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

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hearthstone School	Mary Sakuma Superintendent	msakuma@bcoe.org (530) 532-5650

Goal 1

Goal Description
Prepare Hearthstone students with the necessary academics, knowledge and skills for future success in education and the workforce.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	CA Statewide Assignment Accountability System (CalSAAS) % of teachers appropriately credentialed and % of teachers appropriately assigned (Priority 1)	2023-2024 Local data indicates that 100% of teachers were appropriately credentialed and 100% of teachers were appropriately assigned	2024-2025 Local data indicates that 100% of teachers were appropriately credentialed, and 100% of teachers were appropriately assigned	2025-2026 Local data indicates that 100% of teachers were appropriately credentialed, and 100% of teachers were appropriately assigned	Not available at this time.	Maintain 100% fully credentialed and 100% appropriately assigned staff
1.2	Instructional Material Inventory Report to Superintendent % of student access to standards aligned materials (Priority 1)	2023-2024 100% of students have access to standards aligned instructional materials	2024-2025 100% of students have access to standards aligned instructional materials	2025-2026 100% of students have access to standards aligned instructional materials	2025-2026 100% of students have access to standards aligned instructional materials	Maintain 100% access to standards aligned instructional materials
1.3	CA State Standards Implementation % average on 5 point self-reflection tool (Priority 2)	2023-2024 The overall implementation of all State Standards as measured on the 5 point self-reflection tool averaged 97%	2024-2025 The overall implementation of all State Standards as measured on the 5-point self-reflection tool averaged 70% (-27%)	2025-2026 The overall implementation of all State Standards as measured on the 5-point self-reflection tool averaged 40% (-30%)	Not available at this time.	Exceed 85% implementation as rated on the 5 point self reflection tool
1.4	LEASA Rubric for Student Access to a Broad Course of Study LEA's identified rating on the LEVERs (Access to Broad Course of Study) (Priority 7)	Establish a baseline using the LEVERs tool.	June 2024 4 out of 14 components completed on the LEVERS tool.	May 2026 4 out of 14 components completed on the LEVERS tool.	Not available at this time.	Increase one level on the LEVERS
1.5	CA Dashboard CAASPP Math and ELA Distance from standard points (Priority 4)	Spring 2023 ELA, including CAA: Performance Indicator: orange 50.3 points below standard	Spring 2024 ELA, including CAA: Performance Indicator: orange 50.3 points below standard	Spring 2025 ELA, including CAA: Performance Indicator: Orange 62.9 points below standard (-12.6)	Spring 2025 ELA, including CAA: Performance Indicator: orange 62.9 (-12.5) points below standard	ELA: decrease distance from standard to less than 20 points; Per the Special Education Plan, increase proficiency to greater than 15.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Two student groups identified orange: White: 26.5 points below standard Socioeconomically disadvantaged: 63.6 points below standard Math, including CAA: yellow 84.8 points below standard One student group identified yellow: White: 66.8 points below standard One student group identified orange: Socioeconomically disadvantaged: 100.8 points below standard	Two student groups identified orange: White: 52.1 points below standard Socioeconomically disadvantaged: 56.9 points below standard EL N/A Foster Youth N/A Math, including CAA: red 125.3 points below standard Two student groups identified yellow: White: 113.6 points below standard. Socioeconomically disadvantaged: 132.1 points below standard EL N/A Foster Youth N/A	Two student groups identified orange: White: 63 points below standard (-10.9) Socioeconomically disadvantaged: 64.4 points below standard (7.4) Math, including CAA: Orange 108.1 points below standard (+17.2) Two student groups identified yellow: White: 107.8 points below standard. (+5.8) Socioeconomically disadvantaged: 111.6 points below standard (+20.5)	Two student groups identified orange: White: 63 points below standard Socioeconomically disadvantaged: 64.4 points below standard Math, including CAA: red 108.1 points below standard Two student groups identified orange: White:107.8 points below standard. Socioeconomically disadvantaged: 111.6 points below standard	Math: decrease distance from standard to less than 75 points; Per the Special Education Plan, increase proficiency to greater than 13.6% Close the points gap by more than 20% for all reported student groups
1.6	CDE CAASPP data for CAST Science and CAST Alternate % of students meeting or exceeding standards (Priority 4)	Spring 2023 Overall: 18.2% Meeting or Exceeding Standards 19 points below standard Socioeconomically disadvantaged: 14% Meeting or Exceeding Standards 20 points below standard	Spring 2024 Overall 17.2% meeting or Exceeding Standards 22 points below standard Socioeconomically disadvantaged: 6% Meeting or Exceeding Standards 23 points below standard. EL 0% (no change) Meeting or Exceeding Standards Foster Youth 0% (no change)	Spring 2025 Overall 19.1% meeting or Exceeding Standards -20 points below standard Socioeconomically disadvantaged: 19% (+13%) Meeting or Exceeding Standards -22 points below standard. EL:N/A Foster Youth 33% (+33%)	Spring 2025 Overall 19.1% (+1.9%) meeting or Exceeding Standards -20 points below standard. Socioeconomically disadvantaged:19% (+3%) Meeting or Exceeding Standards -22 points below standard.	CAST: decrease distance from standard to less than 20 points and/or increase the number of students meeting or exceeding standard by 15% CAST Alt: To be determined when results are available. Increase meeting or exceeding by more than 5% Close the points gap to less than 5% for all reported student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			CAST Alt: increased 2.0% The standard is 23 points below standard.	CAST Alt: 0% No Change The standard is -28 points below standard.		
1.7	CA Dashboard CCI Report Pupil Outcomes - College/Career Indicators % of overall and student groups approaching prepared (Priority 8)	Spring 2023 Students Prepared for College All Students: 12.5% White: 13.3% Socioeconomically disadvantaged: 12.5% Students Approaching Prepared for College All Students: 25% White: 26.7% Socioeconomically disadvantaged: 25% Met UC/CSU requirements: 0 students (0%) CTE Completer: 10 students (50%)	Spring 2024 Students Prepared for College All Students: 17.4% White: 15.4% Socioeconomically disadvantaged:14.3% EL: N/A Foster Youth: N/A Students Approaching Prepared for College All Students: 13% White:15.4% Socioeconomically disadvantaged: 14.3% EL: N/A Foster Youth:N/A Met UC/CSU requirements: 1 student (4.3%) CTE Completer: 14 students (40%)	Spring 2025 Students Prepared for College All Students: 24.1% (+11.6) White: 26.3% (+10.9%) Socioeconomically disadvantaged:23.1% (+8.8%) EL: N/A Foster Youth: Not enough students to report publicly. Students Approaching Prepared for College All Students: 20.7% (+6.4%) White:26.3% (+10.9%) Socioeconomically disadvantaged: 23.1% (-8.8%) EL: N/A Foster Youth: Not enough students to report publicly. Met UC/CSU requirements: 0 student (-1%) CTE Completer: 12 students (37%)	Spring 2025 Students Prepared for College All Students: 24.1% (+11.6%) White: 26.3% (+13%) Socioeconomically disadvantaged: 23.1% (+10.6%) Students Approaching Prepared for College All Students: 20.7% (-4.3%) White:15.8% (-10.9%) Socioeconomically disadvantaged: 23.1% (-1.9%) Met UC/CSU requirements: 0 students (0%) CTE Completer: 14 students (40%)	The percentage of students that Met or Approached Prepared combined will increase by more than 10% overall and in each student group.
1.8	Data Quest EL Reclassification Rate % of EL students reclassified FEP (Priority 4)	Hearthstone School has fewer than 11 EL students and the Dashboard does not publicly report data.	At Hearthstone School, according to Data Quest, there is a total of 5 RFEP students.	Hearthstone School has fewer than 11 EL students and the Dashboard does not publicly report data.	Hearthstone School has fewer than 11 EL students and the Dashboard does not publicly report data.	Maintain reclassification rates that ensure students do not become long-term English learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.9	Local EL Academic Support Plan and CA Dashboard % of students classified as EL that have an academic support plan (Priority 4)	2023-2024 Hearthstone School has fewer than 11 students, and the Dashboard does not publicly report data. 100% of students classified as EL have an academic support plan that is monitored and adjusted at least biannually.	Spring 2024 Hearthstone School continues to have fewer than 11 students, and the Dashboard does not publicly report data. 100% of the students classified as EL have an academic support plan monitored and adjusted at least biannually.	Spring 2025 Hearthstone School continues to have fewer than 11 students, and the Dashboard does not publicly report data. 100% of the students classified as EL have an academic support plan monitored and adjusted at least biannually.	Spring 2025 Hearthstone School continues to have fewer than 11 students, and the Dashboard does not publicly report data. 100% of the students classified as EL have an academic support plan monitored and adjusted at least biannually.	Maintain rate of 100% of students classified as EL have an academic support plan that is monitored and adjusted at least biannually
1.10	CA Dashboard Graduation rate % (Priority 5)	The 2023 Dashboard does not have a performance color. All Students: 87.5% (-2.5%) White: 80% Socioeconomically Disadvantaged: 87.5%	The 2024 Dashboard does not have a performance color. All Students: 78.3% (-9.2%) White: 84.6% (+4.6%) Socioeconomically Disadvantaged: 76.2% (-11.3%) EL: N/A Foster Youth: N/A	The 2025 Dashboard does not have a performance color. All Students: 82.8% (4.5%) White: 78.9% (-5.7%) Socioeconomically Disadvantaged: 84.6% (+8.4%)	The 2025 Dashboard does not have a performance color. All Students: 82.8% (+4.5%) White: 78.9% (-5.7%) Socioeconomically Disadvantaged: 84.6% (+8.4%)	Increase graduation rates to 90% or higher
1.11	10 Distinguishers Rubric for Measuring % of Academic Engagement (Priority 6)	Spring 2024 10 Distinguishers of Big Picture Learning 40% (-25%)	Spring 2025 10 Distinguishers of Big Picture Learning 48% (+8%)	Spring 2026 10 Distinguishers of Big Picture Learning 45% (No Change)	Not available at this time.	Increase academic engagement rating to 70% or higher
1.12	i-Ready Reading Local Assessment Data % of students meeting or exceeding standards Assessment (Priority 4)	Fall 2023 - Winter 2023 Overall: 31% (+13%) Meeting or Exceeding Standards STUDENT GROUPS	Fall 2024 - Winter 2024 Overall: 34% (+3%) Meeting or Exceeding Standards STUDENT GROUPS	Fall 2025 - Winter 2025 Overall: 30% (-4%) Meeting or Exceeding Standards STUDENT GROUPS	Fall 2025 - Winter 2025 Overall 30% (+9%) Meeting or Exceeding Standards STUDENT GROUPS Socioeconomically disadvantaged 26%	Increase winter administration achievement data to greater than 50% Meeting or Exceeding Close student group gaps to less than 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Socioeconomically disadvantaged: 29% (+12%) Meeting or Exceeding Standards Students with Disabilities: 13% (+7%) Meeting or Exceeding Standards	Socioeconomically disadvantaged: 34% (+5%) Meeting or Exceeding Standards Students with Disabilities: 18% (+5%) Meeting or Exceeding Standards EL: 34% (+5) Meeting or Exceeding Standards Foster Youth 25% (-32%) Meeting or Exceeding Standards	Meeting or Exceeding Standards Socioeconomically disadvantaged: 26% (-3%) Students with Disabilities: 15% (-3%)	(+8%) Meeting or Exceeding Standards Special Education 15% (+12%) Meeting or Exceeding Standards	
1.13	i-Ready Math Local Assessment Data % of students meeting or exceeding standards (Priority 4)	Fall 2023 - Winter 2023 Overall: 13% (+7%) Meeting or Exceeding Standards STUDENT GROUPS Socioeconomically disadvantaged: 12% (+6%) Meeting or Exceeding Standards Students with Disabilities: 0% (0%) Meeting or Exceeding Standards	Fall 2024 - Winter 2024 Overall: 17% (+4%) Meeting or Exceeding Standards STUDENT GROUPS Socioeconomically disadvantaged: 19% (+7%) Meeting or Exceeding Standards Students with Disabilities: 4% (+4%) Meeting or Exceeding Standards EL 0% (no change) Meeting or Exceeding Standards Foster Youth 0% (no change) Meeting or Exceeding Standards	Fall 2025- Winter 2025 Overall: 12% (-5%) Meeting or Exceeding Standards STUDENT GROUPS Meeting or Exceeding Standards Socioeconomically disadvantaged:11% (-8%) Students with Disabilities: 3% (-1%)	Fall 2025 - Winter 2025 Overall: 12% (-4%) Meeting or Exceeding Standards STUDENT GROUPS Socioeconomically disadvantaged: 11% (-4%) Meeting or Exceeding Standards Students with Disabilities: 3% (+3%) EL: 0% (no change) Foster Youth 0% (no change)	Increase achievement to greater than 40% Meeting or Exceeding Close student group gaps to less than 5%
1.14	Write Score Assessment Local Assessment Data % of students meeting or exceeding standards (Priority 4)	Fall 2023 - Winter 2023 Grades 2-12 Overall: 3% (+3%) Meeting or Exceeding Standards	Fall 2024 - Winter 2024 Grades 2-12 Overall: 4% (+1%) Meeting or Exceeding Standards	Fall 2025 - Winter 2025 Grades 2-12 Overall: 6% (+2%) Meeting or Exceeding Standards	Fall 2025 - Winter 2025 Write Score Assessment Local Assessment Data	Increase achievement to greater than 30% Meeting or Exceeding Close student group gaps to less than 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		STUDENT GROUPS Socioeconomically disadvantaged: 1% (+1%) Meeting or Exceeding Standards Students with Disabilities 0% (0%)	STUDENT GROUPS Socioeconomically disadvantaged 6% (+5%) Meeting or Exceeding Standards Students with Disabilities: 0% no change Meeting or Exceeding Standards EL 0% (-20%) Meeting or Exceeding Standards Foster Youth 0% (no change) Meeting or Exceeding Standards	STUDENT GROUPS Meeting or Exceeding Standards Socioeconomically disadvantaged 6% (No Change) Students with Disabilities: 0% No Change	6% (+4%) of students meeting or exceeding standards STUDENT GROUPS Socioeconomically disadvantaged: 6% (+4%) Meeting or Exceeding Standards Students with Disabilities 0% (no change)	
1.15				2024–2025: 16% of 11th grade students were conditionally ready or ready for college in ELA (3 of 19), and 5% were conditionally ready or ready for college in Math (1 of 19)		
1.16				2024–2025: 100% of English learners tested scored at the Well Developed or Moderately Developed level on the ELPAC (3 of 3)		
1.17				Spring 2025: 0 students (0%) met UC/CSU requirements		

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	**Academic Readiness Classes** As identified in the ELPAC, CAASPP, local academic assessment scores, and college and career readiness outcomes, all students, specifically low-income and EL students, struggle with meeting math, reading, and writing standards. To address this need, Hearthstone School will: a. Provide in-person academic support classes b. Implement interim CAASPP math assessments for grades 6-12 c. Purchase and implement supplemental curriculum d. Staff collaboration to provide coordinated student support e. Direct monitoring of EL student growth during data-driven PLCs and parent meetings f. Develop a personalized academic support plan for all identified EL students targeting identified needs g. Reevaluate the needs of EL students at each reporting period to determine if they are on target for meeting semester goals and expectations h. Assign additional interventions, if ELs are not making progress, as outlined in the BCOE EL Master Plan	Yes	Fully Implemented	See allavailable data in previous section.		$511,307.00	$508,277.00
1.2	**College and Career Transition Services** As identified in the college and career readiness outcomes, student and parent LCAP surveys, and School Site Council feedback, all students, specifically low-income and foster/homeless students, struggle with meeting college or career readiness indicators. To address this need, Hearthstone School will: a. Provide college, career, and CTE counseling and advising services aligned with postsecondary opportunities	Yes	Fully Implemented			$78,782.00	$42,611.00

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
	b. Develop transition services to increase TK-12 exposure, exploration, and leaving-to-learn opportunities c. Increase student engagement through developing outreach materials and events that support student awareness of opportunities and connections to interest.						
1.3	**CTE Pathway Access** As identified in the college and career readiness outcomes, and CTE completer rate, all 6th-12th grade students, specifically low-income and foster/homeless students, struggle with enrolling and completing college and career ready courses and opportunities. To address this need, Hearthstone School will: a. Increase access to high-quality CTE courses and accessible pathways b. Develop CTE pathways alignment 6-12 and postsecondary c. Integration of CTE and academic standards d. Develop and update articulation/dual credit agreements for CTE pathways e. Develop formal agreements with industry partners and postsecondary institutions f. Design additional courses that increase access to a broad course of study g. Explore and plan new pathway development	Yes	Fully Implemented			$73,931.00	$72,366.00
1.4	**MTSS Academic Support** As identified in CAASPP and local academic assessment scores, students are scoring below standard and below state average. To address this need, Hearthstone will:	Yes	Fully Implemented			$32,900.00	$31,028.00

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
	a. Develop targeted and intensive academic interventions to increase student achievement b. Compose an MTSS Implementation Team to inventory interventions, identify needs, and align resources to become more systematic c. Support professional development in tiered intervention strategies						
1.5	**Supplemental Curriculum for Personalized Instruction** As identified in CAASPP and local academic assessment scores, and as a result of our school being a Personalized Learning school, our students require a menu of curricular options above and beyond the state adopted curriculum that they have access to. To address this need Hearthstone will: a. Provide supplemental curriculum	Yes	Fully Implemented				

Goal 2

Goal Description
Provide Hearthstone students with safe, predictable, nurturing learning environments, supported by equitable, compassionate, and community-minded practices.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	CDE Facility Inspection Tool for School Facilities rating in “Good Repair” (Priority 1)	2023-2024 Hearthstone School's facility was rated exemplary on the FIT Report in fall 2023	2024-2025 Hearthstone School's facility was rated good on the FIT Report in fall 2024	2025-2026 Hearthstone School's facility was rated good on the FIT Report in fall 2025	2025-2026 Hearthstone School's facility was rated in "Good Repair" on the FIT Report in fall 2025	Maintain good or exemplary rating, annually
2.2	Parent/Family Engagement 5 point self-reflection tool Increase in implementation level (1-5) (Priority 3)	In 2024, Hearthstone School self-evaluated "Initial Implementation" stage (3) on the Family Engagement rubric section regarding decision making	In 2025,Hearthstone School self-evaluated "Initial Implementation" stage (5) on the Family Engagement rubric section regarding decision making.	2026 Hearthstone School self-evaluated “Full Implementation and Sustainability” (5) on the Family Engagement rubric section regarding decision making.	Not available at this time.	Achieve score of (4) full implementation of practice for seeking input on decision making
2.3	CALPADS Attendance % rates (Priority 5)	2022-2023 Data Attendance TK-12: 87% Attendance rate (-0.4%) STUDENT GROUPS White: 89.3% (+1.5%) Hispanic: 82.7% (-6.6%) Multiple Races: 88.9% (+4.9%) Socioeconomically disadvantaged: 85.6% (-1.8%) Students with Disabilities: 88.1% (-0.7%)	2023-2024 Data Attendance TK-12: 85.9% Attendance rate (-1.1%) STUDENT GROUPS White: 89.4% (+0.1%) Hispanic: 88.6% (+5.9%) Multiple Races: 79.5% (-9.4%) Socioeconomically disadvantaged: 87.6% (+2%) Students with Disabilities: 84.3% (-3.8%) EL: 96.3% (+13.7%) Foster Youth 94.3% (+13.7%)	2024-2025 Data Attendance TK-12: 92.2% Attendance rate (+6.3%) STUDENT GROUPS White: 92.4% (+3%) Hispanic: 95.8% (+7.2%) Multiple Races: 86.2% (+6.7%) Socioeconomically disadvantaged: 91.5% (+3.9%) Students with Disabilities: 97.3% (+13%)	2024-2025 Data Attendance TK-12: 92.2% Attendance rate (+6.3%) STUDENT GROUPS White: 92.4% (+3%) Hispanic: 95.8% (+7.2%) Multiple Races: 86.2% (6.7%) Socioeconomically disadvantaged: 87.6% (+2%) Students with Disabilities: 91.5% (3.9%) EL 94.7% (-1.6%) Foster Youth 79.9% (-14.4%)	Maintain greater than 90% attendance and reduce student group differences to less than 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.4	CA Dashboard Chronic absenteeism % rate (Priority 5)	Spring 2023 All Students: 33.6% chronically absent STUDENT GROUPS White: 36.2% Hispanic: 21.9% Socioeconomically disadvantaged: 38.1%	Spring 2024 All Students: 22.2% (-11.4%) chronically absent STUDENT GROUPS White: 25% Hispanic:15.4% Socioeconomically disadvantaged: 22.7% (-15.4%) EL N/A Foster Youth N/A	Spring 2025 All Students: 11.6% (-10.6%) chronically absent STUDENT GROUPS White: 8.5% (-16.5%) Hispanic: 14.3% (+1.0%) Socioeconomically disadvantaged: 12.6% (-10.1%)	Spring 2025 All Students:11.6% (-10.6%) chronically absent STUDENT GROUPS White: 8.5% (-16.5%) Hispanic: 14.3% (+1.0%) Socioeconomically disadvantaged: 12.6% (-10.1%)	Maintain a rate of less than 30% overall in student groups.
2.5	CA Dashboard Suspension % rate (Priority 5)	Spring 2023 All Students: 0% suspended at least once STUDENT GROUPS White: 0% Hispanic: 0% Multi-race: 0% Socioeconomically disadvantaged: 0% Students with disabilities: 0%	Spring 2024 All Students: 1.6% suspended at least once STUDENT GROUPS White: 2% Hispanic: 1.9% Multi-race: 0% Socioeconomically disadvantaged: 2% Students with disabilities: 2% EL N/A Foster Youth N/A	Spring 2025 All Students: 0.90% suspended at least once STUDENT GROUPS White: 0.7% (+0.7%) Hispanic: 0% (No Change) Multi-race: 0% (No Change) Socioeconomically disadvantaged:1% (+1%) Students with disabilities: 0% (No Change)	Spring 2025 All Students: 0.9% (+0.9%) suspended at least once STUDENT GROUPS White: 0.7% (+0.7%) Hispanic: 0% (no change) Multi-race: 0% (no change) Socioeconomically disadvantaged: 1% (+1%) Students with disabilities: 0% (-2.5%)	Maintain overall and student group suspension rate at less than 3%
2.6	CALPADS middle-high school dropout % rate (Priority 5)	2022-2023 1-Year Dropout Rate All Students: 2% STUDENT GROUPS White: 1% Hispanic: 5% Multi-race: 0% Socioeconomically disadvantaged: 2%	2023-2024 1-Year Dropout Rate All Students: 3% (+1%) STUDENT GROUPS White: 5% Hispanic: 0% (-5%) Multi-race: 0% (no change)	2024-2025 1-Year Dropout Rate All Students: 4% (+1%) STUDENT GROUPS White: 6% (+1%) Hispanic: 5% (+5%) Multi-race: 0% (No Change)	2024-2025 1-Year Dropout Rate All Students: 4% (-1%) STUDENT GROUPS White: 6% (+1%) Hispanic: 5% (+5%) Multi-race: 0% (no change)	Maintain overall and student group dropout rate of less than 10% with a 1-year cohort; less than 10.72% for Special Education, as per the Special Education Plan

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Students with disabilities: 0%	Socioeconomically disadvantaged: 4% (+2%) Students with disabilities: 0% (no change)	Socioeconomically disadvantaged: 5% (+1%) Students with disabilities: 0% (No Change)	Socioeconomically disadvantaged: 5% (+1%) Students with disabilities: 0% (no change)	
2.7	Data Quest Expulsion % rate (Priority 6)	Winter 2023 (minimum standard is 85%) Elementary: 85% (-3%) Middle-High: 79% (+3%)	2024 (minimum standard is 85%) Elementary: 0% (+15%) Middle-High: 0% (+21%) 0 students were expelled	2025 (minimum standard is 85%) Elementary: 0% (No Change) Middle-High: 0% (No Change) 0 students were expelled	Winter 2025 0 students were expelled	Data Quest Expulsion Rate
2.8	Local PBIS Survey % of student climate satisfaction rate (Priority 6)	Winter 2023 (minimum standard is 85%) Elementary: 85% (-3%) Middle-High: 79% (+3%)	Winter 2024 (minimum standard is 85%) Elementary: 89% (+4%) Middle-High: 77% (-2%)	Winter 2025 (minimum standard is 85%) Elementary: 92% (+3%) Middle-High: 79% (+2%)	Not available at this time.	Maintain an Overall Student Climate satisfaction rating of 85% or higher, as measured by the PBIS Student Climate 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
2.1	**MTSS Social Emotional Support** As identified on PBIS and school climate surveys, students continue to struggle with sociol-emotional and mental health issues, particularly as they relate to their learning. To address this need, Hearthstone will: a. Provide individual and small group social-emotional counseling services b. Develop and provide tiered social-emotional interventions	No	Fully Implemented	See all available data in previous section.		$78,783.00	$78,909.00

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
	c. Professional development of effective Tier 1-3 SEL practices and curriculum						
2.2	**Parent Education and Technical Assistance** As identified in the LCAP, Climate Surveys and Chronic Absenteeism rates, students and families will benefit from our continuing efforts to engage families in their students' education. To address this need, Hearthstone will: a. Implement Family Engagement Plan b. Increase parent education participation and opportunities c. Provide technical assistance with curriculum, materials, and technology	Yes	Fully Implemented			$106,154.00	$39,540.00
2.3	**Enrichment and Recognition** As identified in the staff, student and parent climate surveys, suspension rates, and chronic absenteeism, students and families are more absent than we want them to be and providing fun and enriching activities are an evidence-based practice that leads to increased attendance. To address this need, Hearthstone will: a. Increase events, field trips, and extracurricular activities that provide enrichment extensions of student learning b. Increase student PBIS recognition c. TK-12 enrichment and TK-8 gardening	Yes	Fully Implemented			$23,704.00	$4,000.00

Goal 3

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 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		
LCFF Supplemental/Concentration Grants		