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
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Goal 1

Goal Description
All students will demonstrate growth toward meeting or exceeding English Language Arts (ELA), math, and science standards.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	4A ELA SBAC Points from Standard	Overall: 66.6 below Hispanic: 44.5 below Socioeconomically Disadvantaged: 53.9 below Sped: 91.5 below White: 75.2 below			Overall: 93.1 below Hispanic: 105.2 below Socioeconomically Disadvantaged: 94.1 below Sped: 161.8 below White: 76	Increase by at least 25 points overall and in all subgroups
1.2	4A Math SBAC Points from Standard	Overall: 173.5 below Hispanic: 175.8 below Socioeconomically Disadvantaged: 176.8 below White: 128.4 below			Overall: 172 Hispanic: 192.4 Socioeconomically Disadvantaged: 166.2 below Sped: 225.2 White: 120.5	Increase by at least 25 points overall and in all subgroups
1.3	4A CAST % Meet/Exceed	Overall: 10.19% African American: 8.70% EL: 0% Hispanic: 5.75% Socioeconomically Disadvantaged: 9.17% Sped: 7.69% White: 16.22%			Overall: 13.14% (24.8 below standard) African American: 17.86% (19.6 below standard) EL: 5.56% Hispanic: 9.68% (28.5 below standard) Socioeconomically Disadvantaged: 12.50% (24.5 below standard) Sped: 3.45% (27.9 below standard) White: 17.50% (18.1 below standard)	Increase by at least 15% overall and in all subgroups
1.4	4B, C, D, G, H CCI % Prepared	Overall: 2.0% African American: 0% Hispanic: 2.4%			Overall: 6.3% African American: 2.6% Hispanic: 7.5%	Increase by at least 15% overall and in all subgroups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Socioeconomically Disadvantaged: 2.2% Sped: 0% White: 2.9% a-g Completion 0.0% CTE Pathway Completion 2.2% Both CTE & a-g Completion 0.0% Passage of AP Exam 0.0% Early Assessment Program (EAP) 10.2%			Socioeconomically Disadvantaged: 5.7% Sped: 2% White: 4.9% CCI Details a-g Completion CTE Pathway Completion: .0118 Both CTE & a-g Completion Passage of AP Exam Early Assessment Program (EAP)	
1.5	8 Star 360 Math Performance	Overall: L1: 83.82% L2: 9.06% L3: 3.88% L4: 3.24% EL: 28 Students L1: 89.29% L2: 10.71% L3: 0% L4: 0% Hispanic: L1: 88.68% L2: 4.72% L3: 4.72% L4: 1.89% Homeless youth: 6 Students L1: 83.33% L2: 16.67% L3: 0% L4: 0% Sped: L1: 92% L2: 6% L3: 2%			Overall L1: 70.98% L2: 6.67% L3: 4.12% L4: 18.24% EL L1: 66.67% L2: 9.26% L3: 1.85% L4: 22.22% Hispanic L1: 71.25% L2: 7.92% L3: 3.33% L4: 17.50% Homeless youth L1: 66.67% L2: 4.76% L3: 9.52% L4: 19.05% Sped L1: 81.13% L2: 6.60% L3: 2.83% L4: 9.43%	Decrease percentage of students testing at levels 1 and 2 by at least 15%; increase percentage of students testing at levels 3 and 4 by at least 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		L4: 0%				
1.6	8 Star 360 Math Growth	Overall: SGP Benchmark At/Above: 50.18% Below: 49.82% EL: 28 Students SGP Benchmark At/Above: 41.67% Below: 58.33% Hispanic: SGP Benchmark At/Above: 48.04% Below: 51.96% Homeless youth: 6 Students SGP Benchmark At/Above: 50% Below: 50% Sped: SGP Benchmark At/Above: 41.86% Below: 58.14%			Overall SGP Benchmark At/Above: 52.53% Below: 47.47% EL SGP Benchmark At/Above: 60% Below: 40% Hispanic SGP Benchmark At/Above: 48.09% Below: 51.91% Homeless youth SGP Benchmark At/Above: 66.67% Below: 33.33% Sped SGP Benchmark At/Above: 46.88% Below: 53.13%	Increase percentage of students testing at/above by 10% overall and across all subgroups
1.7	8 Star 360 ELA Performance	Overall: L1: 35.71% L2: 29.81% L3: 28.88% L4: 5.59% EL: 28 Students L1: 60.71% L2: 25.00% L3: 14.29% L4: 5.59% Hispanic: L1: 37.50% L2: 33.93%			Overall L1: 27.85% L2: 24.56% L3: 23.02% L4: 24.56% EL L1: 39.62% L2: 18.87% L3: 15.09% L4: 26.42% Hispanic L1: 30.42% L2: 25.00%	Decrease percentage of students testing at levels 1 and 2 by at least 15%; increase percentage of students testing at levels 3 and 4 by at least 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		L3: 25.00% L4: 3.57% Homeless youth: 6 Students L1: 50.00% L2: 33.33% L3: 0% L4: 16.67% Sped: L1: 54.90% L2: 25.53% L3: 15.69% L4: 5.88%			L3: 22.08% L4: 22.50% Homeless youth L1: 28.57% L2: 4.76% L3: 42.86% L4: 23.81% Sped L1: 49.54% L2: 20.18% L3: 15.60% L4: 14.68%	
1.8	8 Star 360 ELA Growth	Overall: SGP Benchmark At/Above: 44.73% Below: 55.27% EL: 28 Students SGP Benchmark At/Above: 36.36% Below: 63.64% Hispanic: SGP Benchmark At/Above: 40.57% Below: 59.43% Homeless youth: 6 Students SGP Benchmark At/Above: 16.67% Below: 83.33% Sped: SGP Benchmark At/Above: 39.53% Below: 60.47%			Overall SGP Benchmark At/Above: 54.18% Below: 45.82% EL SGP Benchmark At/Above: 53.33% Below: 46.67% Hispanic SGP Benchmark At/Above: 49.62% Below: 50.38% Homeless youth SGP Benchmark At/Above: 44.44% Below: 55.56% Sped SGP Benchmark At/Above: 50% Below: 50%	Increase percentage of students testing at/above by 10% overall and across all subgroups
1.9	8 Course Pass Rates	Overall: All: 75.63%			Overall All: 79.26%	Maintain or reach pass rates of 75% per

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Mth: 64.50% Eng: 72.14% Sci: 73.74% EL: All: 75.16% Mth: 65.00% Eng: 73.42% Sci: 80.00% Sped: All: 70.25% Mth: 54.86% Eng: 66.83% Sci: 69.03%			Mth: 63.67% Eng: 76.50% Sci: 84.10% EL All: 75.29% Mth: 59.26% Eng: 65.85% Sci: 75.00% Sped All: 69.08% Mth: 54.10% Eng: 64.63% Sci: 72.97%	course, both overall and in all subgroups
1.10	3Es Survey Completion	96.75%			91.00%	Maintain completion rate at 95%

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** Professional development will aim to improve instructional practices based on data to address developmental needs in English language arts, math, and science proficiency and to improve academic growth for all students. This will include identify and understanding the Power and Focus standards, developing daily learning objectives, calibrating grading practices, increases the depth-of-knowledge for informal and formal assessments, fostering collaboration, refining the Necessary Components of Live Instruction, and sharing best practices identified through Data-Driven Instruction. SPED PD will focus on reviewing student present levels to develop appropriate SAI groupings to support student progress towards ELA and Math standards	No Yes	Partially Implemented	Current internal LTEL pass rate(60% or more): 50%	Content course teams completed training on the LTEL toolkit and committed to implementing at least one LTEL essential component in their lessons. All staff members were informed about external professional development opportunities for English Learners. Teachers received Engageli training through a variety of PDs. As observed in live class connect	$31,198.93	$37982.78

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
	SPED team will meet once monthly during team DDI meetings to collaborate with their peers and Lead Ed. Specialist in reviewing student math and ELA data for effective CPM and instructional planning to support growth towards ELA and Math standards. ELD professional development will focus on improving instructional practices and scaffolds for our Long-Term English Learners. This will include utilizing the Insight LTEL Toolkit and conducting an in-depth analysis of the research-based essential components to see how to best integrate them in both Designated and Integrated ELD.				sessions, teachers are seen including multiple opportunities for student engagement through polling and whiteboard tools, as well as the chat features As part of the Engageli training, teachers were taught how to access their individual playback rooms that house live session analytics. Analytics data includes live session attendance and student engagement. Teachers use this data regularly to gauge student mastery and determine if a re-teach is necessary, which can be observed during monthly team DDI and bi-weekly individual DDI For monthly team DDI, teachers create common formative assessments and use the Engageli analytics to discuss the outcomes, determine if re-teaches are necessary, and updating lessons and pacing accordingly. During Data Hub training teachers learned how to		

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
					navigate the data to locate their class data, including pass rates and CC rates. Teachers use this data weekly to identify struggling students for outreach and targeted support. This data is also discussed during bi-weekly individual DDI meetings with their lead. Academic Advisors rely on the Data Hub's GO box to identify their weekly student outreach. Each week AAs also analyze specific data points and document n their Individual DDI tracker. Advisors meet with their Lead weekly to discuss possible action plans based on the data found.		
1.2	**Instructional Coaching** Instructional coaches will support teachers and their teaching practices. Instructional coaches will work with teachers to set instructional goals, provide resources and feedback throughout planning and instructional sessions, and follow up with student outcomes as a cycle to drive change in engagement and proficiency. Coaches also will provide ongoing professional development in the areas of lesson planning, engagement, and instructional strategies throughout the year.	Yes	Partially Implemented	Two Instructional coach positions have been filled. CAASPP ELA overall data was at Overall: 93.1 below CAASPP Math Overall: Overall: 172 below CAST meet and exceed: Overall: 13.14% (24.8 below standard)	Implementation of a training plan for onboarding new staff members. Providing new staff with asynchronous training in Engageli and the Online High School as needed. New hires meet with instructional coaches to develop lesson plans and instructional strategies targeted at virtual education. Instructional coaches attend and	$103,026.31	$43195.67

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
				Star 360 Math: At/Above: 52.53% Below: 47.47% Star 360 ELA: At/Above: 54.18% Below: 45.82%	support during the first class of new teachers. Instructional coaches presented and taught a new engagement-focused virtual platform adopted to all staff at the in-person staff professional development. Sessions on Engageli basic features, technical demos, playback room, admin portal, tables and polls, assessments, and lesson demos. Based on staff feedback teachers appreciated the practical aspect of the professional development and the time to practice using the platform.		
1.3	**Math/ELA Intervention** Intervention specialists, in partnership with content teachers and the academic leadership team, will use school assessment data as a guide to provide targeted intervention sessions that lead to increased academic achievement of students and identified student groups. Students will be identified based on a number of criteria, including performance level on schoolwide math and reading diagnostic assessments, performance in math and ELA courses, feedback from math and ELA teachers, and student grade level. Intervention direct instruction will be provided during live support sessions, and intervention specialists will collect growth data and communicate it to students and families.	Yes	Ongoing Implementation	Two Instructional coach positions have been filled. CAASPP ELA overall data was at Overall: 93.1 below CAASPP Math Overall: Overall: 172 below CAST meet and exceed: Overall: 13.14% (24.8 below standard) Star 360 Math: At/Above: 52.53% Below: 47.47%	Star360 data was used at the beginning and middle of the school year to identify students in need of extra support and determine intervention caseloads. Specialists use the Star360 data to determine which standards our intervention students struggle with the most and create their pacing, curriculum, and assessments accordingly. Specialists meet	$166,795.72	$38892.93

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
				Star 360 ELA: At/Above: 54.18% Below: 45.82%	monthly for Team DDI to discuss student growth and adjust pacing when needed. Specialists assess student progress through various assessments. These are tracked and discussed with lead during bi-weekly individual DDI.		
1.4	**Instructional Support** Education Specialists will utilize an online platform that provides specific standards-based mini lessons and assessments to monitor student progress towards IEP goals and assess student growth in the program. Insight will provide an online tutoring program from an external provider that students can access at any time, including outside of school hours, to support them with their assignments. Intervention Specialist will use an online platform that provides specific standard based mini lessons and assessments to gauge student growth in the program. Insight will utilize roving substitutes to cover unexpected teacher absences. These substitutes will handle urgent classroom needs such as teaching live sessions, grading, and maintaing course pages. This approach intends to reduce cancelled classes and help ensure that students stay on track to meet their academic goals.	No	Ongoing Implementation		IXL was used by Intervention teachers this school year for a total of 3,377 minutes and a total of 136 skills practiced by students. IXL was used in special programs for a total of 14,316 minutes and a total of 515 skills practiced by students. Special Education used the platform more frequently than Intervention and that is something that we hope to work for improve this year. Tutor.com is a 24/7 tutoring platform available to all students enrolled at Insight. 8 students have used the tutoring platform consistently for a total of 30 sessions this school year. 100% of students who used tutor.com for math support passed their math course.	$4,804.35	$2749.11

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Insight partners with certified languages international for translation services for communication with families speaking languages other than English.		
1.5	**College/Career Readiness** All students will be provided with a variety of options to prepare them for post-secondary life, including preparation for careers, college, or military. College, career, and military life readiness will include exposure to community colleges, resume creation and interview skills, opportunities to earn certifications, FAFSA and scholarship workshops, and course offerings that prepare students for post-secondary life while earning high school credit.	Yes	Partially Implemented	3E - 91% ICC - 79%	Insight currently conducts FAFSA workshops, holds College and Career Workshops, a monthly College and Career support group and conduct ASVAB. Students at Insight have the option to take a Career Planning course and Microsoft Courses with preparation to complete Microsoft certifications. Each student meets with their counselor each term to discuss post secondary plans. Staff hold community college outings every month. We are currently working collaboratively with community colleges to offer dual enrollment courses for our students with hopes of offering these courses in Trimester 3.		
1.6	**Summer School** Summer school programming will be offered to students whose credit deficiency has put them	No	Fully Implemented		Insight hires qualified content teachers to teach summer school	$59,963.42	$21453.03

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
	at risk of not graduating with their cohort. Core content areas are prioritized and students will carry a reduced credit load to allow them to focus on these courses.				courses and hires an Academic Advisor for summer school as well. All 12th grade students and 11th graders needing more than 80 credits to graduate are invited to attend summer school. By using this criteria, we not only help students stay on track to graduate with their cohort, we also increase our graduation rate. By offering summer school to Insight students, we successfully graduated an additional 10 students, 9 of whom counted toward our graduation rate for the year.		

Goal 2

Goal Description
Provide a safe and effective learning environment that fosters positive school culture and connection driven by the input of parents, teachers, staff, and students that is inclusive and representative of the school's population.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	6A Suspension Rate	Overall: 0% African American: 0% EL: 0% Hispanic: 0% Disadvantaged: 0% Sped: 0% White: 0%			Overall: 0% African American: 0% EL: 0% Hispanic: 0% Disadvantaged: 0% Sped: 0% White: 0%	Maintain at 0%
2.2	6B Expulsion Rate	Overall: 0% African American: 0% Asian: 0% Hispanic: 0% White: 0%			Overall: 0% African American: 0% Asian: 0% Hispanic: 0% White: 0%	Maintain at 0%
2.3	5 Local Indicator: Parent and Family Engagement	Standard Met			Standard Met	Maintain at Standard Met
2.4	6 Local Indicator: Local Climate Survey	Standard Met			Standard Met	Maintain at Standard Met
2.5	5B Chronic Absenteeism Rate	Overall: 30.60% African American: 30.60% Hispanic: 31.50% White: 32.30%			Overall: 32.20% African American: 35.7% American Indian or Alaska Native: 58.30% Asian: Filipino: Hispanic: 30.8% Pacific Islander: White: 35.2% Two or More Races: 28.6%	Decrease rate by 5% overall and across subgroups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.6	5A P1/P2 Attendance Rates	P1 - 91.2% P2 - 90.78%			P1 - 91.11%	Maintain attendance rates at over 90%
2.7	5D Drop Out Rate (SARC)	33.6%			38.58%	Decrease 15%
2.8	6C Non-Classroom Connections	Counselor connections: 81.55% Advisor conferences: New metric			Counselor connections: 79.00%	Make non-classroom connections with at least 90% of students
2.9	3B How the LEA will promote parental participation in programs for unduplicated pupils	100% of parents understand the process of English Learner identification and ELD program placement 40% of parents know to access ELPAC scores and understand what each level/score means 100% of parents understand the district's ELD program exit criteria for English learner reclassification to Fluent English Proficient (RFEP) 100% of parents are satisfied with their child's ELD support 100% receive communication from the school in a language they can understand. 100% of parents understand the ELD				Increase parental participation in programs for unduplicated pupils

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		attendance requirements 80% of parents know who to contact at the school if their child needs help or support 80% of parents were interested in part of/possibly being part of the ELAC Parent feedback: Learning Coaches would like to help getting in touch with counselors and teachers to better support their student. Learning Coaches would like to have more ELD class sessions to focus on conversation and how to express opinions				
2.10	3C How the LEA will promote parental participation in programs for individuals with exceptional needs	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs			All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs	Maintain parent participation in programs for individuals with exceptional needs
2.11	5C Middle school dropout rate	N/A School is a grades 9-12			N/A	N/A
2.12	3A The school district makes to seek parent input in making decisions for the LEA and each individual schoolsite	N/A Single school district			N/A	N/A

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	**Language Support (EL)** Insight provides language assistance to Limited English Proficient (LEP) families and students by utilizing an interpreter service and translation service to ensure all families receive written and oral communication in a language they understand.	Yes	Ongoing Implementation		A process has been established for all staff to submit documents for translation. All staff members have received training on how to use live interpreter services.	$6,370.41	$3552.39
2.2	**Engagement (family and climate)** Insight provides parent coaching opportunities as well as instructional sessions to foster positive school culture as well as an environment that drives connection and values input from all educational partners. Resources such as monthly newsletters, parent/student instructional tutorials and frequent scheduled student/family outings are provided to all educational partners in order to foster positive school culture and inclusivity. Insight ensures frequent connection via timely communication and transparency.	Yes	Ongoing Implementation		Strong start sessions are offered to all learning coaches prior to student start dates for each cohort. 100% of learning coaches are invited to strong start sessions. Each trimester 100% of students and families are given the opportunity to provide feedback for school improvement via trimester feedback surveys. In order to meet the engagement, support and growth needs of the school, the following positions were created/hired: Engagement Lead, Media and Community Liaison, Student Family Champion, Student Champion Clerk. Lastly, Insight utilizes	$239,035.78	$63766

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
					Parent Square which is a program that is utilized to inform students/families of whole-school announcements, attendance alerts, as well as family engagement.		
2.3	**Social Emotional Learning, Prevention, and Intervention** Insight staff will be provided with professional development on Social Emotional Learning (SEL) and are provided SEL resources to incorporate into courses. Insight staff are trained on suicide prevention and screening. Insight staff, parents, learning coaches, and students have access to SEL and mental health resources at all times. Insight fosters a positive school culture and connection by providing support groups based upon student needs. Insight will work with students to address and support mental health needs.	Yes	Fully Implemented	Individual Counselor Conferences 79.00% Drop Out Rate 38.58% Chronic Absentee Overall: 32.20% Midyear P1%: 91.11% Suspension Expulsion Rate: 0%	Insight has the Lead Trauma Guidance Counselor on staff to oversee the counseling department, the Social Worker, and the Student and Family Champion, who work closely to support unhoused and foster youth students. The Lead Trauma Guidance Counselor provides annual crisis training and updates and informs staff of any updated protocols. Counselors at Insight meet with each individual student every trimester to discuss social-emotional support, academic support, and post-secondary planning. The Social Worker works closely with students in crisis and our unhoused and foster youth students. Counselors and Social Worker provide monthly support groups, including LGBTQ, Self Care, Let's Talk About It, and	$299,292.89	$115123.19

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
					Anxiety support groups. Insight ensures counselors maintain a 250:1 ratio as a means to provide the best support for our students and to comply with state recommendations. Insight provides a comprehensive social emotional learning (SEL) curriculum to all students through the 7 Mindsets program, tailoring it to meet the unique needs of the student population. Additionally, Insight collaborates with The Cook Center for Human Connection to offer one-on-one parent support sessions and resources that enhance parent guidance, ultimately contributing to student academic success. To further integrate SEL resources across all staff, the SEL committee was established to deliver school-wide SEL resources, promoting a holistic integration of social emotional learning. Finally, all staff members, both new and returning, undergo SEL training via the 7 Mindsets		

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
					curriculum each school year.		

Goal 3

Goal Description
Provide all pupils access to standards-aligned courses in well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	1A Teacher Preparation and Placement (SARC)	Fully Credentialed and Properly Assigned: 89.98% Teachers Without Credentials and Misassignments: 0% Credentialed Teachers Assigned Out-of-Field: 9.93% Unknown/Incomplete: 0%			Fully Credentialed and Properly Assigned: 91.53% Teachers Without Credentials and Misassignments: 0% Credentialed Teachers Assigned Out-of-Field: 8.40% Unknown/Incomplete: 0%	100% fully credentialed and properly assigned
3.2	1B Every pupil has sufficient access to standards-aligned instructional materials (SARC)	100% of students have access			100% of students have access	Maintain 100%
3.3	2A Implementation of the academic content and performance standards adopted by the state board.	Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability in				Full Implementation and Sustainability in all areas

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		ELA, ELD, Mathematics, NGSS, Social Science, Physical Education, and Visual and Performing Arts. Initial implementation in Career Technical Education. Beginning development in Health Education.				
3.4	2B How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability				Maintain full implementation and sustainability
3.5	7A Extent to which students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.	The school added Geometry to their course list beginning with the 2019-2020 school year. Although Geometry is not a state requirement for graduation, the addition of Geometry				Maintain offerings and add CTE offerings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		has given students the opportunity to access a higher math course. Insight has included Technology courses: Computer Literacy, Digital Arts and Image Design and Editing. The school is providing the ability for students to earn a Food Handler's Certificate as well as ASVAB opportunities. The upcoming 2023-2024 school year Insight is planning to provide courses with Microsoft for students to have the opportunity to take an exam for a Microsoft certificate.				
3.6	7B Programs and services developed and provided to unduplicated pupils	Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.			Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.	Maintain
3.7	7C Programs and services developed and provided to individuals with exceptional needs	Pupils with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.			Pupils with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.	Maintain
3.8	1C School facilities are maintained in good repair.	N/A Virtual school			N/A	N/A

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	**Student ISP Reimbursement** Provide an internet subsidy for students who qualify for free and reduced lunch.	Yes	Planned			$52,116.00	$19657
3.2	**High-Quality Teachers** Provide highly qualified, fully credentialed teachers. Salary increases and/or bonuses granted to better attract and retain highly qualified and credentialed instructional staff. The school will work to lower caseloads for credentialed staff who provide instruction to students to allow for more personalized support for students.	Yes	Fully Implemented	Fully Credentialed and Properly Assigned: 91.53% Teachers Without Credentials and Misassignments : 0% Credentialed Teachers Assigned Out-of-Field: 8.40% Unknown/Incomplete: 0%	Misassignments were listed in the SARC due to mis-coding of courses. The coding for courses has been corrected and will show that all teachers are 100% properly assigned	$611,164.27	$28744.77
3.3	**Equity, Access, & Accountability** The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. An integral part of the team is those who ensure all data is collected and presented in a manner that is comprehensible to all educational partners. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. Team members are committed to aligning all facets of the academic program with state standards, ensuring that every student is actively learning, and creating conditions that foster productive discourse between all educational partners.	Yes	Ongoing Implementation		Insight's administration team has met in-person following each administration of Star 360 assessments to perform in-depth data analysis. Results from these data digs drove changes to the live bell schedule and to the pacing guides and focus standards for intervention programs. Insight's dashboard coordinator has interpreted and presented state testing results to staff and	$95,080.34	$31265.23

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 partners at staff meetings and via shared score reports. She also restructured several school forms for families to increase accessibility and ease of use. Insight has contracted with a program to provide automated alerts to families regarding student live session attendance. Insight also contracts with a student information system that enables families to have access to student records and documents in their primary language. ELD Specialists send English Language Plans once per year and progress reports throughout the year. Insight contracts with a service that provides translation for school documents.		
3.4	**MKV/FY** In accordance with state and federal laws, Insight will provide hotspots to our MKV and Foster Youth students in an effort to ensure students have free access to school. Insight will offer hotspots for wifi connectivity and will provide free shipping of hotspots.	No				$1,500.54	$1323.68

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
3.5	**New Teacher Induction** The new teacher induction programs aim to provide comprehensive support, guidance, and mentorship to novice educators. Pairing with a mentor as a trusted guide, novice educators can acquires strategies and best practices tailored to their specific needs. Through ongoing dialogue and mentorship, novice educators can enhance their instructional skills, learn effective pedagogical techniques, and adapt to diverse student needs more effectively.	No	Partially Implemented	Teachers Without Credentials and Misassignments : 0%	Insight is currently supporting 1 teacher this year to clear their credential through an induction program	$1,662.26	$58.34
3.6	**New Staff Training**	No Yes				$126.60	$126.60

Goal 4

Goal Description
Increase the graduation rate for all pupils and across significant groups (Student with Disabilities, Socioeconomically Disadvantaged, and Hispanic), by 5% by end of SY2025-2026

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	5E Graduation Rate (Dashboard)	Overall: 66.70% African American: 66.70% EL: 44.40% Hispanic: 63.30% Homeless youth: 53.60% Socioeconomically Disadvantaged: 63.60% Sped: 49.30% White: 68.50%			Overall: 65.4% African American: 63.0% EL: 69.4% Hispanic: 65.3% Homeless youth: 66.7% LTEL: 74.2% Socioeconomically Disadvantaged: 64.4% Sped: 67.2% White: 69.1%	Increase the graduation rate for all pupils and across all subgroups by 5%
4.2	4E EL Progress	51.70%			EL (not LTEL): 49% LTEL: 50%	Increase by at least 10%
4.3	4F EL Reclassification Rate	4.70%			6.66%	Increase by 5%
4.4	Student Pass Rate (By 60%+ Courses)	Overall: 72.21% EL: 74.03% Sped: 67.24%			EL:54% LTEL: 50%	Increase by 3% in all groups
4.5	Student Graduation Plan Views	94.00%			89.00%	Increase to 95%

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	**RAISE Team** Insight works with students to ensure they are compliant with attendance and making progress academically towards graduation. The RAISE team conducts daily outreach each	Yes	Fully Implemented	Grad Rate: EL: 69.4% LTEL: 74.2% EL Progress:	100% of TBD students have completed Initial ELPAC testing. 100% of newcomer EL students have been set	$296,709.51	$136787.47

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
	morning and throughout the day as needed. Insight ensures that all educational partners are made aware of support and engagement sessions available to them in order to support their graduation goals. Insight also offers translation services based on student need to decrease the gap in language barriers to graduation. Insight ensures each student has a graduation plan and is placed in courses needed to graduate; each student is required to view their graduation plan each term. Insight works with students to ensure they have access to socio-economic resources .			EL (not LTEL): 49% LTEL: 50% Reclassification Rate: 6.66%	up with translation tools.		
4.2	**Academic Data Coordinator** The Academic Data Coordinator will compile and analyze academic data from multiple sources, including various assessments and course progress, to identify and present trends in proficiency gaps and growth. This position will provide teachers and staff with access to and training in student academic data to make informed instructional decisions as part of the DDI cycle.	Yes	Fully Implemented		Insight hired an Academic Data Coordinator at the start of the school year. She has developed and maintained an internal server of student data and performed ongoing training for staff on its use.	$66,951.67	$25970.97
4.3	**ELD Services** Insight offers a Structured English Immersion (SEI) program, where services and support for English Learners and Long-Term English Learners (LTEL) are based on students' English language proficiency and progress. The ELD Coordinator will review EL student data and place students in courses, as well as additional support needed based on ELPAC and STAR360 scores. All English Learners will be placed in a designated ELD course determined by their English proficiency level and LTEL status. Designated ELD lessons will	Yes	Fully Implemented	Grad Rate: EL: 69.4% LTEL: 74.2% EL Progress: EL (not LTEL): 49% LTEL: 50% Reclassification Rate: 6.66%		$209,889.06	$76230.82

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
	be designed using a research-based curriculum, aligned with the CA ELD standards, and taught by highly qualified and highly trained ELD Specialist. The ELD Specialist and ELD Coordinator will work together to create individualized language proficiency goals for each student to drive both Integrated and Designated ELD instruction. In addition, LTEL students will have tailored ELD courses specifically designed to utilize research-based essential components for LTELS. As EL students are monitored throughout the school year, tier 2 support will be provided to students who are in need of additional language support. These students will be added toa targeted small group sessions with ELD Specialist to provide additional English language support. To support Newcomer students, a tier 3 intervention English language acquisition platform will be utilized along with Designated and Integrated ELD classes and supports.			EL Proficiency Rate: 7.41%			

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	6428232	N/A
LCFF Supplemental/Concentration Grants	1469401	362678