

# 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
Thompson Peak Charter School	Sherri Morgan Executive Director/ Superintendent	smorgan@longvalleycs.org 5308272395

# Goal 1

## Goal Description

The charter will cultivate a dynamic and innovative teaching workforce dedicated to fostering student engagement and passion for learning through the implementation of creative instructional methods and practices. (State Priorities – 1, 2 & 7)

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Percentage of teachers without full credentials and properly assigned through an analysis of data in the Student Information System. 1A	School data as of December 2023: 27% possess temporary staff permits; 100% of teachers were properly assigned	School data as of December 2024: 19% possess temporary staff permits 100% properly assigned teachers.		Calculation not yet completed	12.5% or less of teachers without full credentials. 100% properly assigned teachers.
1.2	Number/percentage of students with access to their own copies of standards aligned instructional materials for use at school and home. (from quarterly report to the Board and inventory records.) 1B	100% as of 6/30/24	100% as of 6/1/2025		100%	100%
1.3	State Reflection Tool weighted rubric score for CCSS Implementation included in teacher surveys in the spring. (2A) Rubrics use the following weighted scale: 1-exploration and research phase 2-beginning development 3-initial implementation 4-full implementation 5-full implementation & sustainability	Reported from Spring 2024 staff survey: Progress implementing policies or programs to support staff in delivering instruction aligned to the academic standards: ELA: 3.11 ELD: 2.67 Math: 3.22 NGSS: 2.67 HSS: 2.89  Progress implementing academic standards adopted by the SBE: CTE: 3.63 Health Education: 3	Reported from Spring 2025 staff survey: Progress implementing policies or programs to support staff in delivering instruction aligned to the academic standards: ELA: 3.43 ELD: 3.29 Math: 3.57 NGSS: 3.14 HSS: 3.14  Progress implementing academic standards adopted by the SBE: CTE: 4.33 Health Education: 3.83		Data coming in Spring	3.8 or better for ELA, ELD, Math, NGSS, HSS, CTE, & Health.  3.0 or better for PE, VAPA, World Language, & Model School Library.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		PE Model Standards: 2.75 Visual & Performing Arts: 2.88 World Language: 2.88 Model School Library: 2.38	PE Model Standards: 3.83 Visual & Performing Arts: 4 World Language: 3.83 Model School Library: 3.50			
1.4	Measures for the programs and services will enable English learners to access CCSS and ELD standards for the purposes of gaining academic content knowledge and English language proficiency. (2B)  Rubrics use the following weighted scale: 1-exploration and research phase 2-beginning development 3-initial implementation 4-full implementation 5-full implementation & sustainability	Reported from spring 2024 staff survey: Progress implementing policies or programs to support staff in delivering instruction aligned to the ELD academic standards: 2.67  Progress in providing professional learning for teaching to the ELD standards: 2.44  Progress in making instructional materials aligned to ELD standards available in classrooms/ resource centers: 2.78	Reported from spring 2025 staff survey: Progress implementing policies or programs to support staff in delivering instruction aligned to the ELD academic standards: 3.29  Progress in providing professional learning for teaching to the ELD standards: 3.29  Progress in making instructional materials aligned to ELD standards available in classrooms/resource centers: 3.14		Data coming in Spring	3.5 or better in all measures.
1.5	Percentage of all students having access to and are enrolled in a broad course of study of required classes through an analysis of the course catalog and the student information system. (7A) 7A	2023-24: 100%	2024-25: 100%		100%	100%
1.6	Conduct a survey to determine the percentage of 7th-12th grade students who respond positively to opportunities for foreign language (7B)	2024-25 Baseline: 7th-12th grade: Positive: 72%	7th-12th grade: Positive: 72%		Data available in spring	7th-12th: 90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.7	Conduct a survey to determine the percentage of 7th-12th grade students with disabilities who respond positively to opportunities for foreign language (7C)	2024-25 Baseline: 7th-12th grade: Positive: 63%	7th-12th grade: Positive: 63%		Data available in spring	7th-12th: 90%
1.8	Using a weighted scale rubric on the spring survey, teachers measure rating of their instructional practice for Mastery-based Learning (Local Priority)  Weighted scale: 1. I'm just beginning to learn and understand. 2. I've been using at least one element in my practice, but haven't been able to add others. 3. I've been adding multiple elements to my practice, but am not quite there yet. 4. I've got this! I've fully implemented all aspects of personalized, mastery-based learning	2024 Spring Survey: 3.27	2025 Spring Survey: 2.71		Data coming in Spring	3.5
1.9	Using a weighted scale rubric on the spring survey, teachers measure rating of their instructional practice with teacher competencies (Local Priority)  Weighted scale: 1. I am just beginning to understand and apply foundational teaching practices. My application is limited and I am developing my skills.  2. I have integrated basic teaching competencies into my practice but struggle to consistently apply them across different teaching scenarios.	2025 Spring Survey: 2.43	2025 Spring Survey: 2.43		Data coming in Spring	2.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	<p>3. I am proficient in applying a range of effective teaching strategies and consistently use them in my practice, although I am still refining some aspects.</p> <p>4. I have fully mastered a wide range of teaching competencies and seamlessly integrate them into all areas of my instruction, consistently demonstrating high-level teaching performance.</p>					
<b>1.10</b>	<p>Using a weighted scale rubric on the spring teacher survey, measure the degree of progress on essential standards (Local Priority)</p> <p>Weighted scale:            1-no progress, I've heard it mentioned            2-beginning development            3-well-developed            3-well developed</p>	<p>2024 Spring Survey: Refinement of essential standards: 2.55</p> <p>Development of rubrics for each standard: 2.18</p> <p>Development of assessments for each standard: 2.00</p> <p>Identification of resources/assignments for each standard: 2.18</p> <p>Standards pacing guide by month or LP: 2.09</p> <p>Method for tracking mastery of each standard: 2.75</p>	<p>2025 Spring Survey: Refinement of essential standards: 2.43</p> <p>Development of rubrics for each standard: 2.0</p> <p>Development of assessments for each standard: 1.71</p> <p>Identification of resources/assignments for each standard: 2.14</p> <p>Standards pacing guide by month or LP: 2</p> <p>Method for tracking mastery of each standard: 2</p>		Data coming in Spring	<p>Refinement of essential standards: 2.75</p> <p>Development of rubrics for each standard: 2.75</p> <p>Development of assessments for each standard: 2.75</p> <p>Identification of resources/assignments for each standard: 2.75</p> <p>Standards pacing guide by month or LP: 2.75</p> <p>Method for tracking mastery of each standard: 2.75</p>
<b>1.11</b>	Using a survey in the winter, measure the percentage of students in grades 5-11 that are satisfied with receiving lessons that are engaging and having student	From Spring 2024 Survey - Learning activities are always/or often	Winter 2025 Results: Learning activities are always/or often interesting and fun: 85%		Winter 2026 Results from Kelvin: Learning activities are always/or often	90%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	agency over their own learning. (Local Priority)	interesting and fun: 98% I am given the opportunity to take ownership of my learning: 89%	I am given the opportunity to take ownership of my learning: 88%		interesting and fun: 65% I am given the opportunity to take ownership of my learning: 51%	

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Support Credentials Clearing Activities</b> In an effort to support staff in increasing teacher quality, the school will: fund the cost for up to 2 staff members to participate in the Riverside COE credential clearing program and providing and pay for the required mentors for each; offer stipends for experienced teachers assigned to new teachers to support their onboarding and understanding of school and student expectations; and formalize and refine new teacher training. This action will promote hiring highly qualified teachers.	No	Ongoing Implementation	\$7,200.00	\$0
1.2	<b>Teacher Competencies</b> As part of our LCAP action, we will identify and refine teacher competencies, providing ongoing opportunities for feedback through a structured program. This includes monthly professional development sessions accessible via the LVCS hub, focused on enhancing specific teacher skills and knowledge. Additionally, we will establish a clear timeline for evaluation meetings to assess the impact and efficacy of these initiatives, ensuring that professional growth aligns with our educational goals and standards.	No	Ongoing Implementation	\$12,000.00	\$6,000
1.3	<b>Instructional Materials Inventory</b>	No	Ongoing Implementation	\$60,000.00	\$45,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	To assure adequate access to instructional materials the school will: follow the Governing Board's adoption cycle and purchase instructional materials to insure all students have access to standards aligned materials; purchase devices/laptops for students and staff according to the technology aging schedule; and, utilize the Alexandria library system for maintaining inventory.				
1.4	<b>Internet Servers &amp; Support</b> To assure adequate student and staff access to Internet while on campus, the school will maintain and purchase Internet servers as recommended by the LCOE Tech Dept. and contract with LCOE Tech Dept. for technology support.	No	Ongoing Implementation	\$24,000.00	\$12,000
1.5	<b>Hotspots</b> To assure access to Internet for students when not on campus, the school will purchase and maintain Internet hotspots and pay for monthly access fees. This action is considered contributing to the increased/improved requirement-the school identified low income pupil families do not have adequate Internet access without this support.	Yes	Ongoing Implementation	\$10,000.00	\$3,500
1.6	<b>Training/ Support for Academic State Standards</b> Based on staff ratings regarding implementation of standards, the Curriculum and Instruction Administrator will develop an annual training calendar and will provide annual and weekly trainings to increase ratings to full implementation of academic content standards. Training in MTSS to support Tier I instruction will be developed and implemented. Administrators will observe direct instruction weekly to assure adequate progress. Implementing staff training on state standards will increase teacher efficacy and clarity. This action will increase teacher implementation of CCSS and reflected in the reflective rubric on the Spring survey.	No	Not Implementing	\$15,000.00	\$7,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.7	<p><b>ELD Standards</b> To improved the rating by staff on implementation of ELD standards, provide annual training on Universal Design for Learning and how to utilize embedded ELL materials. This actions supports staff understanding of how to help EL students access academic standards. This action is anticipated to improve our EL proficiency and reclassification rates.</p>	No	Ongoing Implementation	\$5,000.00	\$1,500
1.8	<p><b>Career &amp; College Counselor</b> The school will employ a career and college counselor to provide targeted support and focus on meeting with SWD to encourage and assure equal enrollments in courses.</p>	No	Ongoing Implementation	\$3,000.00	\$1,500
1.9	<p><b>Essential Standards</b> Survey data shows staff are requesting refinement of the standards. Staff will suggest edits and then seek feedback from teachers, students and families. This work has been completed in ELA and includes benchmark assessments and success criteria. For math the essential standards have been revised and will move to the feedback and revision stage. Following will be identifying benchmark assessments and success criteria. Science and social studies development will begin during the 24/25 school year. This action will promote teacher clarity which will promote the creation of engaging lessons for students.</p>	No	Ongoing Implementation	\$20,000.00	\$11,000
1.10	<p><b>Teacher Educational Resources/ Repository</b> Develop and maintain a centralized repository of educational resources, including lesson plans, projects, and remediation materials. This repository will be accessible to all teachers, who will also be encouraged to contribute their own resources, fostering a collaborative and supportive teaching environment. This action will increase student engagement and agency in their educational experience.</p>	No	Ongoing Implementation	\$5,000.00	\$2,300

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.11	<p><b>Provide online coursework</b>            To assure adequate access to instructional materials the school will: follow the Governing Board's adoption cycle and purchase instructional materials, including online, to ensure all students have access to standards aligned materials; purchase devices/laptops for students and staff according to the technology aging schedule; and utilize the Alexandria library system for maintaining inventory</p>	No	Ongoing Implementation	\$12,000.00	\$9,000

## Goal 2

### Goal Description

All students will demonstrate growth toward meeting or exceeding standards in ELA, math, and science assessments and increase measures of career and college preparedness as demonstrated through reports on the CA School Dashboard and local and state assessments. (State Priorities – 4, 5, 7, 8)

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students meeting or exceeding the standard in CAASPP ELA assessments (4A)	2023-24: All Students: 30% SWD: 17% SED: 34%	2024-25: All Students: 37% SWD: 30% SED: 38%		No new data available at this time	All students: 38% SWD: 20% SED: 35%
2.2	Percentage of students meeting or exceeding the standard in CAASPP Math assessments (4A)	2023-24: All Students: 11% SWD: 4% SED: 9%	2024-25: All Students: 12% SWD: 0% SED: 12%		No new data available at this time	All students: 20% SWD: 14% SED: 18%
2.3	Percentage of students meeting, exceeding, or nearly meeting the standard on CST-Science assessment (4A)	2023-24 All Students: Standard met or exceeded: 22% Standard nearly met: 68.5% Total Combined: 90.8%  All SWD Students: Standard met or exceeded: 20% Standard nearly met: 60% Total Combined: 80%  All SED Students: Standard met or exceeded: 23.1% Standard nearly met: 65.4% Total Combined: 88.5%	2024-25 All Students: Standard met or exceeded: 22.7% Standard nearly met: 70.5% Total Combined: 93.2%  All SWD Students: Standard met or exceeded: 33.3% Standard nearly met: 50% Total Combined: 83.3%  All SED Students: Standard met or exceeded: 18.2% Standard nearly met: 68.2%		No new data available at this time	All Students: Standard met or exceeded: 15% Standard nearly met: 63% Total Combined: 78%  All SWD Students: Standard met or exceeded: +5% Total Combined: +5%  All SED Students: Standard met or exceeded: 14% Standard nearly met: 63% Total Combined: 77%  Grade 5: Standard met or exceeded: +5% Total Combined: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Grade 5: Standard met or exceeded: 36.4% Standard nearly met: 63.6% Total Combined: 100%</p> <p>Grade 8: Standard met or exceeded: 16% Standard nearly met: 72% Total Combined: 88%</p> <p>High School: Standard met or exceeded: 22% Standard nearly met: 66.6% Total Combined: 88.6%</p>	<p>Total Combined: 86.4%</p> <p>Grade 5: Standard met or exceeded: 28.57% Standard nearly met: 57.14% Total Combined: 85.71%</p> <p>Grade 8: Standard met or exceeded: 17.65% Standard nearly met: 70.59% Total Combined: 88.24%</p> <p>High School: Standard met or exceeded: 25% Standard nearly met: 75% Total Combined: 100%</p>			<p>Grade 8: Standard met or exceeded: 12% Standard nearly met: 76% Total Combined: 88%</p> <p>Grade 11: Standard met or exceeded: 10% Standard nearly met: 67% Total Combined: 77%</p>
2.4	Progress in English proficiency (ELPAC) (4E)	2023-24: 0 Students	2024-25: 0 Students (Only one Kindergarten student tested)		No new data available at this time	1
2.5	EL reclassification rate (4F)	2023-24: 0%	2023-24: 0 Students		2024-25: 0 students	Outcome will be adjusted if the number of eligible students exceed 3.
2.6	Early Assessment Program (EAP)-percentage of students prepared for college (as measured by a score of 3 or higher on CAASPP for grade 11) (4H)	2023-24: ELA: 44% Math: 19%	2024-25: ELA: 40% Math: 10%		No new data available at this time	ELA: 50% Math: 20%
2.7	Passage rate for AP exams (4G)	NA-School does not offer AP courses	NA-School does not offer AP courses		NA-School does not offer AP courses	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.8	Using the CCI report and SIS data, measure the percentage of seniors completing the A-G course requirements. (4B)	2023-24: 10%	2024-25: 0		No new data available at this time	12%
2.9	Using the CCI report and SIS data, measure the percentage of seniors completing both A-G and CTE course sequences. (4D)	2023-24: 5%	2024-25:0		No new data available at this time	10%
2.10	Using the CCI report and/or SIS data, measure the percentage of seniors completing a CTE pathway. (4C)	2023-24: 35%	2024-25: 40%		No new data available at this time	40%
2.11	Career/ College Indicator (CCI): due to the nature of the school's at-risk focused programs, measure the percentage of students that are prepared, approaching prepared, and the combined rate.(8)	2022-23: ALL STUDENTS Prepared: 45% Approaching Prepared: 20% Combined: 65%  Socio-economically Disadvantaged Prepared: 42.9% Approaching Prepared: 14.3% Combined: 57.2%	2023-24: ALL STUDENTS Prepared: 33% Approaching Prepared: 16.7% Combined: 49.7%  Socio-economically Disadvantaged Prepared: 25% Approaching Prepared: 18.8% Combined: 43.8%		2024-25: ALL STUDENTS Prepared: 50% Approaching Prepared: 31% Combined: 81%  Socio-economically Disadvantaged Prepared: 42% Approaching Prepared: 33% Combined: 75%	ALL STUDENTS Prepared: 50% Approaching Prepared: 25% Combined: 75%  Socio-economically Disadvantaged Prepared: 48% Approaching Prepared: 20% Combined: 68%
2.12	The percentage of "on or above level" iReady scores in ELA/reading and math assessment at the Spring administration. (8)	2023-24 Grades 1-6 Reading: 44% Mathematics: 34%  Grades 7-11 ELA: 31% Mathematics: 16%	2024-25 Grades 1-6 Reading: 44% Mathematics: 23%  Grades 7-11 ELA: 23% Mathematics: 21%		Data coming in Spring	Grades K-6 Reading: 45% Mathematics: 35%  Grades 7-11 ELA: 60% Mathematics: 50%
2.13	The percentage of "on or above level" on iReady scores in ELA/Reading and math assessment from Fall to winter administration for students who have been enrolled for longer than two years with the school. (8)	2023-24 Grades 1-6 Reading: 32% Mathematics: 11%  Grades 7-11 ELA: 29%	2024-25 Grades 1-6 Reading: 44% Mathematics: 28%  Grades 7-11 ELA: 35%		2025-26 Grades 1-6 Reading: 50% Mathematics: 11%  Grades 7-11 Reading: 38%	Grades K-6 Reading: 45% Mathematics: 35%  Grades 7-11 ELA: 60% Mathematics: 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Mathematics: 12%	Mathematics: 21%		Mathematics: 23%	
2.14	Percentage of students prepared to begin high school level mathematics in grade 9 as measured by achieving a score of at least level 7 on the fall local assessment. (8)	2023-24: 23%	2024-25: 38%		2025-26:23%	40%
2.16	Achieve a minimum of a 5% increase in the proportion of students meeting or exceeding the state writing standards on the CAASPP assessments by the end of the current academic year. (8)	2023-24: 6.67%	2024-25: 10.3%		No new data available at this time	11.67%
2.17	Measure the number of Modern Classroom Projects shared units developed. (Local Priority)	As of 6/1/24: 24 1/2	As of 12/19/24: 28		No new data at this time	30
2.18	Measure the number of projects for Project-based Learning in the school's standards based courses. (Local Priority)	As of 6/1/24: 7	As of 12/19/24: 0		No new data at this time	25

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p><b>Tutoring &amp; Support</b></p> <p>The school will provide staff time focused on providing tutoring and Rtl services to students. The school will also purchase supplemental learning materials such as i-Ready toolbox and Standards Plus in support of Rtl actions. The school will explore using AI tools including Khahmigo for one-on-one tutoring in math and ELA; this is principally directed for SED students. The school annually implements "Camp CAASPP" a week-long school wide event with engaging learning activities for students after spring break and prior to the start of CAASPP testing. The school also employs a PT staff member for online course support to assist teachers and students with online learning. These actions are anticipated to improve ELA, math and CAST scores.</p>	Yes	Ongoing Implementation	\$200,000.00	\$110,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p><b>Focus on Foundational Mathematics</b>  Low income pupils have lower scores in mathematics; as a result, the school is providing a math teacher to greatly increase the direct instruction principally directed to low-income students. To improve academic performance in mathematics, instructional staff will utilize computer aided instruction tools (such as Khan Academy, IXL, or i-Ready) to allow students to demonstrate mastery of all foundational level skills from prior grades. Math specialists will provide direct instruction in Math Foundations, a middle school skills program for students below grade level in 8th-11th grade to prepare students for high school level math. All teachers will be provided with schoolwide monthly math tasks to model problem-solving skills with their students. These actions are anticipated in improve CAASPP math scores.</p>	No	Ongoing Implementation	\$40,000.00	\$23,000
2.3	<p><b>Individualized Learning Plan (ILP)</b>  To continue to improve academic performance on state level assessments, the Site Administrator will support teacher implementation of individualized learning plans for students with academic assessment scores below grade level; the ILP will include data from assessments, learning goals, plan for support/remediation, and establish a cycle for review that includes families, student, teacher and the site administrator. The school will utilize i-ready diagnostic assessments to identify standards mastered.</p>	No	Ongoing Implementation	\$7,500.00	\$2,000
2.4	<p><b>A-G Coursework</b>  To increase the availability of A-G coursework, the school will utilize teaching staff to expand options for approved A-G courses to include adopted textbooks, project-based and hands-on learning; this will provide coursework with the rigor necessary for A-G while being engaging for students. Teachers will also be provided training on meeting the course a-g course sequence requirements. Increased enrollment in these A-G courses will increase the schools CCI scores.</p>	No	Ongoing Implementation	\$10,000.00	\$6,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.5	<p><b>Career Technology Education/ Dual Enrollment</b> Continue increasing dual enrollment opportunities with local community colleges; The school will continue to update a section on the school website to post CTE informational materials for easy access for students and families. The counselor and high school teachers will encourage students to enroll in local community college coursework. Increasing dual enrollment will increase the school's CCI scores.</p>	No		\$5,000.00	
2.6	<p><b>Career/ College Counseling</b> To improve CCI scores and encourage enrollment in a-g courses, CTE, and college coursework, the school employs a career and college counselor for grades 7-12; the counselor meets with students individually to assist students with career and life planning. The counselor also plans and coordinates college visits and financial aid nights. This action is primarily directed toward unduplicated pupils who may not have access to college and career assistance at home. These meetings with the C&amp;C counselor will help students in reaching approaching prepared and prepared on the CCI dashboard.</p>	Yes	Ongoing Implementation	\$77,000.00	\$39,000
2.7	<p><b>Schoolwide Writing</b> Establish a dedicated team to focus on the analysis of student writing data across grades TK-12. This team will develop and implement a whole-school writing pacing guide and specialized writing lessons. Additionally, professional development sessions will be provided to enhance teachers' abilities to utilize writing data effectively and to deliver impactful writing instruction. To support continuous improvement, we will implement and provide training on a PLC form tailored for analyzing student writing achievements, accompanied by a structured calendar for PLC meetings. This LCAP action is designed to elevate writing skills and outcomes school-wide.</p>	No	Ongoing Implementation	\$2,500.00	\$1,200

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.8	<b>Paraeducator-Title I</b> The school will employ one part time paraeducator for the independent study resource center to support academic improvement.	No	Ongoing Implementation	\$40,000.00	\$20,000
2.9	<b>Academic Performance Data</b> Recognizing the need to monitor student performance data to inform instruction, the school employs a staff member and a data analyst company to analyze and report this data to all stakeholder groups. The staff member currently utilizes Parsec to analyze data, especially to track the performance of students that remain with the school.	No	Ongoing Implementation	\$6,500.00	\$3,000
2.10	<b>Supporting Students with Disabilities</b> To improve academic performance for SWD, the site admin will provide oversight and support of the Special Education staff by monitoring to verify adequate progress at least monthly. This action is anticipated to improve SWD students performance in the ELA and math CAASPP as well as the CAST.	No	Ongoing Implementation	\$8,000.00	\$4,000
2.11	<b>SPED Paraeducator</b> To improve academic performance for SWD, the school employs paraeducators dedicated to academic support for SWD	No	Ongoing Implementation	\$35,000.00	\$18,000
2.12	<b>Student-led Conferences and Goal Setting</b> Students will also prepare and present a Power Point or Google Slides for parent conferences that showcases their academic growth.	No	Partially Implemented	\$7,500.00	\$1,500

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.13	<p><b>Project-based Learning</b> The Curriculum and Instruction will provide professional development training for teachers in Project-Based Learning (PBL). Each teacher will be equipped to design and implement at least one PBL project annually for the specific grade range they serve. This initiative aims to enhance student engagement and real-world application of knowledge through interdisciplinary projects tailored to their educational level.</p>	No	Ongoing Implementation	\$7,500.00	\$2,000
2.14	<p><b>The Modern Classroom Project (TMCP) Training</b> Modern Classroom Project for foundational math and Integrated I course was created; Continued work on Integrated II and III will be prioritized. This action is anticipated to improve 7th-11th grade math performance on the CAASPP assessment.</p>	No	Ongoing Implementation	\$7,500.00	\$3,000
2.15	<p><b>Independent Study Direct Instruction</b> To improve academic support for independent study students, require students below grade level to attend 2-3x per week direct instruction in ELA, math, and science. Provide teacher training to instruct students in a 2-year paced Integrated I course and Math Foundations to improve math performance.</p>	No	Ongoing Implementation	\$10,000.00	\$6,000

### Goal 3

#### Goal Description

The charter will create a nurturing and inclusive school atmosphere that emphasizes the well-being, kindness, and sense of belonging for all individuals, guaranteeing safety, health, and support for the comprehensive growth of students, staff, and the wider school community. (State Priorities – 1, 3, 6)

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Facilities meeting the "good repair" standard on the Facilities Inspection Tool report. (1C)	School data for December 2023 "good repair"	School data for December 2024 "good repair"		December 2025 "good repair"	"Good Repair" Status
3.2	Using the spring survey, the percentage of parents that positively respond to the statement, "the school seeks parent input." (3A)	Spring 2024 survey: 100%	Spring 2025 survey: 100%		Data coming this Spring	90% or better
3.3	Using the spring survey, the percentage of parents of unduplicated pupils that positively responded to the statement, "I feel encouraged to participate in school events" (3B)	Spring 2024 survey: 100%	Spring 2025 survey: 90%		Data coming this Spring	90% or better
3.4	Attendance rates (5A)	23-24 P-2: 99.3%%	24-25 P-2: 99.23%		Attendance Data from SIS 8/14-12/18/2025: 99.37%	94% or better
3.5	Chronic absenteeism rate (5B)	23-24 P-2: 2%	24-25 P-2: 3%		Not Available	2% or below
3.6	Middle school dropout rates (5C)	2022-23: 0%	2023-24: 0%		Not Available	0%
3.7	High school dropout rates (5D)	2022-23: 4%	2023-24: 0%		Not Available	2.0% or lower
3.8	High school graduation rates (5E)	2022-23: All students: 85% SED: 85.7%	2023-24: All students: 79.2% SED: 75%		2024-25 School Dashboard: All Students 82.4% SED:76.9%	All students: 86% or greater SED: 85% or greater
3.9	Suspension/Expulsion rates (6 A & B)	2023-24 through 6/4/24: Suspension: 0% Expulsion: 0%	2024-20245 through 5/30/25: Suspension: 1% Expulsion: 0%		No new data available	Suspension: 0% Expulsion: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.10	Using the spring survey, measure the percentage of positive responses to questions of safety & school connectedness (6C)	<p>Spring 2024 survey: Parent Responses to the following statements:            "The school is a safe place for my child." 100%            "My child feels connected to the school community." 89%            "I feel connected to the school community." 89%</p> <p>Student Responses to the statement, "I feel safe at school." (TK-5)= 100% (grades 6-12)= 100%;</p> <p>Staff Responses:            "This school is a safe place for staff." 100%            "This school is a safe place for students." 100%            "I feel like I am a part of the team." 100%</p>	<p>Spring 2025 Survey: Parent Responses to the following statements:            "The school is a safe place for my child." 100%            "My child feels connected to the school community." 88%            "I feel connected to the school community." 96%</p> <p>Student Responses to the statement, "I feel safe at school." (TK-5)= 100% (grades 6-12)= 96%;</p> <p>Staff Responses:            "This school is a safe place for staff." 100%            "This school is a safe place for students." 100%            "I feel like I am a part of the team." 100%</p>		Data coming this Spring	<p>Parent Responses to the following statements:            "The school is a safe place for my child." 90%            "My child feels connected to the school community." 90%            "I feel connected to the school community." 90%</p> <p>Student Responses to the statement, "I feel safe at school." (TK-5)= 90% (grades 6-12)= 90%</p> <p>Staff Responses:            "This school is a safe place for staff." 95%            "This school is a safe place for students." 95%            "I feel like I am a part of the team." 90%</p>
3.11	Using the spring survey, measure the percentage of positive responses to questions regarding school to home communication (6C)	<p>Spring 2024 survey: Parent Responses to the following statements:            "The school keeps me well informed about my child's academic progress." 100%            "The school communicates with our family about school events and meetings." 100%</p>	<p>Spring 2025 survey: Parent Responses to the following statements:            "The school keeps me well informed about my child's academic progress." 96%            "The school communicates with our family about</p>		Data coming this Spring	95% or above

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			school events and meetings." 96%			
3.12	Reviewing IEP documentation, determine the percentage of parent participation in IEP meetings for SWD. (3C)	2023-24: 100%	2024-25: 100%		Mid-year status: 100%	100%
3.13	Using the spring survey and the California Healthy Kids survey, measure the percentage of affirmative responses to questions regarding student stress. (6C)	Spring 2024 survey: Is your child experiencing stress or feeling disengaged from learning? All Families: 16%; Unduplicated Families: 19%  California Healthy Kids results: Chronic Sad or Hopeless Feeling in the past 12 months: H.S. - 30%	Spring 2025 survey: Is your child experiencing stress or feeling disengaged from learning? All Families: 27%; Unduplicated Families: 18%  Healthy Kids results (Fall 2024): Chronic Sad or Hopeless Feeling in the past 12 months: H.S. - 44%		Data coming this Spring	Is your child experiencing stress or feeling disengaged from learning?  All Families: 24% or less; Unduplicated Families: 32% or less  CHKS: Chronic sad or hopeless feeling in the past 12 months: 42% or less

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>Parent/Family Outreach</b> The school will provide parent requested trainings such as how to help students complete their work at home. The school will send surveys and encourage conversations to further engage families in identifying engaging activities for families and assist them in knowing their rights as noted in the school's self reflection.	No	Ongoing Implementation	\$21,500.00	\$11,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.2	<p><b>Parent Communication</b> To continue parent satisfaction with communication, the school will continue to subscribe and use Parent Square and post to a Facebook where available. Clerical staff will contact families during the first two weeks of school to verify they are able to access these tools.</p>	No	Ongoing Implementation	\$7,500.00	\$3,800
3.3	<p><b>Credit/Course Monitoring</b> School staff will explore methods to more closely monitor credit attainment and award high school credits as earned to provide incentive to make regular progress towards high school graduation. For student in danger of not graduating on time, the administrator will facilitate a student study team to determine causes and collaboratively generate solutions with the teacher, student, and parent. These actions are expected to reduce high school dropouts and increase high school graduation.</p>	No	Ongoing Implementation	\$7,500.00	\$4,000
3.4	<p><b>Anti-bullying Efforts</b> While students, families, and staff report feeling safe, maintain program for addressing issues of safety including use of the Stop-It app, provide trainings for staff regarding bullying, and provide students cyberbullying curriculum.</p>	No	Ongoing Implementation	\$7,500.00	\$2,000
3.5	<p><b>Safety Planning</b> The emergency plan has been approved and addresses a shooter on campus and other critical situations. The administrator will provide training and drills for students and staff.</p>	No	Ongoing Implementation	\$8,000.00	\$4,000
3.6	<p><b>Social-Emotional Learning: Training and Relationship Building</b></p>	No	Ongoing Implementation	\$11,000.00	\$6,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>In response to teacher request for a schoolwide social emotional learning program, administrators will purchase, train staff and families, and implement a social-emotional learning program that prioritizes kindness. In addition to parent trainings, develop a schedule of engaging family activities. These actions improve relationships between students, staff, and parents; students also learn goal setting and self-advocacy. Using other methods of input, including Kelvin, (paper/pencil questionnaires or direct interviews) ascertain specific details on how parents could feel connected and how staff will feel part of the team.</p>				
3.7	<p><b>Mental Health Counseling</b> To address stress identified by parents and students, the school first considered that low income students struggle with stress due to challenges caused by family financial status; the school determined that providing mental health counseling at school would benefit its low income students to be able to focus on academic schoolwork and have better social interactions. The school will contract with licensed therapists to provide on-campus mental health counseling, or virtual when necessary, to general education students.</p>	Yes	Ongoing Implementation	\$80,000.00	\$28,000
3.8	<p><b>Janitorial/Maintenance Services</b> The school utilizes janitorial/ maintenance services to keep facilities clean and well-maintained. The school employs a part-time janitor.</p>	No	Ongoing Implementation	\$15,500.00	\$8,000