

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 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
Great Valley Academy (Authorized by Salida Union)	Thomas Anderson Superintendent/CEO	t.anderson@greatvalleyacademy.com (209) 576-2283

Goal 1

Goal Description

Great Valley Academy (GVA) will create and maintain a physically, emotionally and intellectually SAFE learning environment for all students and staff. Through a comprehensive plan to enhance Multi-Tiered Systems of Support (MTSS) at GVA and an effective facilities maintenance and improvement plan, GVA will enhance its culture and climate, resulting in greater academic and social outcomes for students.

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 GVA instructional and support staff trained in Conscious Discipline	>1% of staff more than minimally trained			99% participating in ongoing training	>85% of staff fully trained
1.2	Percentage of initial IEPs that result from SST process	No baseline data			Currently 100% of GVA initial IEPs are the result of an internal SST process.	>90% of initial GVA IEPs are results of a complete SST process
1.3	Teachers favorably reporting a SAFE feeling at work	2023-24 43% responded favorably			Spring survey results will specifically address safety at GVA. A mid-year teacher survey on student behavior revealed that the majority of teachers feel student behavior to be within normal / acceptable limits, but that there is room for improvement.	>75% respond favorably to feeling SAFE at work
1.4	Parents and teachers responding favorably when asked if the school has appropriate supports for students who need extra help	No baseline data			Of the respondents to the mid-year parent feedback survey, about 76% report that they feel GVA has the proper supports in place for students that require extra help	>85% of parents and teachers respond favorably

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.5	IEPs meet statutory timelines and requirements, based on required state reporting	<97% of GVA's IEPs meet statutory timelines and requirements currently			CDE's February 3, 2025 Annual Determination Notice reports that GVA may have several IEPs that did not meet the statutory requirement regarding annual and triennial assessments. GVA's special ed team is reviewing the data for accuracy and analysis, to decide if correction is required.	100% of GVA's IEPs meet statutory timelines and requirements
1.6	Parents' favorable responses to the availability and accessibility of social-emotional supports for their children	69.5% of parents reported satisfaction with the GVA school-based mental health services their child received			Of the respondents to the mid-year parent feedback survey, about 72% report that they feel GVA has the proper social-emotional supports in place for students	90% respond favorably
1.7	Progress on goals from student behavior intervention plans (BIPs)	No baseline data			Data to be available at the conclusion of the 2024-25 school year	95% of students will demonstrate progress on goals
1.8	ELPAC	3-year average of 79%			Summative ELPAC assessments are taken in the Spring. Results will be included when available.	>85% of multilingual learners make progress towards EL proficiency as demonstrated on the ELPAC
1.9	Annual Williams inspection rating	Good/Exemplary			Exemplary status received	Receive Exemplary status on annual Williams inspection
1.10	Student access to online instructional materials	1:1 student to device ratio			All students are 1:1	1:1 student to device ratio

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.11	Student annual suspension rate	2% suspension rate			As of February 1, 2025 - <2%	<1% suspension rate
1.12	CA School Dashboard subgroup indicator(s)	2 subgroups in Red			No current data available	Zero subgroups in Red for suspension on CA Dashboard
1.13	Students report favorably regarding the support of GVA's Character Coach	No baseline data			Data available at the end of the 2024-25 school year	>90% of students receiving Character Coach support respond favorably when asked whether it helped
1.14	General Education teachers receiving consultation from Inclusion Specialist respond favorably about the support provided	No baseline data			Data available at the end of the 2024-25 school year	>85% of teachers receiving consultation from Inclusion Specialist respond favorably about the support

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	Conscious Discipline Great Valley Academy will fully implement Conscious Discipline as a social-emotional learning framework and behavior management tool. This will include on-site and off-site training, CDAT(Leadership) Team, Admin Team, technical assistance, online staff development, tools and resources over three years, as well as a focus on long-term sustainability and internal capacity building.	No	Partially Implemented	Multi-campus team of ten attended the Conscious Discipline Institute in Palm Springs July 21st - 26th. Six hours of Conscious Discipline training for all TK - 8th grade		\$29,250.00	\$11,255.78

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>teachers during August training. Monthly Conscious Discipline Action Team meetings to lead implementation efforts and participate in e-course Handling Upset: The Adult Mindset Shift. Schoolwide commitments to implement Brain Smart Start and Morning Greetings. A fall and a winter Conscious Discipline Cohort facilitated for multi-campus teachers and paraprofessionals. Assertiveness training conducted for all TK-8th grade teachers and paraprofessionals. Two days of on site coaching facilitated on each campus by Alissa McGraw, Conscious Discipline coach.</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	<p>Pathways to Support Great Valley Academy will create, disseminate, regularly update and provide ongoing training on the appropriate paths to the various forms of available support at GVA.</p>	No	Partially Implemented	The Student Services Support Team has drafted and compiled flowcharts and Step-by-Steps for each domain of student support services. The Team is in the process of formatting all of these into a combined resource for staff (and parents) to streamline access to appropriate supports for students.		\$46,488.00	\$25,608.33
1.3	<p>Positive Discipline Framework A comprehensive discipline framework will be compiled and shared with staff, parents and students, establishing a consistent understanding of school expectations, reinforcement protocols, restorative opportunities and consequences.</p>	No	Partially Implemented	Positive Discipline Framework website built in July. Framework shared with and reviewed by all TK-8th grade teachers during August training. Framework introduced to parents at fall Collaborative Coffees. Parent specific GVA discipline guide drafted.		\$33,614.00	\$18,348.04

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
1.4	Intervention Teachers/Staff GVA will employ teachers and instructional aides/paraprofessionals to support students identified using Pathways to Support for extra academic and social needs.	Yes	Fully Implemented	Support positions are fully staffed with professionals qualified in their fields and who have and will continue to receive ongoing professional development.		\$269,000.00	\$68,423.12
1.5	Special Education Teachers/Staff GVA will employ certified Special Education teachers, service providers and instructional aides/paraprofessionals to meet the needs of students identified in Individual Education Plans (IEPs).	No	Fully Implemented	All special education positions are fully staffed with professionals qualified in their fields and who have and will continue to receive ongoing professional development.		\$309,000.00	\$188,911.08
1.6	Mental Health Staff GVA will employ certified providers of school-based mental health services to support the social-emotional support program and student mental health needs at school, as well as act as a resource for staff and parents in this area.	Yes	Fully Implemented	All GVA Mental Health positions are fully staffed with professionals qualified in their fields and who have and will continue to receive ongoing professional development.		\$135,000.00	\$56,210.32
1.7	Behavior Staff GVA will staff a Board Certified Behavior Analyst (BCBA) and one or more Behavior Technicians to develop and implement behavior goals and intervention plans for identified students and act as a support and resource for staff and parents.	Yes	Fully Implemented	Each school site has two certified, full-time Behavior Technicians, supervised and supported by a Board Certified		\$82,000.00	\$44,038.29

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
				Behavior Analyst (BCBA).			
1.8	Multi-lingual Learner Staff and Resources GVA will provide a Multi-lingual Specialist and other appropriate support staff and resources to support English Language Learners academically and socially.	Yes	Fully Implemented	GVA employs a Teacher on Special Assignment (TOSA) tasked with managing supports for English Language Learners and implementing Designated and Integrated ELD.		\$46,500.00	\$21,124.68
1.9	Facilities Staff GVA facilities and maintenance staff will maintain, improve and enhance school campuses and offices to provide a safe and inviting learning environment.	No	Fully Implemented	The facilities team is fully staffed and trained to meet the growing demands of the campus. Constant improvements are made to the campus including HVAC, structures, restrooms and overall campus cleanliness.		\$293,000.00	\$145,046.02
1.10	I.T. Staff and Resources I.T. staff will maintain and update educational instructional technology and infrastructure, support staff and student access and use of said technology.	No	Fully Implemented	The I.T. team is fully staffed and trained for ongoing technology needs and improvements. The campus is equipped with 1 to 1 devices for students. Ongoing cyber security is		\$59,000.00	\$34,908.90

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
				managed and constant attention is provided to phishing and hacking attempts. Student devices are monitored by software for security and protection.			
1.11	Additional Admin Support GVA will provide additional site-based administrative support to enhance school climate and further support staff and students.	Yes	Fully Implemented	An additional vice-principal was added post Covid to support staff and students.		\$90,000.00	\$42,738.80
1.12	Participation in CSI and ATSI support GVA will collaborate with Tulare COE to analyze discipline data, specifically suspension-related data in an effort to reduce overall suspensions, as well as suspensions of targeted groups.	No	Partially Implemented	GVA exited ATSI / CSI in the 2024-25 school year after working with Tulare COE to analyze student discipline data and refine practices to address appropriate behavioral and SEL supports for students with disabilities.		\$0.00	\$0.00
1.13	Character Education and Support GVA will employ a Character Coach to support at-risk and high-need students in the area of school safety, positive behavior and restorative . Additionally GVA will staff a connecting room appropriately to facilitate restorative practices and pre-referral intervention.	Yes	Fully Implemented	GVA's Character Coach has served 32 students in weekly one-on-one coaching		\$35,000.00	\$32,137.82

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
				and mentoring. He collaborates with teaching staff to ensure students are progressing. He works with site admin to determine service plans for each student. The Connecting Room is fully staff with trained personnel supporting students and teachers daily to help re-regulate students.			
1.14	Inclusion Support staff GVA will employ an Inclusion Specialist and support staff to develop and implement/support students needs in the General Education classroom and campus.	Yes	Fully Implemented	GVA has hired a direct Inclusion Specialist employee to support students. GVA no longer needs to rely on the COE for inclusion support.		\$60,000.00	\$26,041.01

Goal 2

Goal Description

Great Valley Academy will establish and/or enhance a LOVING school environment where all students and staff experience connection through healthy, positive relationships within the GVA community. Through a shared leadership model, Parents as Partners program, reciprocal communication and regular feedback loops, GVA will embrace relationship-based learning and positive school connection.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	GVA policy additions/revisions based on committee recommendation	No baseline data			50% Complete	GVA committees will make at least one accepted policy recommendation annually
2.2	Parents as Partners effectiveness and impact	Parents as Partners meets semi-regularly			Monthly meetings established	Parents as Partners will meet monthly and provide input on NEXT3 adjustments
2.3	Effective use of Panorama Platform to document and monitor Intervention/Support plans	Various Intervention Plans are not part of a cohesive platform			Intervention staff have been trained and placed pilot student groups into the Panorama platform. More training and protocol development is planned.	All students receiving formal social-emotional, behavioral and academic intervention will have 'Intervention Plans/Goals' in the Panorama platform
2.4	Connection through Family Meeting Nights	2023-24 (3) Family Meeting Nights			Two Parents Nights Scheduled for 24-25	Minimum of 3 Family Meeting nights annually
2.5	BeGLAD strategy demonstration	2023-24 was the initial training year for BeGLAD at GVA			Ongoing professional development and monitoring / support.	All teachers will demonstrate BeGLAD strategies during instructional walks/performance evaluations
2.6	Anti-bullying infused SEL workshops	No baseline data kept currently			workshops being developed	Anti-bullying focus demonstrated during identified SEL student workshops
2.7	Availability of nutrition program resources to students	100% available currently			100% Available	Breakfast and lunch available to all GVA students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.8	Accessibility of Caresolace resources to GVA families	0% access currently			To date, Caresolace has received 484 communications, undertaken 13 cases and connected 9 families that have accessed mental health services.	10% of GVA families access Caresolace supports

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	GVA Committee System GVA will facilitate Collaborative Committees to reinforce shared leadership and open communication. At a minimum, committees will include Character/Conscious Discipline, Curriculum, DEI, Connection, Safety, Wellness and others as appropriate.	No	Fully Implemented	GVA Committees have worked to establish the following implemented policies or events: Updated Site Safety Plans Staff Game Night Family Movie Nights Staff Wellness Initiative Monthly Awareness Programs (Black History Month, Autism Awareness, etc.)		\$11,250.00	\$5,625.00
2.2	Parents as Partners GVA will support and help facilitate a parent advisory group known as Parents as Partners. This group was re-established more effectively and cohesively following the pandemic in the 2023-24 school year. GVA will continue to	No	Partially Implemented	GVA has worked to establish the Parents as Partners groups to help with		\$500.00	\$0.00

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
	engage this group in communication efforts, campus climate work and shared decision-making.			fundraising and campus events. Parents as Partners are establishing staff recognition events.			
2.3	<p>Panorama The Panorama platform will be used to gather educational partner input on important topics throughout the year, including annual school climate surveys and to develop Support (Intervention) Plans for high-need and at-risk students. These plans and the actions included will be monitored for effectiveness using the data-warehousing capabilities of the platform as well.</p>	Yes	Partially Implemented	GVA uses the Panorama platform to engage educational partners in a positive feedback loop. A mid-year survey has been completed by students, as well as parents. GVA staff has also been surveyed this year on important items. Annual (Spring) surveys will provide feedback on whether GVA is meeting its desired outcomes, as per our Big 3 Ed Partner groups (students, parents and staff).		\$9,000.00	\$0.00
2.4	<p>BeGLAD Resources/PD Professional development in the area of language acquisition and literacy, employing Project GLAD® (Guided Language Acquisition Design) model and strategies will be provided to teachers and staff.</p>	Yes	Partially Implemented	In September, we held a Be GLAD training session for our educators, focusing on the		\$0.00	\$0.00

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>key strategies that will drive our Be GLAD implementation efforts for the 2024-2025 school year. This training equipped our teachers with the knowledge of how to implement the Be GLAD core engagement strategies in their teaching practice. We reviewed and modeled each strategy for teachers. Strategies being implemented currently are the zero-noise signal when requesting individuals to be silent and the three personal commitments: I will be safe, I will be kind, and I will be a problem solver. Following the September training, we offered a Be GLAD cohort as part of GVA's Professional Development Cohorts. The</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>first round of the Be GLAD cohort was successfully completed in December, and a new round commenced in January.</p> <p>The Multilingual Specialist (Be GLAD instructional coach) has supported teachers with implementing Be GLAD both individually and in group settings. The Multilingual Specialist also participates in learning walks to monitor the use of the Be GLAD strategies. The zero-noise and three personal commitments have been observed being used, contributing to a positive and engaging learning environment.</p>			
2.5	Family Meetings and Activities GVA will work with Parents as Partners to host and facilitate family nights, culminating events,	No	Partially Implemented	The campus has hosted parent night in		\$1,000.00	\$0.00

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
	campus events, field trips, etc. to increase family connectedness to school. There will be resources, including food, refreshments, speakers, trainers, etc.			the fall for social media awareness and will host a parent in the spring for Conscious Discipline. In addition to parent nights, GVA hosts collaborative coffees monthly for parents.			
2.6	SEL Staff/Resources Provide students with trained staff to support needs in the areas of social skills, peer and adult relationships, and self-regulation with an infused Anti-Bullying component and specific protocol to acquire support in this area.	No	Partially Implemented	Conscious Discipline is integrated into every classroom at GVA. Teachers and staff have received training to facilitate Tier 1 Universal		\$20,000.00	\$9,260.02
2.7	On-Site School Nutrition Program Maintain school nutrition program, benefits all with a primary benefit to socioeconomically disadvantaged students; staff costs	No	Fully Implemented	The Nutrition/Food Services team is fully staffed to meet the growing demand of food needs on campus. With over 900 meals served per day, the nutrition program is meeting the food needs of all students.		\$77,313.00	\$35,243.69

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>Caresolace MH Connection Caresolace expands on existing school support structures and helps bridge the gap to available community providers for needs that exceed the scope of school-based services.</p>	Yes	Fully Implemented	<p>In the first half of the 2024-25 school year Caresolace has received 484 communications , taken on 13 cases and arranged 9 relationships between clients and mental health providers. Caresolace provides GVA monthly Impact Reports.</p>		\$3,750.00	\$0.00

Goal 3

Goal Description

Great Valley Academy will focus on **LEARNING** by engaging all students and staff in meaningful, relevant instruction and experiences. Employing and supporting a highly qualified and dedicated staff, as well as using a combination of established and innovative methods/tools will keep instruction fresh, exciting, progressive and pertinent, resulting in greater student outcomes.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	PD Cohort participation	No baseline data			All GVA teachers have completed a Fall cohort (3 sessions) and are assigned to a Spring cohort	All GVA teachers will participate in one or more PD cohort
3.2	Core curriculum alignment	60% aligned			70% aligned	90% of core curriculum will be aligned between sites
3.3	Favorable staff responses regarding instructional coaching support	No baseline data			92% of staff responded favorably on GVA's Winter survey regarding support from the site-based Instructional Coach	<95% of surveyed staff will respond favorably to support provided by instructional coach(es)
3.4	Progress of teachers in Induction program	85%			On Target	100% of new teachers will progress appropriate through Induction
3.5	Staff participation in GVA personal and professional growth process	No baseline data			On Target	100% of staff will participate in GVA personal and professional growth process
3.6	NWEA MAP Assessment results	New baseline data being developed			MAP results will be available in the Spring of 2025 for the 2024-25 school year	85% of assessed GVA students will show expected growth or better

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	Professional Development Cohorts and PEERfessional Development - Create and refine a system of internal staff development that both leverages staff expertise and empowers new learning and mentorship.	Yes	Fully Implemented	All teachers and some support staff participate in PD cohorts. 10-15 certificated staff members have signed on to participate in PEERfessional Development for the 2024-25 school year.		\$25,000.00	\$3,612.24
3.2	Campus Curriculum and Instruction Alignment Review current and consider new curriculum in a systematic approach aimed at aligning GVA campuses over time and prioritizing proven and approved CCSS-aligned curricular tools and instructional practices.	No	Ongoing Implementation	The Curriculum & Instruction Committee will now review and align any new curriculum as adopted by GVA. The group is also reviewing best practices around using current curriculum for instruction.		\$0.00	\$0.00
3.3	Instructional Coaches Instructional coaches will support school staff with teaching strategies through co-planning and co-teaching, as well as professional development and growth. They will help staff analyze data and make decisions around it. Staff will benefit from their mentorship and support.	No	Fully Implemented	GVA has a full-time Instructional Coach for each campus to support the needs of our teachers. The coaches have been instrumental in developing and identifying professional growth for teachers.		\$130,000.00	\$75,380.20

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
3.4	New Teacher support system Induction is a two-year job-embedded individualized training program that is focused on extensive support and mentoring to new teachers in their first and second year of teaching.	No	Partially Implemented	GVA Instructional Coaches monitor new teacher progress and required testing for the teacher induction program. Coaches work with individual teachers on test readiness and support classroom management techniques for developing teachers.		\$15,000.00	\$28,000.00
3.5	Professional and Personal Growth Plans As an evaluation and support tool, all levels of GVA staff will participate in a process of planning and monitoring their own growth.	No	Partially Implemented	Certificated and classified evaluations instruments are being revised on an ongoing basis. All staff receive professional reviews annually.		\$5,410.00	\$0.00
3.6	NWEA MAP assessment This required verified data source will show increases in student academic achievement and be used in instructional planning.	No	Planned	MAP results will be available in the Spring of 2025 for the 2024-25 school year		\$12,263.00	\$0.00

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
----------	--------	----------	----------------	----------------	-----------------------	-------------------------------

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
--------------------	------------------------------	--------------	----------------------	-----------------------	--	----------------------	-----------------------

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
----------	--------	----------	----------------	----------------	-----------------------	-------------------------------

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
--------------------	------------------------------	--------------	----------------------	-----------------------	--	----------------------	-----------------------

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	1,798,337.40	\$871,913.33
LCFF Supplemental/Concentration Grants	\$755,250.00	\$294,326.28