



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

Students will receive learning services fundamental to academic success, including qualified teachers, standards aligned instructional materials, a well designed academic program, and appropriately maintained school facilities.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Teachers: Fully Credentialed & Appropriately Assigned	<p>Most recent SARC Data: 74.79% - Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</p> <p>0% Intern Credential Holders Properly Assigned</p> <p>13.61% Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</p> <p>11.54% Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</p>			<p>76.67% - Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</p> <p>0% Intern Credential Holders Properly Assigned</p> <p>20.83% Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</p> <p>1.11% Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</p>	<p>Increase the amount of fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) to at least 83.79%.</p> <p>Decrease the number of teachers Without Credentials and Misassignments (“ineffective” under ESSA) to at least 4.30%</p> <p>Decrease the number of Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) to at least 4.28%</p>
1.2	CAASPP ELA - ALL students	<p>38.83% of HACS students Met or Exceeded Standard in the 2023 School Year (SY)</p> <p>2022-23 state testing average was 46.66%, putting our school 7.83% below that mark.</p>			<p>44.70% of HACS students Met or Exceeded Standard in the 2023-24 School Year (SY). This represents an increase of 5.87% from the previous year.</p> <p>2023-24 state testing average was 47.04%, putting our school</p>	<p>Increase the number of HACS students who Met or Exceeded Standard in ELA to 53.83%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					2.34% below that mark.	
1.3	CAASPP Math - ALL students	25.18% of HACS students Met or Exceeded Standard in the 2023 SY. 2022-23 state testing average was 34.62% putting our school 9.44% below that mark.			25.96% of HACS students Met or Exceeded Standard in the 2023-24 School Year (SY). This represents an increase of 0.78% from the previous year. 2023-24 state testing average was 35.54%, putting our school 9.58% below that mark.	Increase the number of HACS students who Met or Exceeded Standard in Math to 40.18%
1.4	Student Access to Curriculum	100% Student Access to Adopted Curriculum			100% of students had access to our school's adopted curriculum	Maintain 100% Student Access to Adopted Curriculum
1.5	English Learner Progress	72.4% of English Learner (EL) Students making progress towards proficiency			11.1% 72.4% of English Learner (EL) Students are making progress towards proficiency. This represents a decrease of 61.30% from the previous year.	75% of English Learner (EL) Students will make progress towards proficiency.

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	New Teacher Induction Highland Academy prioritizes the development of our educators. New faculty members entering their first or second year are eligible for full financial support towards completing their state teacher induction program. This program expedites the credentialing process and ensures you meet all necessary requirements for licensure.	No	Fully Implemented	All first and second year Highland Academy teachers are currently enrolled in the teacher	Attendance at weekly mentor meetings, colloquiums, completion of induction requirements.	\$20,000.00	

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				induction program.			
1.2	Academic Diagnostics and Monitoring Empowering teachers with actionable data from diagnostic programs to monitor student progress in both Language Arts and Math.	Yes	Fully Implemented	December 2024 iReady diagnostic data shows that 37% of students are at or above grade level in ELA. Another 30% are only one level below and are considered "focus" or "bubble" students. In Math, 24% of students are at or above grade level, with 43% only one level below.	Diagnostic exams #1 and 2 have already been administered. Diagnostic #3 is scheduled to be given in March of 2025.	\$23,720.00	\$8570
1.3	Highly Qualified Educators Employ and retain a highly qualified educators. Ensure teachers, administrators, and paraprofessionals are properly credentialed and appropriately assigned.	No	Partially Implemented	No vacant teaching positions, 2.60 misassignments , 2.30 out-of-field teachers.	Review of current teacher credentials and authorizations.	\$1,601,389.01	\$404972
1.4	Chromebooks & Technology Upgrades Equip all students with Chromebooks and essential technology to ensure equitable access to the core curriculum and active engagement in class.	No	Fully Implemented	The classrooms are all equipped with updated ActivPanel Promethean Boards and Chromebooks for each	The Chromebooks purchased from previous school years are still being used. As a result, no new purchases have been necessary this year so far.	\$80,000.00	

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				student. Additionally, we have Chromebooks available for students to check out and take home as needed.			
1.5	Professional Development Highland Academy's professional development program emphasizes ongoing support for all teachers. We prioritize training on effective strategies for supporting English Learners, students with disabilities, and students who are otherwise at-risk.	Yes	Partially Implemented	All staff members have either participated in one or more trainings this school year or are scheduled to do so before the school year ends.	Early release Fridays allow teachers dedicated time to improve their skills and knowledge through professional development, leading to enhanced instruction and student achievement. Additionally, this time fosters a stronger school culture by encouraging collaboration and teamwork among staff.	\$18,500.00	\$4360
1.6	Safe & Maintained Facilities Ensure a clean, safe, and efficient learning environment for our students and staff. Our school will respond to repair needs promptly to ensure campus remains functional year-round.	No	Partially Implemented	The campus has seen a variety of projects, including classroom and restroom repairs and an updated bell/PA system. Some of these projects are already complete, and others are still ongoing.	Most recent Facility Inspection Tool (FIT) in October 2024, Fire Marshall inspection conducted in November of 2024.	\$323,566.00	\$82905
1.7	Special Education Paraprofessionals Highland Academy will employ qualified paraprofessionals to work with students who have IEPs, 504s or are otherwise considered	No	Fully Implemented	Paraprofessionals offer push-in support across all grade levels	Service Logs, student IEPs, Small Local Educational Agency Cyclical Monitoring	\$61,091.72	\$17804

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	at-risk in helping them make progress towards their goals.			to ensure that every special education student on campus receives their necessary services.			
1.8	Curriculum Highland Academy is investing in high-quality, standards-aligned curriculum that seamlessly integrates with our project-based learning (PBL) approach. This curriculum offers built-in differentiation, ensuring both advanced and struggling learners receive the support they need to thrive in engaging, project-driven environments.	Yes	Fully Implemented	All classes on campus have grade level curriculum for every student. Highland Academy uses IXL and iReady as remedial tools for both advanced and at-risk learners.	100% school-wide usage of purchased curriculum and remedial tools.	\$30,000.00	\$13216
1.9	SAI Education Specialist To bolster our commitment to supporting struggling students, Highland Academy has hired a dedicated Education Specialist. This specialist will focus on managing IEP caseloads, collaborating with teachers to deliver targeted instruction, and providing individualized support to ensure all students have the resources they need to meet their goals.	No	Fully Implemented	Current compliance with IEP requirements for all special education students on campus.	Small Local Educational Agency Cyclical Monitoring	\$104,200.00	\$33038
1.10	Related Services Highland Academy partners with a reputable Non-Public Agencies (NPA) to ensure all students on Individualized Education Programs (IEPs) receive the specialized support they need. This partnership allows us to expand our in-house expertise and provide high-quality	No	Fully Implemented	All special education students are receiving their required services through a combination of	Service Logs, student IEPs, Small Local Educational Agency Cyclical Monitoring	\$207,000.00	\$37916

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	related services aligned with each student's IEP goals.			in-house and outside services.			
1.11	Math and ELA Paraprofessionals The school employs two language arts and math paraprofessionals to provide targeted academic support to English learners, low-income students, and others facing academic challenges.	Yes	Partially Implemented	ELA and math paraprofessionals are providing individualized support to students struggling in Math or ELA. helping them access and understand the curriculum.	Student grades, diagnostic scores, CAASPP test scores, behavior incidents	\$46,529.90	\$15306
1.12	Remedial Math and Language Arts Teachers The school employs a remedial language arts teacher and a remedial math teacher to provide targeted academic support to English learners, low-income students, and others facing academic challenges.	Yes	Partially Implemented	Highland Academy's remedial ELA and math teachers provide support by identifying students' learning gaps and tailoring instruction to address those specific needs. This often involves reteaching concepts, providing extra practice, and using different instructional strategies to help students master essential skills.	Student grades, diagnostic scores, CAASPP test scores, behavior incidents	\$161,779.23	\$46057

Goal 2

Goal Description

Increase levels of involvement and engagement across all stakeholder groups.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Average Daily Attendance (ADA) Rate	2023-24 SY ADA as of May 2024: 94.8%			2024-25 SY ADA as of January 2025: 94.6%. The represents a slight decrease of 0.2% from the previous year.	Increase and maintain an ADA of at least 95%
2.2	Chronic Absenteeism	2022-23 CA Dashboard: 20.9% of HACS students identified as Chronically Absent			2023-24 CA Dashboard: 13.7% of HACS students were identified as Chronically Absent. This represents a decrease of 7.2% from the previous year.	No more than 11.9% of HACS students identified as Chronically Absent
2.3	Stakeholder Participation	Attendance and participation as measured by attendance sheets, head counts, and observations			A 10% average growth in attendance and participation has been recorded for Board meetings, sporting events, assemblies, and school activities from the previous year.	Increased attendance and participation from the prior year as measured by attendance sheets, head counts, and observations
2.4	Student Enrollment	Enrollment as of April 2024: 321			Enrollment as of January 2025: 332. This represents an 11 student increase from the previous year.	Maintain an enrollment of at least 330 students

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	Technology - Group Messaging Highland Academy is committed to ensuring all families receive important school updates. We utilize Bloomz, a powerful communication tool,	No	Fully Implemented	To reach families, Highland Academy	A parent from each Highland Academy student's household has an account on at	\$2,000.00	\$1751.00

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
	to reach all of our families via text, email, or phone call.			employs Bloomz, Class Dojo, and social media, offering communication through email, text, messaging, and phone.	least one of these platforms.		
2.2	Technology - Website and social media Highland Academy is committed to keeping our families informed and engaged. We're actively developing our website (highland-academy.org) and social media presence to provide a central hub for resources, upcoming events, and important school information.	No	Fully Implemented	Ongoing maintenance ensures Highland Academy's website remains current with school events, information, and the school directory.	An internal audit of website analytics demonstrates increased utilization of the website's tools.	\$1,000.00	\$47.92
2.3	Student Information System (SIS) We leverage our student information system, PowerSchool, to monitor attendance data daily, weekly, and monthly. This allows us to identify students at risk of missing excessive school and proactively implement our supportive attendance policy to ensure their academic success.	No	Fully Implemented	PowerSchool, our student information system, facilitates enrollment, grades, and attendance, enabling all stakeholders to access vital student data and collaborate for student success.	Gradebooks, student attendance	\$12,000.00	\$10450
2.4	Virtual Tutoring / Meetings Highland Academy uses Google Meets and Zoom to facilitate efficient and cost-effective professional development and meetings. Recognizing most interactions fall under the 40-minute free tier, teachers will primarily utilize free Zoom accounts. However, for administrators and our Student Attendance and Intervention (SAI) Specialist who may conduct extended IEP meetings, a Zoom Pro	No	Fully Implemented	Virtual communication platforms, such as Zoom, remain in use for IEPs, training sessions, and other meetings when in-person	All staff members have participated, or will participate, in training this year. Virtual platforms have significantly enhanced training accessibility, thereby increasing participation and	\$639.60	\$769

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	account will be secured to ensure uninterrupted sessions.			attendance is not feasible or when virtual participation offers a more cost-effective alternative.	allowing for multiple engagements.		
2.5	Stakeholder Feedback Highland Academy prioritizes open communication and continuous improvement by gathering feedback from all stakeholders. We leverage the power of Google Suite to conduct surveys at least twice a year, at the conclusion of each semester.	No	Fully Implemented	88% of parents responded favorably overall on our school's most recent stakeholder satisfaction survey.	An internal audit of the survey data confirmed universal accessibility and a participation rate exceeding 84% (280 out of 332) of our family population.	\$990.00	\$480

Goal 3

Goal Description

All students will have access to a multi-tiered system of attendance, behavioral and emotional supports to help them be successful.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Suspension Rate & local discipline data	2022-23 Dashboard - 8.1% of students were suspended at least once during the school year.			2023-24 CA Dashboard: 6.3% of HACS students were suspended at least once during the school year. This represents a decrease of 1.7% from the previous year.	5.07% or less of students will be suspended at least once during the school year.
3.2	Chronic Absenteeism	2022-23 CA Dashboard: 20.9% of HACS students identified as Chronically Absent			2023-24 CA Dashboard: 13.7% of HACS students were identified as Chronically Absent. This represents a decrease of 7.2% from the previous year.	No more than 11.9% of HACS students identified as Chronically Absent
3.3	Attendance Rate	2023-24 SY ADA as of May 2024: 94.8%			2024-25 SY ADA as of January 2025: 94.6%. The represents a slight decrease of 0.2% from the previous year.	Increase and maintain an ADA of at least 95%
3.4	Stakeholder Survey Responses	85% favorability rating on most recent LCAP Survey			88% of stakeholders responded favorably overall on most recent LCAP Survey.	Maintain at least an 85% favorability rating on most recent LCAP Survey

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	Credentialed School Counselor To ensure all students thrive, Highland Academy has a credentialed school counselor. This counselor will prioritize working with students identified as needing extra help, such	Yes	Fully Implemented	Our school's counselor provides a range of services to	Counseling office logs, student discipline records	\$85,217.08	\$26384

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
	as those struggling emotionally, socially, or behaviorally.			students including individual counseling to help students resolve personal or interpersonal problems and small group counseling to help students enhance listening and social skills, learn to empathize with others, and find social support through healthy peer relationships.			
3.2	School-wide social emotional development program Integrating a comprehensive Social-Emotional Learning (SEL) curriculum across all grade levels (TK-8) for the entire school.	Yes	Partially Implemented	Highland Academy has implemented the CASEL framework to foster social-emotional learning (SEL). Through CASEL, our students develop the skills to build healthy identities, manage emotions, form strong relationships, and make responsible choices.	Counseling office logs, student discipline records, responses to the most recent LCAP survey.	\$10,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	Alternatives to suspension To promote positive behavior change, Highland Academy will explore alternatives to suspension whenever possible. These alternatives will emphasize Restorative Justice, allowing students to take responsibility for their actions, repair harm, and learn from their mistakes.	Yes	Partially Implemented	Our school's suspension rate decreased to 6.3% of Highland Academy students being suspended at least once during the school year (down from 8.1%)	Student Discipline Records	\$2,500.00	
3.4	School Events, Assemblies, and Activities To foster a strong sense of community, our school is expanding its calendar with exciting events, assemblies, and activities – both in and out of school hours. This year, we're aiming for even greater student and parent participation, ensuring everyone feels like they belong!	No	Fully Implemented	Attendance at school activities, sporting events, and Board Meetings has increased from the previous school year by an estimated 10%.	As measured by attendance sheets, head counts, and observations	\$10,000.00	\$3206
3.5	Conflict resolution program Highland Academy is equipping its counselor and teachers with the skills to become conflict resolution champions. This means students will benefit from expert guidance in resolving disagreements effectively.	Yes	Partially Implemented	Our school counselor has initiated valuable conflict resolution practices, effectively helping students resolve disputes and avoid disciplinary actions. Building on this success, we are exploring formal conflict resolution programs to further enhance	Counseling office logs, student discipline records	\$1,500.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				our campus environment.			
3.6	Campus Supervisor Our campus supervisor creates a safer environment by monitoring hallways and grounds, deterring disruptive behavior, and intervening in conflicts. This employee also acts as positive role models for students, fostering a sense of community and providing guidance during this crucial developmental stage.	No	Fully Implemented	A three-year downward trend in discipline and suspensions highlights the effectiveness of employing a full-time campus supervisor.	Student discipline records	\$48,020.50	\$13413