback for school improvement via trimester feedback surveys. In order to meet the engagement, support and growth needs of the school, additional positions (retention specialists and student champion clerk) were added to	\$120,736.00	\$46,034.49

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 student support team.</p> <p>Lastly, Insight continues to utilize Parent Square, a program used to inform students/families of whole-school announcements, attendance alerts, as well as family engagement.</p>		
2.3	<p><b>Social Emotional Learning, Prevention, and Intervention</b>  Insight staff will be provided with professional development on Social Emotional Learning (SEL) and are provided SEL resources to incorporate into courses. Insight staff are trained on suicide prevention and screening. Insight staff, parents, learning coaches, and students have access to SEL and mental health resources at all times. Insight fosters a positive school culture and connection by providing support groups based upon student needs. Insight will work with students to address and support mental health needs.</p>	Yes	Fully Implemented	<p>T2 Individual Counselor Conferences: 81.04%</p> <p>Midyear P1%: 91.17%</p>	<p>Insight has the Lead Trauma Guidance Counselor on staff to oversee the counseling department, the Social Worker, and the Student and Family Champion, who work closely to support unhoused and foster youth students. The Lead Trauma Guidance Counselor provides annual crisis training and updates and informs staff of any updated protocols.</p> <p>Counselors at Insight meet with each individual student every trimester to discuss social-emotional support, academic support, and post-secondary planning.</p> <p>The Social Worker works closely with students in crisis and</p>	\$46,525.00	\$16,239.61

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>our unhoused and foster youth students. Counselors and Social Worker provide monthly support group. Insight ensures counselors maintain a 250:1 ratio as a means to provide the best support for our students and to comply with state recommendations.</p> <p>Insight provides a comprehensive social emotional learning (SEL) curriculum to all students through the 7 Mindsets program, tailoring it to meet the unique needs of the student population.</p> <p>To further integrate SEL resources across all staff, the SEL committee was established to deliver school-wide SEL resources, promoting a holistic integration of social emotional learning. Finally, all staff members, both new and returning, undergo SEL training via the 7 Mindsets curriculum each school year.</p>		

### Goal 3

#### Goal Description

Provide all pupils access to standards-aligned courses in 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	1A Teacher Preparation and Placement (SARC)	Fully Credentialed and Properly Assigned: 87.91%  Teachers Without Credentials and Misassignments: 0%  Credentialed Teachers Assigned Out-of-Field: 12.09%  Unknown/Incomplete: 0%	Fully Credentialed and Properly Assigned: 91.21%  Teachers Without Credentials and Misassignments: 0% Credentialed Teachers Assigned Out-of-Field: 8.79% Unknown/Incomplete: 0%	Fully Credentialed and Properly Assigned: 91.18%  Teachers Without Credentials and Misassignments: 0% Credentialed Teachers Assigned Out-of-Field: 8.82% Unknown/Incomplete: 0%	See Year 2 Outcome	100% fully credentialed and properly assigned
3.2	1B Every pupil has sufficient access to standards-aligned instructional materials (SARC)	100% of students have access	100% of students have access	100% of students have access	See Year 2 Outcome	Maintain 100%
3.3	2A Implementation of the academic content and performance standards adopted by the state board.	Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks:  Full implementation and sustainability in	Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks:  Full implementation and sustainability in	Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks:  Full implementation and sustainability in	See Year 2 Outcome	Full Implementation and Sustainability in all areas

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ELA, ELD, Mathematics, NGSS, Social Science, Physical Education, and Visual and Performing Arts. Initial implementation in Career Technical Education. Beginning development in Health Education.	ELA, ELD, Mathematics, NGSS, Social Science, Physical Education, Visual and Performing Arts, and Health Education. Initial implementation in Career Technical Education.	ELA, ELD, Mathematics, NGSS, Social Science, Physical Education, and Visual and Performing Arts. Initial implementation in Career Technical Education and Exploration and research phase in Health Education.		
3.4	2B How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	<p>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability</p> <p>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability</p>	<p>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability</p> <p>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability</p>	<p>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability</p> <p>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability</p>	See Year 2 Outcome	Maintain full implementation and sustainability
3.5	7A Extent to which students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.	The school added Geometry to their course list beginning with the 2019-2020 school year. Although Geometry is not a state requirement for graduation, the	Insight utilizes its School Counseling staff to ensure that all students are enrolled in needed courses for graduation from a DASS High School. Graduation Plans are	Insight utilizes its School Counseling staff to ensure that all students are enrolled in needed courses for graduation from a DASS High School. Graduation Plans are	See Year 2 Outcome	Maintain offerings and add CTE offerings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		addition of Geometry has given students the opportunity to access a higher math course. Insight has included Technology courses: Computer Literacy, Digital Arts and Image Design and Editing. The school is providing the ability for students to earn a Food Handler's Certificate as well as ASVAB opportunities. The upcoming 2023-2024 school year Insight is planning to provide courses with Microsoft for students to have the opportunity to take an exam for a Microsoft certificate.	created and reviewed with students and families to ensure understanding of courses needed for graduation based on transcripts provided. School counselors hold a Cougar Conference each trimester with their students to review the grad plan as well as discuss future goals. The 2023-2024 school was extremely successful with conference attendance and graduation plan reviews by students/families (over 90%).	created and reviewed with students and families to ensure understanding of courses needed for graduation based on transcripts provided. School counselors hold a Cougar Conference each trimester with their students to review the grad plan as well as discuss future goals. The 2024-2025 school was extremely successful with conference attendance and graduation plan reviews by students/families (over 90%).		
3.6	7B Programs and services developed and provided to unduplicated pupils	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.	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.	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
3.7	7C Programs and services developed and provided to individuals with exceptional needs	Pupils 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.	Pupils 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.	Pupils 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.	See Year 2 Outcome	Maintain

## 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 Reimbursement</b> Provide an internet subsidy for students who qualify for free and reduced lunch.	Yes	Planned			\$31,338.00	\$16,562.00
3.2	<b>High-Quality Teachers</b> Provide highly qualified, fully credentialed teachers. Salary increases and/or bonuses granted to better attract and retain highly qualified and credentialed instructional staff. The school will work to lower caseloads for credentialed staff who provide instruction to students to allow for more personalized support for students.	Yes	Fully Implemented			\$354,187.00	\$4,600.05
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.	Yes	Ongoing Implementation		Insight's administration team has met in-person following each administration of Star 360 assessments to perform in-depth data analysis. Results from these data digs drove changes to focus standards for intervention programs, increased rigor in questioning strategies, and the development of a writing program.  Insight's dashboard coordinator has interpreted and presented state testing results to staff and engagement partners at staff meetings and via shared score	\$56,088.00	\$23,442.23

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>reports. She also restructured several school forms for families to increase accessibility and ease of use. Insight has contracted with a program to provide automated alerts to families regarding student live session attendance. Insight also contracts with a student information system that enables families to have access to student records and documents in their primary language.</p> <p>ELD Specialists send English Language Plans once per year and progress reports throughout the year. Insight contracts with a service that provides translation for school documents.</p>		
3.4	<p><b>MKV/FY</b> In accordance with state and federal laws, Insight will provide hotspots to our MKV and Foster Youth students in an effort to ensure students have free access to school. Insight will offer hotspots for wifi connectivity and will provide free shipping of hotspots.</p>	No	Ongoing Implementation	7 students in ISCA have received hot spots this school year	Insight facilitates the use of internet hot spots for unhoused students	\$948.00	\$1,852.25
3.5	<b>New Teacher Induction</b>	No	Partially Implemented		Insight supports new teachers in the process	\$1,018.00	\$381.87

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 new teacher induction programs aim to provide comprehensive support, guidance, and mentorship to novice educators. Pairing with a mentor as a trusted guide, novice educators can acquire strategies and best practices tailored to their specific needs. Through ongoing dialogue and mentorship, novice educators can enhance their instructional skills, learn effective pedagogical techniques, and adapt to diverse student needs more effectively.</p>				<p>of clearing their credentials through induction programs.</p>		

## Goal 4

### Goal Description

Increase the graduation rate for all pupils and across significant groups (Student with Disabilities, Socioeconomically Disadvantaged, Hispanic, and White), by 5% by end of SY2025-2026

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	5E Graduation Rate (Dashboard)	Overall: 58% African American: 63.60% EL: 51.90% Hispanic: 58.20% Homeless youth: 47.60% Socioeconomically Disadvantaged: 54.10% Sped: 57.10% White: 58.80%	Overall: 72.5% African American: 68% EL: 72% Hispanic: 74.7% Homeless youth: 72.2% LTEL: 81.8% Socioeconomically Disadvantaged: 73.1% Sped: 64.3% White: 71.7%	Overall 63.00% EL 64.70% Hispanic 61.20% LTEL 63.00% Socioeconomically Disadvantaged 61.90% Sped 53.60% White 67.40%	See Year 2 Outcome	Increase the graduation rate for all pupils and across all subgroups by 5%
4.2	4E EL Progress	33.30%	EL (not LTEL):36.7% LTEL: 35.6%	EL 45.20% LTEL 38.00%	See Year 2 Outcome	Increase by at least 10%
4.3	4F EL Reclassification Rate	8.50%	1.90%	8.40%	See Year 2 Outcome	Increase by 5%
4.4	Student Pass Rate (By 60%+ Courses)	72.45%	Overall: 77.88% EL: 76.14% LTEL: 68.94% Sped: 70.59%		Overall: 70.02% EL: 64.91% Sped: 67.1%	Increase by 3%
4.5	Student Graduation Plan Views	91.30%	88.00%	Overall: 91.30% African American: 85.39% American Indian: 89.29% Asian: 50.00% EL: 75.00% Filipino: 93.75% Foster youth: 100.00%	See Year 2 Outcome	Increase to 95%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
				Hispanic: 100.00% Homeless youth: 83.33% Pacific Islander: 87.50% Socioeconomically Disadvantaged: 87.83% Sped: 83.67% White: 88.11%		

## 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	<p><b>RAISE Team</b> Insight works with students to ensure they are compliant with attendance and making progress academically towards graduation. The RAISE team conducts daily outreach each morning and throughout the day as needed. Insight ensures that all educational partners are made aware of support and engagement sessions available to them in order to support their graduation goals. Insight also offers translation services based on student need to decrease the gap in language barriers to graduation. Insight ensures each student has a graduation plan and is placed in courses needed to graduate; each student is required to view their graduation plan each term. Insight works with students to ensure they have access to socio-economic resources .</p>	Yes	Fully Implemented	<p>T1 current course pass rates:</p> <p>Overall All: 74.6% Mth: 63.6% Eng: 63.4% Sci: 79.9%</p> <p>EL All: 72.6% Mth: 47.4% Eng: 66.1% Sci: 69.0%</p> <p>Sped All: 70.8% Mth: 60.7% Eng: 61.4% Sci: 80.0%</p>	<p>The RAISE team has continued to support students on their caseloads this year with individualized support plans, small group and 1-1 meetings, and focused communication regarding assignments, course grades, and graduation status.</p> <p>100% of TBD students have completed Initial ELPAC testing. 100% of newcomer EL students have been set up with translation tools.</p>	\$171,261.00	\$81,318.29
4.2	<p><b>Academic Data Coordinator</b> The Academic Data Coordinator will compile and analyze academic data from multiple sources, including various assessments and</p>	Yes	Fully Implemented		Insight's Academic Data Coordinator continues to maintain an internal server of	\$34,907.00	\$10,369.38

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
	course progress, to identify and present trends in proficiency gaps and growth. This position will provide teachers and staff with access to and training in student academic data to make informed instructional decisions as part of the DDI cycle.				student data and has developed further tools within the server to enable all staff members to provide targeted, individualized supports to students.		
4.3	<p><b>ELD Services</b> Insight offers a Structured English Immersion (SEI) program, where services and support for English Learners and Long-Term English Learners (LTEL) are based on students' English language proficiency and progress. The ELD Coordinator will review EL student data and place students in courses, as well as additional support needed based on ELPAC and STAR360 scores. All English Learners will be placed in a designated ELD course determined by their English proficiency level and LTEL status. Designated ELD lessons will be designed using a research-based curriculum, aligned with the CA ELD standards, and taught by highly qualified and highly trained ELD Specialist. The ELD Specialist and ELD Coordinator will work together to create individualized language proficiency goals for each student to drive both Integrated and Designated ELD instruction. In addition, LTEL students will have tailored ELD courses specifically designed to utilize research-based essential components for LTELS. As EL students are monitored throughout the school year, tier 2 support will be provided to students who are in need of additional language support. These students will be added to a targeted small group sessions with ELD Specialist to provide additional English language support. To support Newcomer students, a tier 3 intervention English language acquisition platform will be utilized along with Designated and Integrated ELD classes and supports.</p>	Yes	Fully Implemented	<p>Grad Rate: EL: 64.7% LTEL: 63.0%</p> <p>EL Progress: EL (not LTEL): 45.2% LTEL: 38.0%</p> <p>Reclassification Rate: 8.4%</p> <p>EL Proficiency Rate: 20.0%</p>		\$177,321.00	\$61,641.25

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
4.4	<p><b>Guidance Program</b> Learning Recovery Emergency Block Grant (LREBG) Included in Action</p> <p>The school guidance program aligns with the American School Counselor Association (ASCA) Mindsets &amp; Behaviors for Student Success, which emphasize academic, career, and social-emotional development through a comprehensive, data-informed approach. Research supports that school counseling programs grounded in the ASCA model improve student achievement, attendance, and graduation outcomes (Carey &amp; Dimmitt, 2012; Lapan, Gysbers, &amp; Petroski, 2001). Counselors meet consistently one-on-one with students to address academic progress, mental health concerns, and social-emotional needs, implementing individualized plans to bridge learning gaps and address credit deficiencies. The team conducts transcript audits after each grade reporting period to ensure accurate credit tracking and maintains up-to-date documentation, including prior school transcripts.</p> <p>Counselors emphasize early identification of students at risk of becoming credit deficient and collaborate with staff to create credit recovery plans and align supports with College/Career Readiness Indicators (CCIs). The team monitors all students' graduation pathways and continues support for one year post-graduation, reinforcing best practices identified by longitudinal transition research (Karp, 2013). The counseling department collaborates with all school departments to analyze the specific needs of students with disabilities and explore appropriate high school completion options and postsecondary pathways. Weekly data dig meetings allow the</p>	Yes	Ongoing Implementation	<p>T2 Counselor Conference completion: 81.04%</p> <p>Current student grad plan views: 79.12%</p> <p>Referrals to Social Worker for support/services : 28</p> <p>Total # of MKV students this school year: 44</p>	<p>School counselors work to provide students with education and support in social-emotional development. They meet with students individually each trimester in order to evaluate credit deficiencies and grad plan progress. The school social worker and student and family champion, in conjunction with school counselors, monitor students experiencing mental health crises, homelessness, and other circumstances that may impact students' ability to be successful in school, and provide internal and external supports as needed.</p>	\$116,238.00	\$63,995.38

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>team to make targeted, high-impact commitments, particularly for historically underserved or significantly struggling student groups, an approach supported by evidence linking data-driven decision-making to improved equity and student outcomes (Datnow &amp; Park, 2014).</p> <p>The overall graduation rate of 66.7% indicates that nearly one-third of students are not graduating on time. The need is especially significant among English Learners (44.4%), students with disabilities (49.3%), and homeless youth (53.6%), who are graduating at substantially lower rates. Socioeconomically disadvantaged (63.6%) and Hispanic students (63.3%) also fall below the overall rate, while African American students (66.7%) match the average but remain below state targets. These gaps demonstrate a critical need for intensified, equity-focused counseling support, early identification of at-risk students, and targeted interventions to improve outcomes. The graduation rate metric will also be used to assess progress and measure the impact of implemented strategies over time.</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: \$58,307</p>						

# Goal 5

<b>Goal Description</b>

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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## 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
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# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	3695385	N/A
LCFF Supplemental/Concentration Grants	560628	181098