

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

Maximize Academic Achievement, Engagement, and Progress for ALL Students including targeted supports for high-need student groups.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	1.1 Priority 1-A: Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching: Percentage of properly credentialed teachers. Fully Credentialed Teachers- Cal SAAS; Local Data academic content and performance standards for all students.	Academic year 23/24: 100% Teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	Academic year 24/25: 100% Teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.		Academic year 25/26: We have 0 reported misassignments in CalSAAS. Teachers are appropriately assigned and fully credentialed. We utilize LAO(local assignment options) 44865, 44258.7, 44258.3 which allows our credentialed teachers to teach outside their standard authorization in specific conditions.	100% Teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
1.2	1.2 Priorities 1-B, and 2-A: All students have access to standards-aligned instructional materials, and Implementation of the academic content and performance standards adopted by the State Board. Standards-Aligned Curriculum-Local Indicator (Priority 2)	Academic year 23/24: 100% of Edgenuity curriculum is standards-aligned. 100% of students participate in state board adopted academic content and performance standards.	Academic year 24/25: 100% of Edgenuity curriculum continues to be standards-aligned.		Academic year 25/26: 100% of Edgenuity curriculum continues to be standards-aligned.	100% Standards Aligned Curriculum 100% of students enrolled in Edgenuity courses will complete standards-aligned courses by the end of the academic term.
1.3	1.3. Priority 4-A:Statewide assessments CA Dashboard SBAC ELA Dataquest-CAASPP Test Results; Academic Indicator; CAASPP ELA Assessment data.	In the 2022-2023 CAASPP ELA assessment data, 0% of students exceeded the standard, 0% of CHYBA students met the standard, while 25.81% nearly met it,	In the 2023-2024 CAASPP ELA assessment data, 3.33% of students exceeded the standard, 16.67% of CHYBA students met the standard, while		*Due to the timing of state assessment administration, updated CAASPP data is not available at the mid-year reporting period. The LEA continues to	To increase the percentage of students meeting the ELA standard by 5% annually. Starting from a baseline of 0% in the 2022-23 school year, we aim to achieve a

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		and 74.9% did not meet the standard. *Results taken from Ed-Data.org>Student Performance>ELA	23.33% nearly met it, and 56.67% did not meet the standard.		implement targeted instructional supports and monitor student progress through formative assessments and internal benchmark data aligned to state standards. Updated CAASPP results will be reflected in the 2026–2027 Annual Update.	total increase of 15% over three years. By the end of year 3, our target is to have 15% of students meeting the ELA standard.
1.4	1.4 Priority 4-A: Statewide assessments. <ul style="list-style-type: none"> CA Dashboard SBAC Math, DataQuest, CAASPP Test Results; Academic Indicator; CAASPP MATH Assessment Data 	In the 2022-2023 CAASPP Math assessment data, 0% of students exceeded the standard, 0% of CHYBA students met the standard, while 0% nearly met it, and 100% did not meet the standard. *Results taken from Ed-Data.org>Student Performance>Mathematics	In the 2023-2024 CAASPP Mathematics assessment data, 0% of students exceeded the standard, 3.33% of CHYBA students met the standard, while 6.67% nearly met it, and 90% did not meet the standard.		*Due to the timing of state assessment administration, updated CAASPP data is not available at the mid-year reporting period. The LEA continues to implement targeted instructional supports and monitor student progress through formative assessments and internal benchmark data aligned to state standards. Updated CAASPP results will be reflected in the 2026–2027 Annual Update.	To increase the percentage of students meeting the Mathematics standard by 5% annually. Starting from a baseline of 0% in the 2022-23 school year, we aim to achieve a total increase of 15% over three years. By the end of year 3, our target is to have 15% of students meeting the Mathematics standard.
1.5	1.5 Priority 2-B: 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. English Learner Language Acquisition Growth on the ELPAC by Cohort as measured by the ELPAC.	Academic year 23/24: We had 1 EL student this year with 100% Participation in ELPAC testing.	24/25 school year: We had 2 EL student this year with 50% Participation in ELPAC testing.		25/26 school year: We have 2 EL students currently. However, due to the timing of ELPAC testing, updated data is not available.	Achieve 100% participation in ELPAC Testing.

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	*We have had 3 or less EL students at CHYBA, each year, over the course of the last four years.					
1.6	1.6 Priority 8-A: Other Pupil Outcomes: Mathematics. Pupil outcomes if available in the subject areas described in 51210 and 51220(a)(i) as applicable. Local Indicator; Local Data.	Academic year 23/24: Renaissance STAR Testing (Math): At or Above Benchmark Percentages: Grade: 9 At or Above Benchmark Percentage: 0% Grade: 10 At or Above Benchmark Percentage: 20% Grade: 11 At or Above Benchmark Percentage: 24% Grade: 12 At or Above Benchmark Percentage: 12% Data Totals: Total At or Above Benchmark Percentage: 16.5% *This value was found by using the data given on the Longitudinal Report on RenLearn.	Academic year 24/25: Renaissance STAR Testing (Math): At or Above Benchmark Percentages Grade: 9 At or Above Benchmark Percentage: 40% Grade: 10 At or Above Benchmark Percentage: 33% Grade: 11 At or Above Benchmark Percentage: 33% Grade: 12 At or Above Benchmark Percentage: 30% Data Totals: Total At or Above Benchmark Percentage: 37% *This value was found by using the data given on the Longitudinal Report on RenLearn.		Academic year 25/26: Renaissance STAR Testing (Math): At or Above Benchmark Percentages Grade: 9 At or Above Benchmark Percentage: 14% Grade: 10 At or Above Benchmark Percentage: 38% Grade: 11 At or Above Benchmark Percentage: 32% Grade: 12 At or Above Benchmark Percentage: 28% Data Totals: Total At or Above Benchmark Percentage: 31.3% *This value was found by using the data given on the Longitudinal Report on RenLearn.	Increase overall percent of students "At/Above Benchmark" by 5% for a total increase of 15% over three years. By the end of year 3, our target is to have a Total At or Above Benchmark Percentage of 31.5%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.7	1.7 Priority 8-A: Other Pupil Outcomes: ELA. Pupil outcomes if available in the subject areas described in 51210 and 51220(a)(i) as applicable. Local Indicator; Local Data.	Academic year 23/24: Renaissance STAR Testing (Reading): At or Above Benchmark Percentages: Grade: 9 At or Above Benchmark Percentage: 10% Grade: 10 At or Above Benchmark Percentage: 5% Grade: 11 At or Above Benchmark Percentage: 24% Grade: 12 At or Above Benchmark Percentage: 14% Data Totals: Total At or Above Benchmark Percentage: 14.7% *This value was found by using the data given on the Longitudinal Report on RenLearn.	Academic year 24/25: Renaissance STAR Testing (Reading): At or Above Benchmark Percentages Grade: 9 At or Above Benchmark Percentage: 45% Grade: 10 At or Above Benchmark Percentage: 24% Grade: 11 At or Above Benchmark Percentage: 48% Grade: 12 At or Above Benchmark Percentage: 43% Data Totals: Total At or Above Benchmark Percentage: 42% *This value was found by using the data given on the Longitudinal Report on RenLearn.		Academic year 25/26: Renaissance STAR Testing (Reading): At or Above Benchmark Percentages Grade: 9 At or Above Benchmark Percentage: 17% Grade: 10 At or Above Benchmark Percentage: 26% Grade: 11 At or Above Benchmark Percentage: 39% Grade: 12 At or Above Benchmark Percentage: 45% Data Totals: Total At or Above Benchmark Percentage: 34% *This value was found by using the data given on the Longitudinal Report on RenLearn.	Increase overall percent of students "At/Above Benchmark" by 5% for a total increase of 15% over three years. By the end of year 3, our target is to have a Total At or Above Benchmark Percentage of 29.7%.
1.8	1.8 Priority 7-A: A broad course of study including courses described under Sections 51210 and 51220	Academic year 23/24: 100% of CHYBA students participate in	Academic year 24/25: 100% of CHYBA students participate in		Academic year 25/26: 100% of CHYBA students participate in	100% of CHYBA Students participate in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	(a)-(i),] <ul style="list-style-type: none"> Local Indicator (Priority 7) Local Data 	a broad course of study.	a broad course of study.		a broad course of study.	a broad course of study.
1.9	1.9 Priority 7-B; Programs and services developed and provided to unduplicated pupils <ul style="list-style-type: none"> Local Indicator; Local Data. 	Academic year 23/24: 9 of CHYBA students enrolled in a MyPath and/or Renaissance Freckle ELA/Math course for during the 23/24 academic year: This value was found by tallying all students who had either an active or archived MyPath Foundation Course or intervention Renaissance (Freckle) ELA/Math activities for the year in the Group Progress Overview Report on Edgenuity or Renaissance report and then dividing that number by our total number of students in Cumulative enrollment.	Academic year 24/25: 8 of CHYBA students enrolled in a MyPath and/or Renaissance Freckle ELA/Math course for during the 24/25 academic year:		Academic year 25/26: 15 of CHYBA students enrolled in a MyPath and/or Renaissance Freckle ELA/Math course for during the 25/26 academic year:	RTI team will identify students and increase the number of students utilizing intervention courses by 2 students per year for a total increase of 6 students over three years. At the end of the 3 years, our target is to have 15 CHYBA students enrolled in an intervention course.
1.10	1.10 Priority 7-C; Programs and services developed and provided to individuals with exceptional needs. -Local Indicator; Local Data.	Academic year 23/24: 9 CHYBA students enrolled in a MyPath and/or Renaissance Freckle ELA/Math course for during the 23/24 academic year: This value was found by tallying all students who had either an	Academic year 24/25: 8 of CHYBA students enrolled in a MyPath and/or Renaissance Freckle ELA/Math course for during the 24/25 academic year:		Academic year 25/26: 15 of CHYBA students enrolled in a MyPath and/or Renaissance Freckle ELA/Math course for during the 24/25 academic year:	RTI team will identify students and increase the number of students utilizing intervention courses by 2 students per year for a total increase of 6 students over three years. At the end of the 3 years, our target is to have 15 CHYBA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		active or archived MyPath Foundation Course or intervention Renaissance (Freckle) ELA/Math activities for the year in the Group Progress Overview Report on Edgenuity or Renaissance report and then dividing that number by our total number of students in Cumulative enrollment.				students enrolled in an intervention course.

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	Increased Assortment of Instructional Supplies and Operational Technology for Personalized Learning Provide increased assortment of instructional supplies and operational technology for all students and staff, including Chromebooks. Hotspots, access to engaging software and materials. Maintain and support technology systems to ensure students and staff have access to effective technology to support CHYBA's goals.	No	Fully Implemented	100% of students enrolled in standards-aligned curriculum (Priority 2) 31.3% At/Above Benchmark in STAR Math 34% At/Above Benchmark in STAR Reading	All students have access to Chromebooks, digital curriculum, and updated instructional technology. Technology systems are fully operational and supporting standards-aligned instruction across programs.	\$27,500.00	\$12,505.36
1.2	Reduce Student to Staff Ratio with well-qualified staff Reduce student to staff ratio with well-qualified staff (for example: teachers, academic counselors, instructional aides, mentor coordinator, student support assistants, etc.)	Yes	Fully Implemented	0 teacher misassignments (100% properly credentialed) 15 students enrolled in	Staffing allocations have reduced student-to-staff ratios. Instructional aides, counseling services, and mentoring supports are	\$155,000.00	\$43038.45

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>Services will be principally directed towards LI students who are at greater risk of not achieving grade level standards and would benefit from lower class sizes and personalized instruction and materials to better meet their learning needs.</p> <p>The CAASP test scores of LI students are significantly below average, to meet this need CHYBA will provide mentoring services to unduplicated students attending CHYBA. This aim is that this action will improve CAASPP testing scores for these students.</p> <p>Efficient Recruitment and Hiring Process will be put in place to ensure certificated candidates hold valid CA Credentials with appropriate English learner authorization, as appropriate.</p> <p>An Academic Counselor will provide additional support to increase student achievement through well-structured personalized plans and coordinate with the Attendance Specialist on daily attendance and academic incentives. Instructional Aides provide tutoring and extra support for students who need academic support and additional interventions.</p>			<p>intervention programs</p> <p>ADA increased to 100.3</p> <p>Chronic absenteeism reduced from 91.3% to 81%</p>	<p>operational and providing targeted academic and attendance interventions.</p>		
1.3	<p>Support for students with IEPs and special needs.</p> <p>Continue services to students with Individual Education Plans (IEPs) and special needs; provide specialized programs/services; utilize specialized intervention curriculum and extra teacher/aide supports/materials; offer training for staff to maximize efforts to provide individualized and personalized support.</p>	No	Fully Implemented	<p>100% of IEP students receiving services</p> <p>15 students enrolled in intervention programs</p> <p>0% suspension rate</p>	<p>Students with IEPs are receiving required services and accommodations. Specialized curriculum and instructional supports are in place and progress is being monitored.</p>	\$38,742.00	\$15845.13

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
				0% expulsion rate			
1.4	<p>Full Access to Standards-Aligned Curriculum, A-G courses, credit recovery, assessments and intervention courses, engaging electives, and summer school</p> <p>CHYBA offers credit recovery and academic support, including personalized online learning courses and electives. Online curriculum with A-G courses, intervention courses to accelerate learning based assessments, and engaging onsite courses will be used to reduce the number of at-risk and targeted students dropping out or falling further behind. Intervention curriculum and hands on activities will provide an opportunity to accelerate skill development and is aligned with the Renaissance Star Reading & Math assessments. Opportunities are available for self-paced learning supported by a credentialed teacher in all core areas. This curriculum also provides Williams compliant and standards-aligned instructional resources to facilitate full implementation of the California Content Standards, along with engaging electives and materials designed to support students with special needs. Unduplicated student data shows that EL, LI, and FY students are at greater risk of not achieving grade level standards, not progressing towards graduation, and are underrepresented in college. To meet this need, CHYBA will provide intervention support to accelerate learning during the school year and during extended day/year learning opportunities. Students at-risk of not progressing toward graduation will receive extra support. This action will help close the achievement gap for these students. Relevant data demonstrates evidence-based interventions increase achievement in the areas of ELA and mathematics, lower suspension rates, improve</p>	Yes	Fully Implemented	<p>100% access to A-G curriculum</p> <p>15 students enrolled in intervention courses (target met)</p> <p>31.3% Math At/Above Benchmark</p> <p>34% Reading At/Above Benchmark</p>	Students have access to A-G courses, credit recovery, and intervention programs. Intervention enrollment has increased, and benchmark data is being used to adjust instruction.	\$23,700.00	\$16785.11

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
	graduation rates, and enhance post-secondary success. The aim is that this action will improve CAASPP test scores in these student groups.						
1.5	<p>Referrals to Coordinated Care provided by Community Partners</p> <p>LI students are often not fully engaged in school due to various health and life challenges, so CHYBA will continue the partnership with Hill Country Health and Wellness, and expand to Shasta Community Health, to support students' medical, mental health, dentistry, and other needs. These services will be principally directed towards EL, FY, Homeless and LI students and families. This action will have a positive impact on student attendance, behavior and graduation. Relevant data also supports a decrease in student suspensions and the elimination of expulsions. We will monitor expulsion and suspension rates to evaluate this action.</p>	Yes	Partially Implemented	<p>0% suspensions</p> <p>0% expulsions</p> <p>Chronic absenteeism improved from 91.3% to 81%</p>	Community partnerships remain active to address medical and mental health needs. Referrals are ongoing, and coordination efforts continue to support attendance and student well-being.	\$3,000.00	\$0
1.6	<p>Increased transportation support: more routes, field trips, and electives/activities resulting in increased maintenance/fuel, drivers, etc.</p> <p>Provide transportation services for unduplicated students. In addition to supporting students to get to/from school, CHYBA transportation will assist students in getting to field trips/activities, electives, attending Rtl classes, Shasta Community College courses for concurrent credit, electives/activities, work-based learning, events, meetings, interventions, etc. We hope</p>	Yes	Fully Implemented	<p>ADA increased from 92.24 to 100.3</p> <p>Chronic absenteeism improved from 91.3% to 81%</p>	Transportation services are operational and supporting daily attendance, intervention participation, and CTE access. Attendance trends show improvement compared to prior years.	\$39,000.00	\$4015.41

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
	to improve CAASPP test scores with this action.						
1.7	<p>Personalized Learning, Independent Study, Materials and Training Staff, including advisors, will be provided with professional development and materials to personalize instruction for onsite and independent study students. They will help students accomplish personalized goals as they engage and enhance learning for low income, English Learners, students with disabilities, and struggling students. The aim is that this Action will improve CAASPP test scores for our Onsite and Independent Study students.</p> <p>Personalized academic intervention materials will be purchased, as needed, to enhance student academic achievement, graduation rates, and preparation for college and/or career readiness.</p>	Yes	Partially Implemented	15 students enrolled in intervention programs 31.3% Math At/Above Benchmark 34% Reading At/Above Benchmark 100% of students enrolled in broad course of study	Personalized learning plans and independent study supports are active. Professional development and intervention material use are ongoing to strengthen academic progress for unduplicated students.	\$12,500.00	\$455.16

Goal 2

Goal Description

Provide an engaging, clean, healthy, and physically and emotionally safe environment to support students and increase parent/community engagement.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	<p>2.1. Priority 3-A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.</p> <p>A School-wide communication outreach and monitoring system for all students including unduplicated students and students with exceptional needs.</p>	Academic year 23/24: 100% monthly engagement as measured by ParentSquare Admin Dashboard.	<p>Academic year 24/25: 100% monthly engagement as measured by ParentSquare Admin Dashboard.</p> <p>12,340 Auto notices, 401 Direct Messages, 4 Smart Alerts, and 25 Posts.</p>		<p>Academic year 25/26: 100% monthly engagement as measured by ParentSquare Admin Dashboard.</p> <p>5786 Auto notices, 246 Direct Messages, 115 Threads, 0 Smart Alerts, and 26 Posts.</p>	100% monthly engagement as measured by ParentSquare Admin Dashboard.
2.2	<p>2.2. Priority 3-A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.</p> <p>Parent Engagement & Informational Opportunities: Informative meetings, trainings, and collaborative input on topics of interest.</p>	<p>Academic year 23/24: Minimally, twice a year, Survey & Two-Way communication tools which include feedback opportunities from parents will be provided on a variety of topics related to parent education, student academics, programs, climate, and engagement.</p> <p>Baseline Data: Educational Partner Survey: 18 Participants.</p>	Academic year 24/25: Educational Partner Survey: 14 Participants.		Academic year 25/26: Educational Partner Survey: 28 Participants.	Educational Partner Survey: 23 Participants.
2.3	2.3. Priority 1-C: Facilities in Good Repair	Academic year 23/24: State of California Facility Inspection Tool	Academic year 24/25: State of California Facility Inspection Tool		Academic year 25/26: State of California Facility Inspection Tool	100% of all aspects of the FIT Tool for current and new sites.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	<ul style="list-style-type: none"> Local Indicator (Priority 1) Local Data 	(FIT) Overall Rating = 93.75% "Good"	(FIT) Overall Rating = 95.75% "Good"		(FIT) Overall Rating = 97.88% "Good"	
2.4	<p>2.4 Priority 6-A: Pupil Suspension Rates:</p> <p>A Dashboard Suspension Rate: the % of students who have been suspended at least once in a given school year.</p> <ul style="list-style-type: none"> CA Dashboard->Suspension Rate Indicator DataQuest->Expulsion and Suspension->Expulsion Rate CALPADS->EOY3->Report 7.10, 7.12 & 1.21 Local Data 	Academic year 23/24: 0% suspensions.	Academic year 24/25: 0% suspensions.		Academic year 25/26: 0% suspensions.	The target outcome for Year 3 is 0% suspensions.
2.5	<p>2.5. Priority 5-B: Chronic Absenteeism Rates (Students who are absent 10% or more of the instructional days they were Enrolled).</p> <ul style="list-style-type: none"> CA Dashboard->Chronic Absenteeism Indicator DataQuest->Absenteeism <p>CALPADS->EOY 3->Report 14.1 & 14.2 Local Data.</p>	Academic year 23/24: 76% chronic absenteeism; came from EOY Calpads report within School Pathways. Reports/state federal/Calpads/EOY.	Academic year 24/25: 91.3% chronic absenteeism for 24/25.		Academic year 25/26: 81% chronic absenteeism	<p>Lower Chronic Absenteeism by 2% per year for a total of 6% over three years.</p> <p>Target Three-year Outcome: 70% Chronic Absenteeism</p>
2.6	<p>2.6. Priority 5-D: High School Drop-Out Rates (one-year, not cohort):</p> <ul style="list-style-type: none"> " DataQuest->One-Year Adjusted Cohort Outcome Local Data 	Academic year 23/24: 3.7% Dropout Rate as measured in School Pathways.	Academic year 24/25: 7.17% Dropout Rate as measured in School Pathways.		Academic year 25/26: 2.5% Dropout Rate as measured in School Pathways.	Target Outcome: Less than 5% Dropout rate.

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2.7	2.7 Priority 6-B: Pupil Expulsion Rates: A Dashboard Expulsion Rate: % of students who have been expelled at least once in a given school year.	Academic year 23/24: 0% Expulsions	Academic year 24/25: 0% Expulsions		Academic year 25/26: 0% Expulsions	The target outcome for Year 3 is 0% expulsions.
2.8	2.8. Priority 6-C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Academic year 23/24: 50% of students indicated that parents are welcome to participate at this school 43.3% were neutral and 6.7% disagree 50% of CHYBA students feel that they are part of this school 40% were neutral and 10% disagree	Academic year 24/25: 28.6% of students indicated that parents are welcome to participate at this school 52.4% were neutral and 19% disagree. 14.3% of CHYBA students feel that they are part of this school 66.7% were neutral and 19% disagree.		Academic year 25/26: 42.9% of students indicated that parents are welcome to participate at this school 57.1% were neutral and 0% disagree. 47.6% of CHYBA students feel that they are part of this school 52.4% were neutral and 0% disagree.	Increase the % of students who feel that they are part of the school and who feel that parent input is valued by 3% each year for a total target outcome of 59%.
2.9	2.9 Priority 5-A: School attendance rates: • Local Data	79.03 ADA for 23/24 school year, School Pathways ADA Summary report for school year.	92.24 ADA for 24/25 school year, School Pathways ADA Summary report for school year.		100.3 ADA for 25/26 school year, School Pathways ADA Summary report for school year.	CHYBA will increase average daily attendance rate by 5 ADA each year for a total increase of 15 ADA over a period of 3 years finishing the 3-year cycle at at least 94.03 ADA.
2.10	2.10 Priority 3-B: How the school district will promote parental participation in programs for unduplicated pupils. CHYBA Staff participating in PL opportunities related to engaging	Academic year 23/24: 50% of CHYBA students feel that they are part of this school 40% were neutral and 10% disagree	Academic year 24/25: 28.6% of students indicated that parents are welcome to participate at this school 52.4% were neutral and 19% disagree.		Academic year 25/26: 42.9% of students indicated that parents are welcome to participate at this school 57.1% were neutral and 0% disagree.	Increase the % of individuals with unduplicated pupils who feel parents are welcome to participate at the school by 3% each year for a total

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	parents/guardians in decision making.	94.4% of the respondents to the Community/Parent/Staff Stakeholder Survey agree that the school values parent input while 5.6% neither agree/disagree .	100% of the respondents to the Community/Parent/Staff Stakeholder Survey agree that the school values parent input while 0% are neutral or disagree.		89% of the respondents to the Community/Parent/Staff Stakeholder Survey agree that the school values parent input while 11% are neutral or disagree.	target outcome of 59%. Maintain the number of respondents who agree the the school values parent input at values above 90%.
2.11	2.11 Priority 5-E: High School Graduation Rates: CA Dashboard->Graduation Rate Graduation Rate CALPADS->Cohort->Report 15.1 & 15.2 Local Data	Academic year 22/23: CA Dashboard: 52.1% graduated.	Academic year 23/24: CA Dashboard: 47.4% graduated.		*Data in Progress.	CHYBA will increase the graduation rate by 2% each year accounting for a total increase of 6% to 58.1% over a period of 3 years.
2.12	2.12 Priority 3-C: How the school district will promote parental participation in programs for individuals with exceptional needs. CHYBA Staff participating in PL opportunities related to engaging individuals with exceptional needs.	Academic year 23/24: 50% of CHYBA students feel that they are part of this school 40% were neutral and 10% disagree 94.4% of the respondents to the Community/Parent/Staff Stakeholder Survey agree that the school values parent input while 5.6% neither agree/disagree .	Academic year 24/25: 28.6% of students indicated that parents are welcome to participate at this school 52.4% were neutral and 19% disagree. 100% of the respondents to the Community/Parent/Staff Stakeholder Survey agree that the school values parent input while 0% are neutral or disagree .		Academic year 25/26: 42.9% of students indicated that parents are welcome to participate at this school 57.1% were neutral and 0% disagree. 89% of the respondents to the Community/Parent/Staff Stakeholder Survey agree that the school values parent input while 11% are neutral or disagree .	Increase the % of individuals with exceptional needs who feel parents are welcome to participate at the school by 3% each year for a target outcome of 59%. Maintain the number of respondents who agree the the school values parent input at values above 90%.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Attendance Support: Interventions and Incentives</p> <p>PLC/Rtl/SART team and Community Circle/PLP Advocates will meet regularly (weekly) to monitor student attendance data, utilize Attendance Works strategies and generate chronic absenteeism plans, including home visits and student/family incentives, and SCOE's program- Community Connect.</p>	No	Partially Implemented	<p>Chronic absenteeism reduced from 91.3% to 81%</p> <p>ADA increased from 92.24 to 100.3</p>	Weekly PLC/Rtl/SART meetings are occurring to monitor attendance data and implement chronic absenteeism plans but are still in partial implementation. Attendance interventions, incentives, and home outreach efforts contributed to a reduction in chronic absenteeism from 91.3% to 81%.	\$86,000.00	\$7035.01
2.2	<p>Building a Positive School Culture, informed by SEL, PBIS Trauma-Informed Care, and Restorative Practices</p> <p>School personnel will participate in training on Social Emotional Learning, ACES, Restorative Practices, PBIS, trauma-informed care, etc. from the CDE, Shasta County, Trinity County, and other providers including internally. For staff to implement school-wide practices, needed materials and supplies will be purchased to implement this training. All students and staff will participate in Mental Toughness, daily Community Circles, including interacting with materials for engaging activities and training stipends may be offered to staff, as appropriate.</p>	No	Fully Implemented	<p>52.4% of students report feeling safe at school (Agree/Strongly Agree), only 9.5% disagree and the rest are "Neutral."</p> <p>47.6% feel like they are part of the school (Agree/Strongly Agree), and 0% disagree.</p> <p>Only 4.8% disagree that teachers treat students fairly.</p> <p>Suspension rate: 0%</p>	Daily Community Circles and SEL-informed practices are implemented schoolwide. Suspension and expulsion rates remain at 0%, reflecting strong culture and behavioral supports.	\$13,000.00	\$685.65

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
				Expulsion rate: 0%			
2.3	<p>Staff Self-Care, Incentives, Professional Development Training, and Recognition to maximize staff retention and quality</p> <p>Training, resources, supports, and events will be developed to encourage staff to prioritize self-care as they deal with compassion fatigue and the rigors of working with students who have experienced ACEs and trauma.</p>	No	Partially Implemented		Staff appreciation events and professional development focused on social-emotional wellness have been provided. Additional supports are planned for the remainder of the year.	\$12,500.00	\$2675.24
2.4	<p>Personalized Work Areas, Smaller Class Size, Independent Study opportunities</p> <p>Recruit and secure staffing to accommodate small class sizes; Provide Independent Study; and Personalized Work Areas (which may require additional facility area.) This action will facilitate a variety of personalized learning settings, while developing greater staff-student contact.</p>	No	Partially Implemented	ADA: 100.3 Dropout rate: 2.5%	Small class sizes and independent study options are operational. Facility improvements and space optimization efforts are continuing to expand personalized learning environments.	\$102,000.00	\$317.88
2.5	<p>Expanding Facilities: Clean, Well-Maintained, Safe, and Functional Facilities</p> <p>Provide expanded facilities for growing enrollment and SEL needs to ensure: clean, safe, and well-maintained facilities to allow for adequate campus safety/school culture; whole group and small group instruction, personalized learning areas, active and outdoor learning areas, and CTE pathway facilities, with a focus on the wellness of each student and staff member.</p>	No	Partially Implemented	FIT score: 97.88% (Good)	Facilities remain in "Good" standing with a FIT score of 97.88%. Safety upgrades and expansion efforts are underway to further enhance learning spaces.	\$28,815.00	\$42501.89

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
2.6	<p>Support staff enhances and improves student attendance, engagement, and well-being</p> <p>Hire and retain staff to support students who are low income, homeless, Foster Youth, and English learners. This effort will utilize regular contact and connect targeted families with community resources, focusing on students with or approaching chronic absenteeism. Provide incentives for students and families as appropriate to encourage consistent attendance and engagement.</p> <p>This action includes increased counseling and behavior support, support from the Case Manager, Attendance Specialist, Home Liaison, MTSS Specialist, MTSS Coordinator, Behavior Specialist, and other support staff to address and support student and family barriers related to basic needs, social-emotional well-being, and will offer community outreach programs aimed at improving student graduation rates and reducing chronic absenteeism. The low achievement of these students is often due to barriers beyond school. Therefore, unduplicated student data indicates that these populations would benefit most from this support and coordination of services with CHYBA staff and community partners.</p> <p>Increase counselor support and Mental Health support for homeless (students/families in transition) and continue to support increased school counseling to increase attendance, behavior and social/emotional support and decrease suspension rates and chronic absenteeism for unduplicated pupils, with special attention to student groups that have performance gaps. Support staff utilize SBIRT,</p>	Yes	Fully Implemented	<p>52.4% of students report feeling safe at school (Agree/Strongly Agree), only 9.5% disagree and the rest are "Neutral."</p> <p>47.6% feel like they are part of the school (Agree/Strongly Agree), and 0% disagree.</p> <p>Only 4.8% disagree that teachers treat students fairly.</p> <p>52.4% of student either Agree or Strongly Agree that they are happy to be at CHYBA; 0% disagree.</p> <p>100% of students agree that there is a staff member at CHYBA that "really cares about me."</p>	Case management, attendance, counseling, and behavior supports are fully operational. ADA increased to 100.3, and chronic absenteeism has decreased compared to the prior year.	\$95,572.00	\$42406.14

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>Motivational Interviewing, and Mentoring to support students with various barriers to success.</p> <p>Behavior, attendance, and academic contracts/agreements and incentives will be instituted for unduplicated pupils, with special attention to student groups that have performance gaps and chronic absenteeism.</p> <p>We will be evaluating survey results from parents, staff, pupils, and other community partners to monitor effectiveness.</p>						
2.7	<p>Community support services and related incentives for low income, unsheltered & foster youth in collaboration with COST</p> <p>Provide at-promise youth (EL, FY, LI, unsheltered and special needs students) with services specifically designed to address barriers. Community partners will be utilized to provide services to these students/families; Community partners and CHYBA staff will collaborate regularly in a Coordination of Services Team (COST) to address services and materials needed by CHYBA students, and incentive follow-through on these services and plans accepted by students and their families to achieve better attendance, more school engagement, progress on personalized plans, etc.</p> <p>We will be monitoring absenteeism data to evaluate this action for effectiveness.</p>	Yes	Fully Implemented	Chronic absenteeism improved from 91.3% to 81%	Community partnerships are active in addressing barriers for unduplicated students. Attendance data is monitored to evaluate impact.	\$3,000.00	\$29.12

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
2.8	<p>Systemic MTSS Enhancement: Programs, Materials and Support.</p> <p>Provide professional development and enhanced programs related to cultivating respectful and safe schools through the use of an all-in-one solution to scale consistent student supports with MTSS, PBIS, and RTI frameworks, including equitable discipline strategies, and Tier 1, Tier 2, and Tier 3 interventions, as part of CHYBA's commitment to implementing a Multi-Tiered System of Support that promotes Equity for All Student Groups/Staff/Families.</p> <p>Systemic SEL is an approach to creating equitable learning conditions that actively involve all students in learning and practicing social, emotional, and academic competencies as part of CHYBA's commitment to implementing a Multi-Tiered System of Support, Materials, curricula, and incentives will also be purchased.</p> <p>We will be evaluating survey results from parents, staff, pupils, and other community partners to monitor effectiveness.</p>	Yes	Partially Implemented	<p>52.4% of students report feeling safe at school (Agree/Strongly Agree), only 9.5% disagree and the rest are "Neutral."</p> <p>47.6% feel like they are part of the school (Agree/Strongly Agree), and 0% disagree.</p> <p>Only 4.8% disagree that teachers treat students fairly.</p> <p>52.4% of student either Agree or Strongly Agree that they are happy to be at CHYBA; 0% disagree.</p> <p>100% of students agree that there is a staff member at CHYBA that "really cares about me."</p>	MTSS frameworks and monitoring systems are in use. Tiered interventions are being applied, and survey data is used to guide adjustments.	\$44,863.00	\$43758.27
2.9	<p>At-Risk, Foster Youth & Homeless Supports (Transportation, etc.).</p> <p>Provide transportation and other resources (e.g., bus passes, taxi service, van rides, clothing, school supplies, food) to eliminate</p>	Yes	Fully Implemented	<p>Chronic absenteeism overall: 81%</p> <p>ADA: 100.3</p>	Transportation assistance and basic needs supports are being provided to eliminate attendance barriers. Attendance	\$3,500.00	\$0

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>barriers to attending school for At-Risk, Foster Youth, and Homeless students.</p> <p>We will be monitoring Absenteeism data to evaluate this action for effectiveness.</p>				<p>data shows improvement compared to prior year trends.</p>		
2.10	<p>Sustain and Improve School- wide Communication & Engagement for Students, Educational Partners, and Staff</p> <p>Continue to improve communication strategies and structures (Including Communication, Notification, and Information Systems) for timely and easy access to information, support, and resources so that parents and other educational partners are engaged and included.</p> <p>Utilize the new school website, student information system, and social media platforms, and other systems to inform parents/guardians and students of CHYBA's programs and opportunities, and increase two-way communication with parents/guardians and students. Also explore similar systems to recruit new students and keep the entire school community connected.</p>	No	Fully Implemented	<p>89% of parents report school values input</p> <p>0% disagree school is welcoming</p>	<p>ParentSquare and digital communication platforms are active. 100% monthly engagement has been maintained through consistent outreach.</p>	\$2,500.00	\$3327.5
2.11	<p>Educational Partner Outreach</p> <p>Continue development and implementation of a parent education and support program that provides workshops, resources and guidance to enable parents and other educational partners to support CHYBA students and allow students and families to reach their</p>	No	Partially Implemented	<p>89% of the respondents to the Community/Parent/Staff Stakeholder Survey agree</p>	<p>Parent engagement activities and outreach efforts are underway. Survey participation increased compared to prior years, indicating</p>	\$1,500.00	

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>personalized success goals. Develop and implement focused outreach to parents/guardians/students, including building greater understanding and utilization of technology, student achievement and progress portals, parent education services, social service supports, child nutrition services, health services, etc. to better support family success and to empower families and give them opportunities for input. Provide childcare and food/supplies for parents and educational partners to attend classes, events, meetings, and activities at CHYBA.</p> <p>Parent/Student Engagement in School Leadership & Decision-Making: Broaden parent/student engagement in learning through their participation in voluntary efforts, attendance at community forums and other events, participation in leadership positions at CHYBA [Youth Policy Committee and the Parent Advisory Committee (PAC), as well as representation on other decision-making groups] and providing ongoing feedback on areas of celebration and areas of improvement.</p>			that the school values parent input while 11% are neutral or disagree.	improved stakeholder engagement.		

Goal 3

Goal Description

Increase student engagement through various strategies, in particular Career and Technical Education (CTE) participation and completion, so that all students are college and career ready: Provide added relevance and engagement for students through CTE activities, supplies, and materials in career pathways that support college and career readiness and serve as a dropout prevention strategy.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	<p>3.1 Priorities 4-C, 4-D: CTE Completers:</p> <p>The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks. Percentage of pupils who have successfully completed A-G and CTE course requirements</p> <p>*CHYBA offers a full A-G curriculum through Edgenuity but does not offer College Preparatory courses.</p>	<p>Academic Year 23/24: 1% (2 students) CTE Pathway completers in 23/24 school year.</p> <p>CTE completers from CTE Pathways Oversight Report in School Pathways and divided by total cumulative enrollment from School Pathways</p>	<p>Academic Year 24/25: 4.9% (11 students) CTE Pathway completers in 24/25 school year.</p>		<p>Academic Year 25/26: 3% (6 students) CTE Pathway completers.</p>	<p>To increase the percentage of CTE Completers by 2% each year for a total increase of 6% over three years. Our target outcome after three years is to have 7% CTE Completers.</p>
3.2	<p>3.2 Priority 4-C: CTE Completers:</p> <p>The percentage of students participating in Career Technical Education and receiving credits in Career Technical Education (CTE).</p>	<p>Academic Year 23/24: 53% of students participated in Career Technical Education (CTE); Used Civil Rights report and divided by total cumulative enrollment for 23/24 which was 177.</p>	<p>Academic Year 24/25: 58% of students participated Career Technical Education (CTE); Used Civil Rights report and divided by total cumulative enrollment for 24/25 which was 223.</p>		<p>Academic Year 25/26: 68% of CHYBA Students participated in Career Technical Education (CTE).</p>	<p>To increase the percentage of students participating in CTE by 3% each year for a total increase of 9% over three years. Our target outcome after three years is to have 62% students participating in CTE.</p>
3.3	<p>3.3 Priority 5-E: High School Graduation Rates:</p>	<p>Academic Year 22/23: 50% Graduation Rate of Socioeconomically disadvantaged students as reported</p>	<p>Academic Year 24/25: Academic Year 23/24: 49.1% Graduation Rate of Socioeconomically</p>		<p>Academic Year 25/26: *This data is in progress, and is not currently available.</p>	<p>Academic Year 22/23: 50% Graduation Rate of Socioeconomically disadvantaged students as reported</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Advisors and CTE staff help students track course credits and graduation path.	on the California School Dashboard.	disadvantaged students as reported on the California School Dashboard.			on the California School Dashboard.
3.4	3.4 Priority 4-C: CTE Completers: The percentage of students who complete EDGE courses for employability skills.	Academic Year 23/24: 9.5% (5 students) completed EDGE modules (EDGE completions divided by the cumulative Senior enrollment; filtered out the CAEP students from count in School Pathways 6/21/2024).	Academic Year 24/25: 4.6% (3 students) completed EDGE modules (EDGE completions divided by the cumulative Senior enrollment; filtered out the CAEP students from count in School Pathways).		Academic Year 25/26: 0 students have completed EDGE modules, and the admin team is reevaluating this metric as it may no longer be a valuable/relevant metric for our LCAP.	To increase the percentage of students participating in EDGE Modules by 2% each year for a total increase of 6% over three years. Our target outcome after three years is to have 15.5% students participating in CTE.
3.5	3.5 Priority 5-E: High School Graduation Rates: Mentor Matches.	Academic Year 23/24: 0% of CHYBA student received mentor matches as a result of the removal of our Mentor Coordinator due to a lack of funding. This program resumed midway through the 2024-2025 academic year.	Academic Year 24/25: 18% of CHYBA students received mentor matches during the 2024-2025 academic year.		Academic year 25/26: A new mentor program is underway led by Ken Odhiambo, and currently we have 9 student participants.	Increase overall mentor matches by 2% each year for a total of 6% increase over 3 years.

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	CTE Staff support student success in enhanced CTE pathways Provide additional support students in the CTE program, for example CTE Teachers/Director, Student Support Assistants, Job Developer, Project Coordinator (AmeriCorps), Woodshop/Construction Supervisor, Mentor Coordinator, etc. to enhance student engagement, provide drop-out prevention and recovery, employability and employment services, career and college readiness activities, including academic and career	Yes	Fully Implemented	9 students are currently participating in the newly restructured mentor program. 68% of CHYBA students have participated in Career	CTE staffing positions are filled and actively supporting pathway instruction, mentoring, job development, and student engagement. CTE participation remains strong, and mentor program participation is underway.	\$184,040.00	\$74338.77

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>counseling and outreach to support student learning for first generation college bound students, English Learners, low income, and foster youth to ensure they are enrolled and successful in courses that will prepare them for college and career.</p> <p>We will monitor Mentor Match data to monitor the effectiveness of this action.</p>			Technical Education.			
3.2	<p>CTE Courses/Tools/Supplies/Materials/Equipment Maintain and enhance relevant Career Technical Education (CTE) pathways, courses, and activities, with the materials, equipment, supplies, and tools to support these pathways; Provide funds to be used to address specific intervention and enrichment needs of low income, English Learner, and at-risk students for specific supports including needed supplies/materials to meet the goal of preparing students for CTE Pathways and to be college and career ready as defined and monitored.</p> <p>We will monitor CTE Completion Participation Rates to monitor the effectiveness of this action.</p>	Yes	Partially Implemented	68% of CHYBA students have participated in Career Technical Education.	CTE pathways are operational with necessary tools and supplies in place. Additional equipment purchases and enhancements are ongoing to expand pathway capacity and student participation.	\$3,000.00	\$11503.02
3.3	<p>Travel and activity expenses for CTE/College and Career-Ready activities Support transportation for pathway participation/field trips/activities for unduplicated students; as well as college and tech school trips with school staff for targeted</p>	Yes	Partially Implemented	6 CTE Completers at the mid-year	Students have participated in pathway-related activities and college/career exploration	\$500.00	\$1777.85

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>students; including drivers, fuel, field trips and activity expenses to support CTE pathways and explorations.</p> <p>We will monitor CTE Completer totals to evaluate the effectiveness of this action.</p>				<p>opportunities. Additional travel and experiential learning opportunities are planned for the remainder of the year.</p>		
3.4	<p>Accountant analyst manages grants and evaluates funding necessary for CTE activities</p> <p>Accountant analyst evaluates and manages funding necessary for the CTE Pathways and related MTSS supports; including monitoring and reporting on CTE grant funds tied to Federal, State and Local grants that provide CTE and MTSS interventions/resources to LI, FY, EL and homeless students.</p> <p>We will monitor CTE Completer totals to monitor the effectiveness of this action.</p>	No	Fully Implemented	6 CTE Completers at the mid-year	Grant funding for CTE programs is actively monitored and managed to ensure alignment with pathway goals. Reporting and fiscal oversight systems are in place.	\$40,000.00	\$18546
3.5	<p>CTE: Work-Based Learning (WBL) and internships, apprenticeships and pre-apprenticeships.</p> <p>Job Developer and other CTE staff work together to provide employability skills, services, and programs, including work-based learning, internships, pre apprenticeships, apprenticeships and needed pre-service activities i.e. Food Handlers Cards, CPR certification, etc.</p> <p>We will monitor EDGE Module Total to evaluate the effectiveness of this action.</p>	No	Partially Implemented	*EDGE Modules as a metric are being reevaluated.	Work-based learning opportunities and employability skill development are underway. Additional internship and certification opportunities are being developed to increase student participation.	\$32,000.00	\$600

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
3.6	<p>Expand Facilities for increasing pathway opportunities and enrollment As pathways increase, additional facilities are needed on-site and off-site for training and work-based learning; rent/lease of facilities, and equipping these facilities will create additional opportunities for students to be actively engaged and graduate.</p> <p>We will monitor Graduation Rates of Socioeconomically Disadvantaged student to monitor the success of this action.</p>	Yes	Partially Implemented	*Data not yet available.	CTE spaces are operational, and expansion planning continues to increase pathway capacity. Facility improvements are underway to support future enrollment growth.	\$20,000.00	\$9600

Goal 4

Goal Description

By June 2027, CHYBA will increase engagement and improve the graduation rate of socioeconomically disadvantaged students.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	4.1 Priority 5-E: Highschool Graduation Rates: Percentage of socioeconomically disadvantaged students graduating	Academic Year 22/23: 50% Graduation Rate of Socioeconomically disadvantaged students as reported on the California School Dashboard.	Academic Year 23/24: 49.1% Graduation Rate of Socioeconomically disadvantaged students as reported on the California School Dashboard.		Due to the timing of this update, current data is not available.	Increase the overall graduation rate of Socioeconomically disadvantaged students by 2% each year for a total increase of 6% over the course of three years. Our target outcome is to have 55.1% of Socioeconomically disadvantaged students graduating high school at the end of the three year cycle.
4.2	4.2 Priority 4-C and Priority 7-B: CTE Completion Rate and Programs and services developed and provided to unduplicated pupils: Percentage of socioeconomically disadvantaged students enrolled in CTE programs/certificates	Academic Year 23/24: 43% of socio-economic disadvantaged students participated in CTE programs.	Academic Year 24/25: 75% of socio-economic disadvantaged students participated in CTE programs.		Due to the timing of this update, current data is not available.	Increase the amount of socio-economic disadvantaged students who participate in CTE programs who by 2% each year for a total increase of 6% over three years. Our target outcome is to have 49% of Socioeconomically disadvantaged students participate in CTE programs at the end of the three year cycle.
4.3	4.3 Priority 4-A: Statewide assessments	Academic Year 23/24: 0% of Socioeconomically disadvantaged	Academic Year 24/25: 22.2% of Socioeconomically disadvantaged		Due to the timing of this update, current data is not available.	Increase the amount of socio-economic disadvantaged students who

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	EdData: CAASPP English Language Arts Results by Economic Status	students whose results exceeded the standard or met level 3 and level 4 in ELA.	students whose results exceeded the standard or met level 3 and level 4 in ELA.			exceeded the standard or met level 3 and level 4 on the CAASPP English Language Arts assessment by 2% each year for a total increase of 6% over three years. Our target outcome over the 3 year cycle is to have 6% of Socioeconomically disadvantaged students exceeding the standard or meeting level 3 and level 4.
4.4	4.4 Priority 4-A: Statewide assessments: EdData: CAASPP Mathematics Results by Economic Status	Academic Year 23/24: 0% of Socioeconomically disadvantaged students whose results exceeded the standard or met level 3 and level 4 in Mathematics.	Academic Year 24/25: 3.7% of Socioeconomically disadvantaged students whose results exceeded the standard or met level 3 and level 4 in Mathematics.		Due to the timing of this update, current data is not available.	Increase the amount of socio-economic disadvantaged students who exceeded the standard or met level 3 and level 4 on the CAASPP Mathematics assessment by 2% each year for a total increase of 6% over three years. Our target outcome over the 3 year cycle is to have 6% of Socioeconomically disadvantaged students exceeding the standard or meeting level 3 and level 4.
4.5	4.5 Priority 5-B: Chronic Absenteeism Rates among Socioeconomically Disadvantaged Students (missed 10% or more instructional days since	Academic year 22/23 81.1% chronic absenteeism as listed on Ed-Data.org	Academic year 22/23: 75% chronic absenteeism as listed on Ed-Data.org		Academic year 25/26: 54% chronic absenteeism as estimated on Student Pathways.	Lower Chronic Absenteeism among Socioeconomically Disadvantaged Students by 2% per

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	enrollment). <ul style="list-style-type: none"> EdData.org>Chronic Absenteeism>Chronic Absenteeism Rate>Socioeconomically Disadvantaged Students 					year for a total of 6% over three years. Target Three-year Outcome: 70.25% Chronic Absenteeism

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	Personalized Plan Navigator position Personalized Plan Navigator position will provide support for students to develop personalized plans that may include: a) Life, Educational, Career goals b) Student Interests and strengths and how CTE pathways, elective classes, and replacement units can be linked to those interests/strengths c) Academic achievement, behavior, and attendance data, linked to a plan for improvement as needed d) Link to Case- Managed support services, as needed (including mental health counseling, housing, child care, food, clothing, etc.) e) Social and emotional support for trauma-impacted youth f) Family collaboration g) Plan for CTE Pathway participation h) Graduation Plan including a schedule of credits and classes needed for graduation I) Post-secondary education/career planning j) Connect students with SSAs and Advisors to help them monitor their Personalized Plans The Personalized Plan Navigator will also support socioeconomically disadvantaged students by creating appropriate incentives for students who meet short-term goals and make progress toward goals.	No	Partially Implemented	Chronic absenteeism decreased from 91.3% to 81% ADA increased to 100.3 Dropout rate decreased to 2.5% Only 9.5% of students said that they do not think that they will graduate on time.	The Personalized Plan Navigator role is active and supporting students in developing graduation, attendance, and postsecondary plans. Personalized plan implementation and progress monitoring are ongoing.	\$60,000.00	\$21245.53

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
4.2	<p>Support for Arts and Music Programming This action will provide additional supports for art and music programming including but not limited to additional credentialed teacher time .5 FTE, materials, supplies, equipment, etc. This action will be measured by an increase in student engagement in programming, which will lead to an increase in graduation rate and a reduction in the high school dropout rate.</p>	No	Partially Implemented	<p>Dropout rate: 2.5%</p> <p>90.5% of students report participating in interesting activities (School Climate Survey)</p>	Arts and music programming is operational with credentialed staff and materials in place. Student participation is occurring, with engagement data to be further evaluated by year end.	\$44,668.00	\$15580.56
4.3	<p>Credit recovery programs and support This action provides for extra hours for CHYBA teacher/support staff to provide credit recovery support before/after school and during summer; additional materials and supplies used for credit recovery and incentives. This action will be measured by an increase in graduation rate, improvement in the percentage of socio-economic disadvantaged students participating in credit recovery, and a reduction in the high school dropout rate.</p>	No	Partially Implemented	<p>Dropout rate decreased to 2.5%</p> <p>Only 9.5% of students said that they do not think that they will graduate on time.</p>	Credit recovery supports are in place before and after school. Students are actively earning credits toward graduation, with additional support planned for summer.	\$28,000.00	\$4140.90
4.4	<p>Support to expand CTE activities and connect students to jobs of interest This action will provide additional support to expand CTE pathways and connections to job shadowing, job placement, etc. to further engage socioeconomically disadvantaged students and make learning more relevant. Additional supports include, but are not limited to: a .5 Workforce Coordinator, materials, supplies, equipment, contracts, and subscriptions. This action will be measured by an increase in student engagement which will</p>	No	Partially Implemented	Dropout rate decreased to 2.5%	CTE pathway expansion and workforce connections are underway. Job shadowing and career exposure opportunities are being developed to increase student engagement.	\$20,111.00	\$4623.04

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
	lead to an increase in graduation rate and a reduction in the high school dropout rate.						
4.5	Additional Student Support Assistance Add additional Student Support Assistants (SSAs), Instructional Aides, and Mental Health professionals to provide mental health support, transportation, attendance support, mentoring, instructional support, and help with monitoring and encouraging participation in activities listed in each student's Personalized Plans as developed in Action 1, including linking and transporting students to Case-Managed services and accessing counseling and support services from the Personalized Plan Navigator, the School Psychologist, the Academic Counselor, and the Case Manager.	No	Fully Implemented	Chronic absenteeism decreased from 91.3% to 81% ADA increased to 100.3 Suspension rate: 0% Expulsion rate: 0%	Additional instructional and mental health supports are operational. Students are receiving increased attendance, counseling, and academic monitoring services aligned to Personalized Plans.	\$150,400.00	\$17539
4.6	LREBG-Funded Contracted Mental Health Therapist This action provides funding to contract a licensed Mental Health Therapist who will serve all students at CHYBA. The therapist will offer direct counseling, social-emotional support, attendance intervention, and family outreach. This schoolwide position is designed to improve student well-being and address barriers to academic engagement and attendance, particularly among socioeconomically disadvantaged students. The therapist will work collaboratively with Student Support Assistants, the Personalized Plan Navigator, and the school's case-managed service system to ensure coordinated care and support.		Partially Implemented	Chronic absenteeism improved to 81% 100% of students report there is an adult at school who cares about them Suspension rate: 0% Expulsion rate: 0%	Mental health counseling services are being provided to students, focusing on social-emotional support and attendance intervention. Service utilization and impact are being monitored.	\$30,000.00	

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
4.7	<p>LREBG-Funded Instructional Support Teacher This action funds an additional teacher to provide general instruction and individualized academic support in English Language Arts and Mathematics. The teacher will serve all students at CHYBA in both classroom and small-group settings, with a focus on closing skill gaps and improving performance on statewide assessments. This position is essential to supporting the academic recovery of socioeconomically disadvantaged students and addressing learning loss resulting from the pandemic. The teacher will collaborate with instructional teams and support staff to deliver targeted intervention aligned with student needs.</p>		Partially Implemented	<p>STAR Math: 31.3% At/Above Benchmark</p> <p>STAR Reading: 34% At/Above Benchmark</p> <p>15 students enrolled in intervention courses</p>	The instructional support teacher is providing targeted ELA and Math intervention to address learning gaps. Student progress is being monitored through benchmark and course completion data.	\$80,325.00	\$26049.64

Goal 5

Goal Description

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		
LCFF Supplemental/Concentration Grants		