

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

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description

Increase Academic Performance Outcomes for Students

This is a focus goal as we are needing to increase academic performance on the SBAC in the areas of English, Math and Science. Our Language Arts Scores have declined post pandemic due to learning losses our students suffered. Math achieved lacks mobility in increasing proficient or advanced student outcomes. Our Science scores have begun to show some changes but the need is still evident. Currently, additional measures out side of SBAC such as locator benchmarks have shown promise.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Professional Development will increase by 2 additional workshops focused on the Workshop Model.	Professional Development, and Technical Assistance Provider. Total 13 Professional Developments 8/24/23 9/13/23 9/27/23 10/11/23 10/25/23 11/8/23 11/29/23 12/13/23 2/13/24 3/13/24 3/18/24 4/5/24 5/11/24 Professional development for computations, EL Standards	Professional Development, and Technical Assistance Provider completed sessions: Total 19 Professional Developments 9/6/24 9/12/24 9/20/24 10/4/24 10/8/24 10/11/24 10/18/24 11/8/24 11/12/24 11/15/24 12/12/24 1/15/25 1/24/25 2/14/25 3/12/25 3/21/25 4/9/25 5/2/25 5/9/25		Professional Development, and Technical Assistance Provider completed sessions: Total 18 Professional Development Sessions 8/11/25 Workshop Model 8/13/25 Workshop Model 8/15/25 NGSS Aligned Science Instruction 8/26/25 Special Education 9/5/25 Differentiation/UDL 9/12/25 2 Sessions Differentiation/UDL, Sci Labs 9/19/25 Workshop Model 9/22/25 Special Education 10/3/25 Science Labs 10/6/25 3 sessions: Engaging Stations, Math Fluency, UDL/Differentiation	Professional Development, and Technical Assistance Provider. Total 18 Professional Developments Including additional professional development in AVID Program, 1 day LEA leadership training, Focus Area on How to Integrate College and Career Readiness Culture.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					10/30/25 ELD 11/6/25 Workshop Model 1/14/26 ELD 1/16/26 ELD 1/23/26 Differentiation/UDL	
1.2	Mathematics will be monitored for incremental improvement using benchmark and local assessment data.	<p>BENCHMARK ASSESSMENT</p> <p>Winter Benchmarks (7-12th; Testing grades 7, 8 & 11)</p> <p>Illuminate Benchmarks Standard Exceeded: 8.75% Standard Met: 1.43% Standard Nearly Met: 10% Standard Not Met: 80%</p>	<p>BENCHMARK ASSESSMENT Grades 7-12</p> <p>*New December 2024* STAR MATH - WINTER Standard Exceeded: 5% Standard Met: 1% Standard Nearly Met: 4% Standard Not Met: 91%</p>		<p>BENCHMARK ASSESSMENT Grades 7-12</p> <p>STAR MATH - WINTER Standard Exceeded: 0% Standard Met: 1% Standard Nearly Met: 3% Standard Not Met: 95%</p>	<p>Winter Benchmarks (7-12th; Testing grades 7, 8 & 11)</p> <p>Overall Standard Exceeded: 10% Standard Met: 5% Standard Nearly Met: 20% Standard Not Met: 65%</p>
1.3	Mathematic courses will have a credentialed teacher and a tutor to increase student engagement.	Currently we have 2 credentialed math teachers for both high school and middle school grades. We also have contracted with Edgenuity to provide students with a virtual fully credentialed teacher.	Maintained 2 credentialed math teachers and contract with Edgenuity.		Increased to 3 credentialed math teachers.	<p>Students in Grades 6-12 will receive compacted curriculum leading to college algebra.</p> <p>Students will receive built in tutor/coach for during independent practice.</p>
1.4	Student with disabilities and or Special subgroups will be provided assisted technology.	Currently, 100 percent 1:1 ratio for assisted technology for all subgroups,	<p>Maintained 1:1 ration for all subgroups.</p> <p>Expanded diversified technology from 279 devices to 394.</p>		Maintained 1:1 ratio for all special subgroups.	Maintain 100 percent 1:1 ratio for assisted technology for all subgroups, while expanding diversified technology by 15%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.5	After School Program will increase by 10% of the number of students participating in After school tutorial.	Intervention and remediation courses will be taught before, after and during Saturday school to address learning losses.	100% of 7th-8th Grade Students are enrolled in the afterschool program that includes tutorials provided by teaching fellows.		Continued 100% of 7th-8th Grade students enrolled in afterschool program. Added 30 minutes of tutoring with credentialed math and ELA teachers 4 days per week for all 7th-8th grade.	80% of student body participate in tutorials, leading towards completion of A-G courses grades 7-12.
1.6	English Language Arts will focus on Reading and Writing literacy.	Interventional Foundational English class will be provided for students who need additional practice with basic skills. Additionally, Multiple Tier Support Systems will leverage best practices will be utilize to support tiered student groups and provide Equity interventions for unduplicated pupils including EL, Homeless, Foster, Low-income students, Hispanic, African American students. SPED and 504 modification and accommodation. Currently 80% implemented.	2 ELA teachers have received Reading Intervention Specialist credential. 100% Science and CTE Teachers have participated in cross-curricular writing professional development sessions and received instructional coaching.		100% of Science and CTE teachers have participated in cross-curricular PD this school year that included planning for writing stations within the workshop model. All teachers have participated in at least 2 Professional Development sessions focused specifically on planning reading and writing stations in the workshop model.	50% of ELA and Social Studies Teachers with Reading Intervention Specialist credential. 50% of 100% Science and CTE Teachers participate in scholastic writing professional development in: 1. Research Writing (Experimental Method) 2. Review of Literature (Expository Text). 3. Literary Response to Text and Media (including film). 4. Argumentative Writing
1.7	Science teachers will increase their proficiency of the Science standards by engaging in two professional workshops that focus on interactive labs and embedded standards.	Currently Science Teachers receive professional development with a total of 13 professional developments a year.	In addition to all-teacher professional development sessions, science teachers participated in the NGSS aligned		Science Specific Professional Learning to date this year: 8/15/25 Science PLC focused on	Total of 18 professional developments in NGSS science standards and engagement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			professional workshops on planning for standards aligned, hands on instruction: 9/6/24 10/4/24 10/8/24 10/18/24 2/14/25 3/21/25		planning/pacing NGSS aligned units 9/12/25 Science PLC focused on planning for NGSS Aligned Hands on Labs 10/3/5 Science PD Choosing and Implementing Virtual Labs with Gizmos	strategies. Including computer science courses, and AP science instructional framework and implementation strategies.
1.8	Highly Qualified and credentialed Teachers	2021-22 Teaching Assignment Monitoring Outcomes 22 Total Teaching Staff FTE 52.4% Clear 3.9% Out of Field 13.6% Intern 25.5% Ineffective 4.6% Incomplete/Unknown	2022-23 Teaching Assignment Monitoring Outcomes 22 Total Teaching Staff FTE 47.0% Clear 4.0% Out of Field 15.0% Intern 27.4% Ineffective 6.5% Incomplete/Unknown		2023-24 Teaching Assignment Monitoring Outcomes 25.1 Total Teaching Staff FTE 53.77% Clear 2.26% Out of Field 12.91% Intern 26.89% Ineffective 4.13% Incomplete/Unknown	The number of Misassigned teachers will decrease by 5% each year.

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	Professional Development will increase by 2 additional workshops with 10 focus on the workshop model. The workshop model is the main instructional model adopted for the purpose of differentiating instruction and increasing	Yes	Ongoing Implementation	18 Teacher Professional Development Sessions completed from	Professional Development Calendar, Sign In Sheets, Provider Summary Reports,	\$1,197,716.00	\$654,581.21

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
	engagement to meet the needs of all students. However, implementing the model requires adaptation of the school's adopted high quality math and English language arts curriculum. To facilitate workshop model implementation teachers will receive a minimum of 10 professional development sessions. The focus will be on utilizing student data, CCSS, and the adopted curriculum to implement the workshop model with fidelity (5 math and 5 ELA).			Aug 2025 to Jan 2026. Additional Workshops Planned	Agape PD SharePoint Materials		
1.2	Mathematics will be monitored for incremental improvement using benchmark and local assessment data. Student will increase Mathematic scores by at least one band.	Yes	Ongoing Implementation	55% of students met or exceeded math growth targets from Fall to Winter	Star Assessment Reports	\$855,016.00	\$466,372.32
1.3	Mathematic courses will have a credentialed teacher and a tutor to increase student engagement. Qualified Substitutes will be utilized for tutorial supports in each course. This will allow increased 1:1 attention in Mathematics .	No	Ongoing Implementation	Added 1 Credentialed Math teacher for a total of 3.	Master Schedule, CTC	\$515,452.00	\$281,155.63
1.4	Student with disabilities and or Special subgroups will be provided assisted technology. Each Student that qualifies with disabilities are being provided a laptop or Chromebook to be utilized at home with additional tutorial apps.	No	Ongoing Implementation	Students with disabilities and in special subgroups continue to have 1:1 Chromebooks with tutorial apps installed.	Purchase orders, technology tracking/checkout documentation	\$1,020,428.00	\$556,624.92

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
				Expansion and maintenance of assisted technology is ongoing.			
1.5	<p>After School Program will increase by 10% of the number of students participating in After school tutorial.</p> <p>After School program will increase Academic enrichment services including student engagement incentives and increase student activities.</p>	No	Ongoing Implementation	<p>Added 30 minutes of tutoring with credentialed math and ELA teachers 4 days per week for all 7th-8th grade.</p> <p>Increased teacher outreach to schedule after school and Friday tutoring sessions for High School students enrolled in hybrid independent study.</p>	<p>After school tutoring sign in sheets.</p> <p>Teacher tutoring schedules, call logs, and sign-in sheets.</p>	\$437,336.00	\$238,546.90
1.6	<p>English Language Arts will focus on Reading and Writing literacy.</p> <p>Upon review of State and local Assessments learning losses have been experienced post Pandemic this action will address those learning losses by focusing on identified gaps. Instructional Staff will support vocabulary development, increased reading and writing activities by 20%. The workshop model will be used as a focus of delivery to students. Individualized support will be provided through personalized tutorials . Professional Development will also focus on School wide Reading and Writing literacy. Increased Student engagement activities including family</p>	No	Ongoing Implementation	All teachers have participated in at least 3 Professional Development sessions focused on planning reading and writing stations for their specific subject matter.	Professional Development Calendar, Sign In Sheets, Provider Summary Reports, Agape PD SharePoint Materials.	\$229,689.00	\$125,609.27

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
	reading night, incentives for students moving reading levels and incremental achievement acknowledgments of our students will be incorporated.			After School tutorials are now provided to 100% of 7th and 8th grade students by a credentialed ELA teacher.			
1.7	<p>Science teachers will increase their proficiency of the Science standards by engaging in two professional workshops that focus on interactive labs and embedded standards.</p> <p>Teachers will participate in interactive Science Professional Developments in order to increase Student Engagement in Science and increase the number of Science labs by additional 10 labs per year.</p>	No	Ongoing Implementation	Science teachers have participated in 3 professional development sessions focused on planning engaging science labs aligned to NGSS Standards.	Professional Development Calendar, Sign In Sheets, Science Lab Planning Spreadsheet, Science Material Purchase Orders	\$55,508.00	\$42589.17
1.8	<p>Highly Qualified and credentialed Teachers</p> <p>The number of Highly qualified teachers will increase through hiring incentives in supporting Credential completion and Development. Title II will assist in the financial apportionment toward highly qualified credentials and beginning Teachers Induction program. The number of Misassigned teachers will decrease by 5% each year.</p>	No	Ongoing Implementation	<p>2023-24 Teaching Assignment Monitoring Outcomes</p> <p>25.1 Total Teaching Staff FTE</p> <p>53.77% Clear 2.26% Out of Field 12.91% Intern 26.89% Ineffective 4.13% Incomplete/Unknown</p>	Data Quest, CTC Records, and Master schedule	\$124,816.00	\$62,982.58

Goal 2

Goal Description

Increase Academic Performance Among EL students

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Ensure educational partners have increased knowledge and training of the schools' EL program.	<p>Surveys of Parents, Feedback, Public Hearings and Questionnaire, Informative Meetings and dialogue</p> <p>12/5/23 1/18/24 2/27/24 3/14/24 4/25/24 5/16/24 5/23/24 5/30/24</p> <p>Total 8 Meetings</p>	<p>SSC and ELAC Meetings:</p> <p>09/10/24 01/30/25 03/25/25 05/15/25 05/22/25</p> <p>Community Resource Meeting: 11/20/24</p> <p>Survey Completed 5/9/25</p> <p>Total 7 Engagement Activities</p>		<p>SSC and ELAC Meetings:</p> <p>10/30/25 1/29/26</p> <p>Parent, student, and staff surveys planned for Feb 2026</p> <p>2 Additional ELAC Meetings Planned for 2026.</p> <p>Community Resource Meeting Planned for 2026</p>	
2.2	All instructional Activities will be EL standards aligned.	100 percent of designated EL establish by deployment. Teachers receive support with Integrated ELD students.	<p>ELD courses added to the master schedule.</p> <p>100% of teachers integrated ELD strategies into their daily lessons.</p>		<p>All English learners continue to be sectioned into a designated ELD course.</p> <p>ELD Standards were added to lesson planning templates for all subjects and posted in all classes in addition to content-specific standards.</p> <p>ELA teachers have received instructional coaching from FCSS</p>	ELD courses in the master schedule as a course of study for grades K-12. 100 percent of teachers implement integrated ELD with fidelity.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					focused on ELD instruction.	
2.3	English Language Learners Instructional Strategies will translate to increased student engagement.	Through our educational partnership with Fresno County Superintendent of Schools, they will provide PD on the ELA/ELD Framework as well as ELD standards. Partnering with our PLCs, focusing on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc.	Professional Development sessions provided on ELD standards, best practices, and differentiation. 9/6/24 9/20/24 10/8/24 10/11/24 1/24/25 3/21/25		100% of teachers have received at least 2 PDs this school year that specifically address ELD strategies in their content area. ELA/ELD Teachers have completed 3 Professional development sessions that have included small group instructional planning, academic discourse, and creating stations that include all 4 ELD domains: speaking, listening, reading and writing	100 percent of teachers to receive PD on how implement integrated ELD with fidelity.
2.4	Students will be reclassified that score at level 4 and meet all qualifying factors for reclassification. EL focused reclassification monitoring EL students will be mandated.	Data year: 2023-24 ELPAC Scores Progressed at least one level: 40.0% Maintained: 26.6% Decreased: 33.3% No Color on California Dashboard (Less than 30 EL in prior year)	Data year: 2024-2025 ELPAC Scores Progressed at least one level: 49% Maintained: 33% Decreased: 16% Projected Green when Dashboard Released in Fall 2025		2025-26 ELPAC Test Begins in February 2024-25 CA Dashboard EL Progress indicator was Green	EL Progress at a Level of Green or Blue on the California Dashboard.

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>Ensure educational partners have increased knowledge and training of the schools' EL program. Parents and Community will be invited to participate in trainings for the schools' English Learner program. This is a need expressed on our surveys as Parents, Students and Community needs to be aware of the resources it provides. By being aware of the resources parents, students and community can take advantage of its opportunities additionally input from educational partners would be considered when formulating what type of trainings that will be provided starting 2024-2025.</p>	No	Ongoing Implementation	<p>2 SSC and ELAC Meetings have taken place to date.</p> <p>Planned activities include: Parent, student, and staff surveys 2 Additional ELAC Meetings Community Resource Meeting Parent focus group for input on revised ELD plan</p>	Meeting Agendas, Activity Calendar, Newsletters, Survey Results, Flyers	\$521,497.00	\$306,402.56
2.2	<p>All instructional Activities will be EL standards aligned. Through educational partner input the EL action program plan would be revised and readopted, to focus on program quality. The EL program that Teachers will follow guide instructional minutes and supports.</p>	Yes	Ongoing Implementation	All English learners continue to be sectioned into a designated ELD course.	Master Schedule, Professional Development Calendar,	\$58,182.00	\$31,557.27
2.3	<p>English Language Learners Instructional Strategies will translate to increased student engagement. Teachers will receive Professional Development on how to effectively use EL strategies and also how to incorporate the EL strategies within the workshop model. The workshop model for EL learners will promote groups focused on reading, listening, speaking and writing.</p>	No	Ongoing Implementation	100% of teachers incorporated EL strategies for all 4 domains into their Workshop stations: Speaking, Listening, Reading and Writing	Lesson Plans, Classroom Observations, PD Calendar, PD Materials, Sign-in Sheets	\$51,835.00	\$29,447.46

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>ELD Standards are indicated on lesson plans and posted classrooms.</p> <p>100% of teachers have received content-specific ELD Professional Development.</p> <p>ELA teachers have received instructional coaching from FCSS focused on ELD instruction.</p>			
2.4	<p>Students will be reclassified that score at level 4 and meet all qualifying factors for reclassification. EL focused reclassification monitoring EL students will be mandated.</p> <p>Students will meet all the factors associated with reclassification including scoring level 4 on the ELPAC. SBAC must be at Basic or above in ELA. Or Students will meet the local assessment factor within the EL Plan. Students will be provided tutoring to increase ELPAC and SBAC scores to meet the additional criteria. From our internal EL needs assessments the process of reclassification and monitoring or reclassified students will need to be revised and implemented by beginning of the school year 2024.</p>	No	Ongoing Implementation	ELPAC Tests will be administered in February	ELPAC Test Scores, CA Dashboard.	\$84,627.00	\$39,378.86

Goal 3

Goal Description

Decrease Chronic Absenteeism and Truancy to increase student learning.

This goal is a Broad Goal as the goal is asking for a decrease in truancy and specific measurable outcomes will be defined in the action items including increase number of days present on campus and after school programs.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Increase student attendance by 5% each year and decrease habitual truancy by 10%.	2022-2023 Chronic absenteeism: Source CA Dashboard (K-8): 73.2% Source DataQuest (K-12): 34.8%	2023-2024 Chronic absenteeism: Source CA Dashboard (K-8): 71.9% Source DataQuest (K-12): 39.6%		2024-2025 Chronic absenteeism: Source CA Dashboard (K-8): 62.3% Source DataQuest (K-12): 33.9%	A level of yellow on California Dashboard, an increase of two levels, with a decrease of chronic absenteeism by 15%.
3.2	Increased Parent, Student and educational partner Communications to increase attendance.	This is in planning phase and will be in full implementation phase, 24-25 school year, with 13 attendance meetings with student and parents.	Virtual and in person attendance meetings held weekly with students and parents has increased to an average of 15.		Virtual and in person attendance meetings remains an average of 15.	An total of 18 meetings on attendance with educational partners.

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	Increase student attendance by 5% each year and decrease habitual truancy by 10%. Increase the number of student interventions to combat truancy including Mental Health Services, Free Expanded Bus Transportation,	No	Ongoing Implementation	2024-2025 Chronic absenteeism:	Dataquest, CA Dashboard	\$143,458.00	\$64,523.04

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
	Decreased Bullying and incentives to attend school.			Source CA Dashboard (K-8): 62.3% Source DataQuest (K-12): 33.9%			
3.2	<p>Increased parent, student and educational partner communications to increase attendance.</p> <p>Parent Surveys and Parent input have mandated the school to add text messaging and virtual meetings as an additional form of communication. Parent have also requested training on how to increase the number of days how their child/ren attend school. We will leverage our parent involvement and resources for community outreach and support to decreased Chronic absenteeism.</p>	No	Ongoing Implementation	Maintained average of 15 attendance meetings per week.	Aeries Reports and Agape Charter Schools Monthly Student Services Report	\$25,689.00	\$5,856.56

Goal 4

Goal Description

Students will be prepared for College and Career Readiness by enrolling in Dual Enrollment Courses along with completing a CTE or Career pathway course sequence as a graduation requirement.

This goal is a focus goal due to it is a new goal and it is a focus goals to improve DASS outcomes. We are currently in the Red on the DASS indicators of College and Career Readiness which is measured by this goal.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	All Graduating students will complete a CTE sequence before or upon graduation from high school.	80 percent of students earned a grade of b or higher in CTE sequence courses.	73% percent of students enrolled in a CTE course sequence in the Fall 2024 earned a grade of B or higher. 89% percent of students enrolled in a CTE course sequence in the Fall 2024 earned a grade of C or higher.		73.4% percent of students enrolled in a CTE course sequence in the Fall 2025 earned a grade of B or higher. 92.4% percent of students enrolled in a CTE course sequence in the Fall 2025 earned a grade of C or higher.	All 11th grade students will complete a CTE sequence.
4.2	CTE Student completers will receive a certificate or certification upon completion of CTE or Career Pathway course.	This is in the planning phase and will be implemented in the 24-25 school year.	In progress for 24-25 Graduates		Industry Certifications were added for CTE Completers of the Business and Medical Pathways effective the 24-25 School Year.	All credit eligible seniors will complete a certificate or certification upon CTE pathway course.
4.3	Dual enrollment courses leading to certificated or degree will increase 1 program per year.	Currently this is in the planning phase and will be fully implemented with the addition of a CTE course, in the 24-25 school year.	Allied health certificate program to be offered in the 25-26 school year.		In Planning Phase	50% of graduating seniors will graduate with either a completed certificate or completed associate degree program, but the 27-28
4.4	Student with disabilities and Students that fall within the special	This is currently in the planning phase, as all	Maintained 100% of students participating		Maintained 100% of students participating	100 percent of student withing our special

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	population including English learners, Low income, Foster youth will be provided additional Counseling and resources in order to successfully transition in College or Career readiness	students participate in an individual learning plan, that includes planning for CTE courses. However with this new goal, we will be rolling out resources throughout the year, as partnerships are leverage, and new partnerships are established.	in an individualized learning plan. Additionally, students in special populations are offered Tier 2 support services; targeted assistance in academics, and college and career planning.		in an individualized learning plan. Added 2 on-site RSP teachers to support students with IEPs with targeted academic support and post-secondary planning.	populations will receive additional counseling and resources to support transition in College and -Career by 27-28 school year.
4.5	All Students will have access to paid and unpaid job shadowing and work experience opportunities before graduation.	This is in the planning phase and will be fully implemented in the 24-25 school year.	Students who completed their CTE concentrator course with a C or better have been provide job shadowing, internships and work-based learning opportunities. Additional opportunities planned for 25-26 school year.		Planned for end of year.	All graduation seniors will have had a job shadowing experience.

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	All Graduating students will complete a CTE sequence before or upon graduation from high school. Students will be enrolled in CTE courses as early as 9th grade. Students will be evaluated and monitored to ensure all classes leading up to the capstone are completed with a C or better.	Yes	Ongoing Implementation	73.4% percent of students enrolled in a CTE course sequence in the Fall 2025 earned a grade of B or higher. 92.4% percent of students enrolled in a	Aeries Student Information System	\$189,945.00	\$85,691.08

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
				CTE course sequence in the Fall 2025 earned a grade of C or higher.			
4.2	<p>CTE Student completers will receive a certificate or certification upon completion of CTE or Career Pathway course.</p> <p>All CTE course sequences will provide students with a certification to increase career options and to foster high skilled workers and increased wages. Student will be required to pass each course with a C or better.</p>	Yes	Ongoing Implementation	Industry Certifications were added for CTE Completers of the Business and Medical Pathways effective the 24-25 School Year.	Aeries, Career Pathway Course Enrollment and Completion, and certification exam vendors.	\$160,366.00	\$76,584.88
4.3	<p>Dual enrollment courses leading to certificated or degree will increase 1 program per year.</p> <p>Our data from DASS shows a need to increase College and Career readiness for our students. This Goal will work in partnership with Agape College of Business and Science which is an accredited College which provides multiple career pathways within the Charters. Students may also attend another dual enrolled program that has an articulation agreement with the Charter. The Partnership will ensure the expansion at which each charter site at at least 1 program each year. Our DASS Graph will move one color each year.</p>	No	Planned			\$406,819.00	\$215,706.86
4.4	<p>Student with disabilities and Students that fall within the special population including English learners, Low income, Foster youth will be provided additional Counseling and resources in order to successfully transition in College or Career readiness</p>	Yes	Ongoing Implementation	Maintained 100% of students participating in an individualized learning plan.	Aeries, Career Pathway Course Enrollment Report, SEIS	\$89,330.00	\$50,257.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Students and Parents of special population have expressed the need to expand more hands on expanded pathways additionally various support were identified as a need for student of special population including home technology, 1:1 mentoring and counseling.			Added 2 on-site RSP teachers.			
4.5	<p>All Students will have access to paid and unpaid job shadowing and work experience opportunities before graduation.</p> <p>15% of all work experience internships would be paid internships or job shadowing opportunities. Expanded partnerships will be developed to Agape College of Business and Science and Partnership with the charter to expanded work base opportunities.</p>	No	Ongoing Implementation	Will take place in Spring Semester	Business Partnership Spreadsheet	\$40,098.00	\$21,047.44

Goal 5

Goal Description

Increase Parent Engagement ,Training , and Promoting Community along with the School Serving as a Resource

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Will increase parent communication through multiple modalities including text messaging, video conferencing In person meeting home visits, and phone calls	So far this school year 23-24 Woodson Multimedia total numbers of home visits are 268 and total numbers of phone calls are 4,761.	Woodson School Messenger Broadcasts from Aug 2024 - January 2025: 66 announcements with a reach of 302 parents receiving the messages. Parent Square: 93 Message Sent 89% of Families are verified Total Home Visits: 690		Communication Aug 2025 - January 2026 Messenger Broadcasts: 83 announcements with a reach of 88% of parents receiving the messages. Parent Square: 90 Message Sent 89.9% of Families are verified Total Home Visits Fall Semester: 402 Mailed Home: 4 Newsletters, 1 Progress Report, 1 Report Card, Attendance Letters	90 percent of read/delivered text and emails to all parents.
5.2	Increase the number of parent training opportunities by 10% each year. Offering access to community trainings, and career pathways.	Currently, 13 parent training opportunities with parent meetings.	24-25 School Year: Parent Meeting and Training Opportunities remained at 13 and included FAFSA workshops, SSC meetings, ELAC meetings, a		Parent Training Opportunities to Date: 2 Additional planned: 11 Financial aid and college application	15% of parent participation in program offered through ACBS and or local parent trainings.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			Community Resource Fair, Senior Meetings and a WASC Parent Engagement Session.		workshops, SSC meetings, ELAC meetings, Community Resource Fair, Senior Meetings, Community Gardening Education Day	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Will increase parent communication through multiple modalities including text messaging, video conferencing in person meeting home visits, and phone calls Parents surveys have requested new and innovative ways of communications including utilizing texting, emails, newsletters, and information on multiple languages.	No	Ongoing Implementation	Messenger Broadcasts: 83 announcements with a reach of 88% of parents receiving the messages. Parent Square: 90 Message Sent 89.9% of Families are verified Total Home Visits Fall Semester: 402 Mailed Home: 4 Newsletters, 1 Progress Report, 1 Report Card,	School Messenger Reports, Aeries Parent Square and call logs, meeting notes, Monthly Student Support Reports	\$29,318.00	\$16,587.10

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
				Attendance Letters			
5.2	<p>Increase the number of parent training opportunities by 10% each year. Offering access to community trainings, and career pathways.</p> <p>Parent Surveys have expressed the need to expand parent trainings including the access to dual enrollment classes. Parents will receive through community resource grant expanded opportunities to Career pathways and trainings that expand their ability to access resources with in the community . Parent will have the opportunity to receive college and Career readiness training the same as out students this will promote family literacy and economic independence as promoted with on our mission.</p>	No	Ongoing Implementation	<p>Parent Training Opportunities to Date: 4</p> <p>Additional planned: 11</p>	Attendance Sheets, Flyers, School Calendar, School Messenger Broadcasts, Parent Square Messages	\$33,750.00	\$18,907.54