

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

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 with and without full credentials and properly assigned through an analysis of data in the Student Information System. (1A)	School data for 2023-24: CBEDS date: 4% possess temporary staff permits. 100% of teachers were properly assigned.	School data for 2024-25: CBEDS date: 10% 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)	As of 6/30/2024: 100%	As of 6/1/2025: 100%		Data to be collected in June 2026	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 2023-24 staff survey: Progress implementing policies or programs to support staff in delivering instruction aligned to the academic standards: ELA: 2.29 Math: 2.29 NGSS: 2.14 HSS: 2.14 Progress implementing academic standards adopted by the SBE: CTE: 4 Health Education: 3.43	Reported from spring 2024-25 staff survey: Progress implementing policies or programs to support staff in delivering instruction aligned to the academic standards: ELA: 3.43 Math: 3.29 NGSS: 3.14 HSS: 3.43 Progress implementing academic standards adopted by the SBE: CTE: 4 Health Education: 3.71		Survey to be completed in May 2026	3.5 or better scores for ELA, 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:3.14 Visual & Performing Arts: 2.71 World Language: 2.57 Model School Library: 1.86	PE Model Standards:3.43 Visual & Performing Arts: 3.43 World Language: 3.14 Model School Library: 2.43			
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 2023-24 staff survey: Progress implementing policies or programs to support staff in delivering instruction aligned to the ELD academic standards: 2.29 Progress in providing professional learning for teaching to the ELD standards: 2.86 Progress in making instructional materials aligned to ELD standards available in classrooms/ resource centers: 2.86	Reported from spring 2024-25 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: 3.71 Progress in making instructional materials aligned to ELD standards available in classrooms/ resource centers: 3.71		Survey to be completed in May 2026	3 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)	As of 6/30/2024: 100%	As of 6/1/2025: 100%		Data to be collected in June 2026	100%
1.6	Conduct a survey to determine the percentage of 7th-12th grade students who respond positively to opportunities for foreign language. (All students 7A)	To be established 24/25 50% for 7th-12th grade Doyle	2024/25: 50% for 7th-12th grade Doyle		Not yet completed	90% for 7th-12th grade Doyle 90% for 7th-12th grade Portola

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		82% for 7th-12th grade Portola	82% for 7th-12th grade Portola			
1.7	Conduct a survey to determine the percentage of 7th-12th grade unduplicated students who respond positively to opportunities for foreign language. (7B)	To be established 24/25 42% for 7th-12th grade Doyle 70% for 7th-12th grade Portola	2024/25: 42% for 7th-12th grade Doyle 70% for 7th-12th grade Portola		Not yet completed	90% for 7th-12th grade Doyle 90% for 7th-12th grade Portola
1.8	Conduct a survey to determine the percentage of 7th-12th grade students with disabilities who respond positively to opportunities for foreign language. (7C)	To be established 24/25 75% for 7th-12th grade Doyle 67% for 7th-12th grade Portola	2024/25: 75% for 7th-12th grade Doyle 67% for 7th-12th grade Portola		Not yet completed	90% for 7th-12th grade Doyle 90% for 7th-12th grade Portola
1.9	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: 3.13	2025 Spring Survey: 3.57		Survey to be completed in May 2026	3.25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.10	<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</p>	<p>2024 Spring Survey Refinement of essential standards: 2.13</p> <p>Development of rubrics for each standard: 2.0</p> <p>Development of assessments for each standard: 2.0</p> <p>Identification of resources/assignments for each standard: 1.63</p> <p>Standards pacing guide by month or LP: 1.63</p> <p>Method for tracking mastery of each standard: 1.88</p>	<p>2025 Spring Survey Refinement of essential standards: 2.14</p> <p>Development of rubrics for each standard: 2.14</p> <p>Development of assessments for each standard: 2.14</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>		Survey to be completed in May 2026	<p>Refinement of power 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>
1.11	<p>Using a weighted scale rubric on the spring survey, teachers measure rating of their instructional practice with teacher competencies (Local Priority)</p> <p>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.</p>	2025 Spring Survey: 3	2025 Spring Survey: 3.14		Survey to be completed in May 2026	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>					
1.12	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 agency over their own learning. (Local Priority)	<p>2024 Spring Survey Learning activities are always/or often interesting and fun: Doyle: 95%; Portola: 75%</p> <p>I am given the opportunity to take ownership of my learning: Doyle: 79%; Portola: 92%</p>	<p>2025 Winter Survey: Learning activities are always/or often interesting and fun: Doyle: 56% Portola: 100%</p> <p>I am given the opportunity to take ownership of my learning: Doyle: 60% Portola: 100%</p>		<p>2026 Winter Survey: Learning activities are always/or often interesting and fun: Doyle: 57% Portola: 78%</p> <p>I am given the opportunity to take ownership of my learning: Doyle: 51% Portola: 77%</p>	90% or better

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Support Credentials Clearing Activities</p> <p>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. This action will promote hiring highly qualified teachers.</p>	No	Ongoing Implementation	\$7,200.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.2	Teacher Competencies Identify and refine teacher competencies, providing ongoing opportunities for feedback. Provide in-person professional development opportunities and links via the LVCS hub, focused on enhancing specific teacher skills and knowledge. Additionally, 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	\$15,654.00	\$8,000
1.3	Internet Servers & Support 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	\$30,000.00	\$14,000
1.4	Hot Spots 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	\$10,500.00	\$3,500
1.5	Training/ Support for Academic State Standards Based on staff ratings regarding implementation of standards, administrative staff will develop an annual training calendar and will provide annual and weekly trainings to increase ratings to full implementation of academic content standards for the benefit of all students. Training in MTSS will be developed and	No	Ongoing Implementation	\$15,000.00	\$7,500

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	implemented to support Tier I instruction. Administrators will observe weekly in classrooms to assure adequate progress in implementing standards. Additionally the Curriculum and Instruction Administrator will develop a monthly training calendar that covers academic content standards in greater depth to provide to all staff. This action will increase teacher implementation of CCSS and reflected in the reflective rubric on the Spring survey.				
1.6	ELD Standards 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.	No	Ongoing Implementation	\$5,450.00	\$2,500
1.7	Foreign Language The school will continue to offer middle school and high school foreign language; Develop an elective rotation for Portola MS to select from.	No	Partially Implemented	\$2,500.00	\$1,000
1.8	Provide Online Coursework 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.	No	Ongoing Implementation	\$20,000.00	\$10,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.9	<p>Instructional Materials Inventory 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.</p>	No	Ongoing Implementation	\$75,000.00	\$45,000
1.10	<p>Teacher Educational Resources/ Repository</p> <p>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	\$2,500.00	\$1,000
1.11	<p>Essential Standards 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	\$22,000.00	\$9,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

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)	Results from 2023-24: All Students: 25% SWD: 4.35% SED: 26.73%	Results from 2024-25: All Students: 35% SWD: 12% SED: 28%		No new data available at this time	All students: 50% SWD: 40% SED: 45%
2.2	Percentage of students meeting or exceeding the standard in CAASPP math assessments (4A)	Results from 2023-24: All Students: 5.7% SWD: 0% SED: 1.98%	Results from 2024-25: All Students: 11% SWD: 0% SED: 8%		No new data available at this time	All students: 35% SWD: 30% SED: 30%
2.3	Percentage of students meeting, exceeding, nearly meeting the standard, and total combined on the CST-Science assessments (4A)	Results from 2023-24: All Students: Met or exceeded: 25.37% Nearly met: 64.18% Total Combined: 89.55% SWD Students: Met or exceeded: 6.67% Nearly met: 81.8% Total Combined: 88.47% SED Students: Met or exceeded: 26.53% Nearly met: 65.31% Total Combined: 91.84% Grade 5:	Results from 2024-25: All Students: Met or exceeded: 28% Nearly met: 66% Total Combined: 94% SWD Students: Met or exceeded: 14% Nearly met: 71% Total Combined: 85% SED Students: Met or exceeded: 19% Nearly met: 78% Total Combined: 97% Grade 5: Met or exceeded: 30% Nearly met: 60% Total Combined: 90% Grade 8:		No new data available at this time	All Students: Standard met or exceeded: 40% Standard nearly met: 53% Total combined: 93% All SWD Students: Standard met or exceeded: 35% Standard nearly met: 57% Total combined: 92% All SED Students: Standard met or exceeded: 38% Standard nearly met: 54% Total combined: 92% Grade 5:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Met or exceeded: 20% Nearly met: 65% Total Combined: 85% Grade 8: Met or exceeded: 18.75% Nearly met: 68.75% Total Combined: 87.50% High School: Met or exceeded: 46.67% Nearly met: 53.33% Total Combined: 100%	Met or exceeded: 12% Nearly met: 88% Total Combined: 100% High School: Met or exceeded: 44% Nearly met: 50% Total Combined: 94%			Standard met or exceeded: 46% Standard nearly met: 44% Total combined: 90% Grade 8: Standard met or exceeded: 25% Standard nearly met: 70% Total combined: 95% Grade 11: Standard met or exceeded: 41% Standard nearly met: 53% Total combined: 94%
2.4	Progress in English proficiency (ELPAC) (4E)	2023-24: 3 students at beginning stage	Results from 2024-25: 2 students tested all in Beginning Stage (only one of the students was in prior group)		No new data available at this time	70% of students progressing one ELPAC proficiency level
2.5	EL reclassification rate (4F)	2023-24: 0%	2024-25: 0%		No new data available at this time	Outcome will be adjusted if 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)	Results from 2022-23 ELA: 64% Math: 7%	Results from 2023-24: ELA: 33.34% Math: 0%		Results from 2024-25: ELA: 50% Math: 6%	ELA: 60% 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	N/A
2.8	Using the CCI report and SIS data, measure the percentage of seniors completing the A-G course requirements. (4B)	2022-23: 0%	2023-24: 0%		2025-26: 0%	10%
2.9	Using the CCI report and SIS data, measure the percentage of seniors	2022-23: 0%	2023-24: 0%		2025-26: 0%	5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	completing both A-G and CTE course sequences. (4D)					
2.10	Using the CCI report and/or SIS data, measure the percentage of seniors completing a CTE pathway. (4C)	2022-23: 35.7%	2023-24: 46.7%		2024-25:50%	43%
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: 14.3% Approaching Prepared:42.9% Combined: 57.2% Socio-economically Disadvantaged Prepared: 18.2% Approaching Prepared: 36.4% Combined: 45.5%	2023-24: Prepared: 13.3% Approaching Prepared: 53.3% Combined: 66.6% Socio-economically Disadvantaged Prepared: 15.4% Approaching Prepared: 53.8% Combined: 69.2%		2024-25: All Students Prepared: 43% Approaching Prepared: 36% Combined: 79% Socio-economically Disadvantaged Prepared: 33% Approaching Prepared: 44% Combined: 78%	ALL STUDENTS Prepared: 25% Approaching Prepared: 50% Combined: 75% Socio-economically Disadvantaged Prepared: 30% Approaching Prepared: 35% Combined: 65%
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: 20% Mathematics: 8% Grades 7-11 Reading: 28% Mathematics:15%	2024-25 Grades 1-6 Reading: 43.3% Mathematics: 24.3% Grades 7-11 Reading: 27.6% Mathematics: 24.3%		Data coming in Spring	K-6 ELA/Reading: 40% Mathematics: 30% Grades 7-11 ELA/Reading: 40% Mathematics: 30%
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)	Baseline to be determined in 24/25 Grades 1-6 Reading: 25% Mathematics: 16% Grades 7-11 ELA: 32% Mathematics: 22%	Winter 2024/25 Grades 1-6 Reading: 25% Mathematics: 16% Grades 7-11 ELA: 32% Mathematics: 22%		Winter 2025/26 Grades 1-6 Reading: 17% Mathematics: 13% Grades 7-11 ELA: 36% Mathematics: 15%	Baseline to be set with Fall 2024 IReady assessment
2.14	Percentage of students prepared to begin high school level	2023-24: 35%	2024: 67%		2025: 20%	45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	mathematics in grade 9 as measured by achieving a score of at least level 7 on the fall local assessment. (8)					
2.15	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.	2023-24: 4.29%	2024-25: 7.8%		No new data available at this time	Set to 5% over baseline once established
2.16	Measure the number of projects for Project-based Learning in the school's standards based courses. (Local Priority)	As of June 1, 2024: 7	As of June 1, 2025: 0		No new data available 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>Tutoring & Support</p> <p>According to the CAASPP results, low income students have a greater opportunity for growth when receiving tutoring and academic support, especially in ELA. To supplement academic performance in ELA and math, the school will utilize staff focused on providing Rtl services to students. The school will explore using AI tools including Khahmigo for one-on-one tutoring in math and ELA. The school will also purchase supplemental learning materials such as i-Ready toolbox and Standards Plus in support of Rtl actions. 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	\$76,000.00	\$38,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>Focus on Foundational Mathematics 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	\$22,500.00	\$12,000
2.3	<p>Individualized Learning Plan (ILP) 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 site administrator and the teacher will meet monthly to review identified supports; 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	\$12,000.00	\$6,000
2.4	<p>A-G Coursework To increase the availability of A-G coursework, the school utilizes the 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	\$20,000.00	\$10,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.5	<p>Career Technology Education/ Dual Enrollment 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	Ongoing Implementation	\$40,000.00	\$12,000
2.6	<p>Career/ College Counseling The school considered its low income pupils and determined additional support to set graduation goals, enroll in rigorous coursework was necessary. Providing a career and college counselor is primarily directed to low income students who benefit from one-on-one support. This action is expected to improve CCI scores and encourage enrollment in a-g courses, CTE, and college coursework. The career and college counselor meets with students in 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. These meetings with the C&C counselor will help students in reaching approaching prepared and prepared on the CCI dashboard.</p>	Yes	Ongoing Implementation	\$82,500.00	\$42,000
2.7	<p>Schoolwide Writing Establish a dedicated team to focus on the analysis of student writing data across grades K-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</p>	No	Ongoing Implementation	\$5,000.00	\$2,200

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	designed to elevate writing skills and ELA CAASPP outcomes school-wide.				
2.8	Independent Study Direct Instruction 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.	No	Ongoing Implementation	\$10,000.00	\$5,000
2.9	Paraeducators (Title 1) Based on research, the school has determined that low income pupils benefit from smaller class sizes; paraeducators provide a lower adult: student ratio to best support students with individualized attention. The school will employ one paraeducator for each classroom as well as at the independent study resource center. This action item specifically utilizes Title I funding for partially funding paraeducators. (See action 2.10 for balance of cost for paraeducators)	No	Ongoing Implementation	\$57,500.00	\$29,000
2.10	Paraeducators (S & C) Based on research, the school has determined that low income pupils benefit from smaller class sizes; paraeducators provide a lower adult: student ratio to best support students with individualized attention. The school will employ one paraeducator for each classroom as well as at the independent study resource center. This action item specifically utilizes Supplemental and Concentration revenue for partially funding paraeducators. (See action 2.9 for balance of cost for paraeducators)	Yes	Ongoing Implementation	\$230,000.00	\$115,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.11	Academic Performance Data Recognizing the need to monitor student performance data, the school employs a staff member to analyze and report this data. The staff member is currently utilizing Parsec to analyze data, especially to track the performance of students that remain with the school.	No	Ongoing Implementation	\$15,000.00	\$8,900
2.12	SPED Paraeducators To improve academic performance for SWD, the school employs paraeducators dedicated to academic support for SWD. This action is anticipated to improve SWD students performance in the ELA and math CAASPP as well as the CAST.	No	Ongoing Implementation	\$40,000.00	\$20,000
2.13	Student-led Conferences and Goal Setting To improve student ownership of learning, train students using The Leader in Me (SEL materials) to set weekly academic and personal goals and then to present their progress to their teacher and parent. Classroom based students will also prepare and present a Power Point or Google Slides for parent conferences.	Yes	Ongoing Implementation	\$96,000.00	\$18,000
2.14	Project-based Learning 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. This initiative aims to enhance student engagement and real-world application of knowledge through interdisciplinary projects tailored to their educational level.	No	Partially Implemented	\$35,000.00	\$8,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.15					

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 – 3, 5, 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 November 2023: Portola Resource Center: Good Doyle Campus: Fair	School data for December 2024: Portola: Good Doyle: Good		School data for December 2025: Portola: Good Doyle: Good	Portola Resource Center: Good Doyle Campus: Good
3.2	Using the spring survey, measure the percentage of positive responses to questions of safety & school connectedness (6C)	Spring 2024 survey: Parent Responses to the following statements: "The school is a safe place for my child." (Doyle)= 95%; (Portola)= 100% "My child feels connected to the school community." (Doyle)= 78%; (Portola)= 78% "I feel connected to the school community." (Doyle)=73%; (Portola)= 80% Student Responses to the statement, "I feel safe at school." (Doyle grades TK-5)=96%; (Doyle grades 6-12)=83%; (Portola grades TK5)= Reporting size too	Spring 2025 survey: Parent Responses to the following statements: "The school is a safe place for my child." (Doyle)= 92%; (Portola)= 100% "My child feels connected to the school community." (Doyle)= 92%; (Portola)= 89% "I feel connected to the school community." (Doyle)= 69%; (Portola)= 100% Student Responses to the statement, "I feel safe at school." (Doyle grades TK-5)= 100%; (Doyle grades 6-12)= 70%; (Portola grades TK5)= Reporting size too		Survey to be completed in May 2026	90% or greater

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		small; (Portola grade 6-12)= 100% Staff Responses: "This school is a safe place for staff." 87% "This school is a safe place for students." 87%	small; (Portola grade 6-12)= 100% Staff Responses: "This school is a safe place for staff." 93% "This school is a safe place for students." 93%			
3.3	Using the spring survey, the percentage of parents that positively respond to the statement, "the school seeks parent input." (3A)	Spring 2024 Survey: Doyle: 89% Portola: 89%	Spring 2025 Survey: Doyle: 69% Portola: 100%		Survey to be completed in May 2026	Doyle: 90% or better Portola: 90% or better
3.4	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 Doyle: 90% Portola: 100%	Spring 2025 Survey Doyle: Reporting size too small; Portola: 100%		Survey to be completed in May 2026	Doyle: 90% or better Portola: 90% or better
3.5	Using the spring survey, measure the percentage of positive responses to questions regarding school to home communication (6C)	Spring 2024 survey: Parent Responses to the following statements: "The school keeps me well informed about my child's academic progress." (Doyle)= 73%; (Portola)= 89% "The school communicates with our family about school events and meetings." (Doyle)= 89%; (Portola)= 89%	Spring 2025 survey: Parent Responses to the following statements: "The school keeps me well informed about my child's academic progress." (Doyle)= 69%; (Portola)= 100% "The school communicates with our family about school events and meetings." (Doyle)= 85%; (Portola)= 100%		Survey to be completed in May 2026	90% or greater
3.6	Reviewing IEP documentation, determine the	2023-24: 100%	2024-25: 100%		Current year progress 100%	100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	percentage of parent participation in IEP meetings for SWD. (3C)					
3.7	Using the spring survey and the California Healthy Kids survey, measure the percentage of affirmative responses to questions regarding student stress. (6C)	<p>Spring 2024 survey: Is your child experiencing stress or feeling disengaged from learning? All Families: Doyle= 28% Portola=33%</p> <p>Unduplicated Families: Doyle= 37% (3 of 8 surveyed); Portola:= 50% (2 of 4 surveyed)</p> <p>CHKS Chronic sad or hopeless feeling in the past 12 months: - 21%of 7th graders; No results received for high school students</p>	<p>Spring 2025 survey: Is your child experiencing stress or feeling disengaged from learning? All Families: Doyle= 54% Portola= 50% (9 survey participants)</p> <p>Unduplicated Families: Doyle= Reporting size too small Portola:= 66%</p> <p>CHKS Chronic sad or hopeless feeling in the past 12 months: 40% of 7th graders;</p> <p>*No Data- high school students</p>		Survey to be completed in May 2026	CHKS: Chronic sad or hopeless feeling in the past 12 months: 25% or less
3.8	Attendance rates 5A	School data from Student Information System as of 23-24 P2: 94.28%	School data from Student Information System as of 24-25 P2: 96.39%		Attendance Report from SIS 8/14-12/18/2025: 95.48%	94% or better
3.9	Chronic absenteeism rate 5B	Dashboard for 2023 Yellow Status: 11.5%	Dashboard for 2024 Orange Status: 13.8%		Dashboard for 2025: Green Status: 8.5%	9% or lower
3.10	Middle school dropout rate 5C	Data from CALPADS (8.1b ODS) for the period of 2022-2023: 0%	Data from CALPADS (8.1b ODS) for the period of 2023-2024: 0%		Not available	Rate below current state average

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.11	High school dropout rate 5D	Data from CALPADS (8.1b ODS) for the period of 2022-2023: 0%	Data from CALPADS (8.1b ODS) for the period of 2023-2024: 0%		Not available	Rate below current state average
3.12	High school graduation rate 5E	Data from CA School Dashboard for 2022-2023: All students: 85.7% Socioeconomically Disadvantaged: 90.9%	Data from CA School Dashboard for 2023-2024: All students: 73.3% Socioeconomically Disadvantaged: 76.9%		Data from CA School Dashboard 2024-25: All Students: 77.8% SED: 69.2%	All students: 90% or greater; Data for subgroups not less than 5% of all students group
3.13	Suspension/Expulsion rates 6 A&B	School data from Student Information System for 2023-24 through 6/5/24: Suspension: 1% Expulsion: 0%	Suspension: 3% Expulsion: 0%		Data from CA School Dashboard 2024-25: Suspension: 2.6%	Suspension: 1% or below Expulsion: 0%
3.14						

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.1	Janitorial/ Maintenance Services The school utilizes janitorial/ maintenance services to keep facilities clean and well-maintained. In Doyle, the school employs janitorial/ maintenance staff and contracts with a landscape vendor. In Portola, the school pays monthly maintenance fees for building and contracts with a janitorial vendor for weekly cleaning services. During the 24/25 school year complete asphalt and concrete work at Doyle.	No		\$80,000.00	\$40,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.2	<p>Safety Planning Each site has an approved emergency plan to address a shooter on campus and other critical situations. Each administrator will provide training and drills for students and staff. Also communicating with Doyle students to identify their concerns regarding school safety will continue.</p>	No	Ongoing Implementation	\$25,000.00	\$12,000
3.3	<p>Social Emotional Learning: Training and Relationship Building The school will continue the "The Leader in Me" social-emotional learning program that was launched in 20-21 with a focus on kindness. In addition to parent trainings, develop a schedule of engaging family and staff activities that prioritize kindness. These actions improve relationships and a sense of connectedness between students, staff, and parents based on Franklin Covey's 7 Habits work; 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>	No	Ongoing Implementation	\$21,500.00	\$9,000
3.4	<p>Anti-bullying Efforts/ Behavior Supports The school is enhancing its safe learning environment by integrating anti-bullying efforts with a comprehensive behavioral support program. We will maintain safety initiatives like the Stop-It app and staff training on bullying, alongside a cyberbullying curriculum for students. In Doyle, new teachers will receive coaching in classroom management. Training will be provided on the developed schoolwide behavior program that incorporates Positive Behavioral Interventions and Supports (PBIS) and restorative practices.</p>	No	Ongoing Implementation	\$38,000.00	\$17,500
3.5	<p>Mental Health Counseling 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</p>	Yes	Ongoing Implementation	\$80,000.00	\$22,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	<p>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>				
<p>3.6</p>	<p>Reduce Chronic Absenteeism To reduce chronic absenteeism, school administrators will continue to monitor classroom-based student absences every two weeks and communicate with families with more frequency and offer support to positively encourage school attendance. In addition to educating families, staff, and students, provide incentives for good attendance. The Community School Coordinator will reach out to families who are demonstrating attendance issues. The school will also explore scheduling Saturday school to allow makeup time for students. This action is anticipated to reduce the chronic absenteeism rate.</p>	<p>No</p>	<p>Ongoing Implementation</p>	<p>\$30,000.00</p>	<p>\$10,000</p>
<p>3.7</p>	<p>Parent/Family Outreach To address the need to engage families in the school, the school first considered that unduplicated pupil families are challenged to engage fully with the school due especially to financial concerns and not fully understanding their rights. The school determined that providing one on one support for families would allow them to benefit from participating in school communication, events, and programs. This will be under the purview of the Community School Coordinator. It is anticipated this will encourage families to support academic improvement for their children.</p>	<p>No</p>	<p>Ongoing Implementation</p>	<p>\$20,000.00</p>	<p>\$6,000</p>
<p>3.8</p>	<p>Parent Communication To improve 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</p>	<p>No</p>	<p>Ongoing Implementation</p>	<p>\$8,000.00</p>	<p>\$6,000</p>

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
	access these tools. The Doyle campus will also maintain sending out a voice based alerts every Sunday evening to update families on upcoming events for the week. A school calendar of school and community events will be developed and provided to parents and guardians.				
3.9	<p>Credit/Course Monitoring</p> <p>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	\$3,000
3.10					