

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

Provide high-quality teaching and learning that promotes opportunity for applying knowledge within an independent study/online curriculum structure.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 7: Course Access (Conditions of Learning)

Local Priorities: Basic Conditions

### Annual Measurable Outcomes

Expected	Actual
100% of teachers appropriately credentialed and assigned.	100% of teachers appropriately credentialed and assigned.

100% of facilities considered safe as demonstrated in the Facilities Inventory (FIT) Report.	100% of facilities considered safe as demonstrated in the Facilities Inventory (FIT) Report.
100% of students with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.	100% of students with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.
100% of students who have access to a computer.	100% of students who have access to a computer.
100% of students who have a broad course of study through vendor lobby electives and enrichment opportunities.	100% of students who have a broad course of study through vendor lobby electives and enrichment opportunities.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Ensure teachers are appropriately credentialed and assigned.	\$5,516,000	\$5,816,000
Staff will meet in monthly PLNs to share and discuss best practices and resources for supporting learning in a virtual environment.	\$5,567	\$5,567
Provide access to broad course of study such as VAPA courses and enrichment opportunities	\$2,774,607	\$2,873,209

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted expenditures for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

FRCS successfully provided high-quality teaching and learning that promoted opportunity for applying knowledge within an independent study/online curriculum structure. The school continued to offer professional development; new curriculum offerings expanded to meet the needs of the students. With the continued evolution of online learning, the school ensured that each student had access to technology. A continued focus is to ensure that all students have internet access and the ability to utilize technology within their homes.

## Goal 2

Provide appropriate tiered supports that promote and sustain positive social/emotional development as well increased academic achievement for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Local Priorities: Implementation of Academic Standards

### Annual Measurable Outcomes

Expected	Actual
CAASPP participation rate will be at least 95%.	Actual measurable outcome is not available due to state assessments not being administered during 2019-20 school year. Star 360 participation rate was used as an alternative measure for this metric. 2019-20 Star participation rate was 91% for Math and 89% for ELA..
The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups.	Actual measurable outcome is not available due to state assessments not being administered during 2019-20 school year. Star 360 assessment scores were used as an alternative measure for this metric. 71% of students scored At/Above benchmark.
The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups	Actual measurable outcome is not available due to state assessments not being administered during 2019-20 school year. Star 360 assessment scores were used as an alternative measure for this metric. 87% of students scored At/Above benchmark.

10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually	Actual measurable outcome is not available due to state indicators not being reported on the 2020 California Dashboard. 2019-20 ELPAC scores are used as an alternative measure for this metric. Performance Level Scores 1 13% 2 23% 3 26% 4 38%
At least 10% of EL students will reclassify	7.2% of EL students reclassified in the 2019-20 school year.
100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year.	100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year.
95% of all students will participate in quarterly interim benchmark assessments to show mastery of standards taught.	ELA- 89% Math-91%

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing in ELA and Math.	\$1,203,202	\$1,254,789
Continue Multi-Tiered Systems of Supports to identify student attendance and academic/social needs, or exceptional needs and to individualize support including online virtual instruction license assignments, and enrichment tutoring services	\$358,213	\$378,567
Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction	\$156,000	\$156,000
Targeted Professional Development for teachers to support students who are performing below grade level standard on the Smarter Balanced Assessment or STAR360 in ELA and Mathematics	\$42,814	\$43,892

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted expenditures for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

FRCS provided appropriate tiered supports that promote and sustain positive social/emotional development as well as increased academic achievement for all students. The school continued to refine the MTSS Intervention support with online direct instruction and purchased new licenses for online learning. FRCS focused on an Assistant Director to build an online direct instruction for the EL population. Professional Learning Communities were formed with the monthly meetings with school leadership and teachers. FRCS continued to build a system that supports more students in direct instruction. The school recognized the importance of direct instruction and the benefits that it provides for not only within the MTSS and EL, but for the school as a whole.

## Goal 3

Create systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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The number of students taking college level courses (concurrent enrollment or within community colleges)	25 students participated in taking college level courses.
Counselors and HST teachers will meet with each student and family to a create personalized learning plan.	100% Counselors and HST teachers will meet with each student and family to create a personalized learning plan.
Increase the number of Career Technical Pathways.	6 CTE pathways
Increase the percentage of students scoring at Prepared and Approaching Prepared on the College Career Indicator.	49.1% of students scored at Prepared and Approaching Prepared on the College Career Indicator.
Percent of students that pass AP examination with a score of 3 or higher.	0.5% of students passed the AP examination with a score of 3 or higher.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Increase number of vertically aligned CTE Pathways	\$0	\$0
Continue to support and provide professional development to administrators and teachers to ensure students demonstrate preparedness as measured by the College Career Indicator.	\$0	\$0
The school will establish an IGP review/adjustment procedure that includes reviewing individual student grades after every grading period. Counselors and HSTs will identify, create a plan and monitor for students at risk.	\$0	\$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted expenditures for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

FRCS implemented systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap. Professional development provided to the staff provided training and support for CTE and College/Career Readiness. The school successfully established the Individualized Graduation Plans in partnership with the teacher, family, and high school counselors. FRCS acknowledges that this goal is a continued component with a continued strategic plan for this population of students.

## Goal 4

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication and provide broad course of study.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)  
 Priority 7: Course Access (Conditions of Learning)

Local Priorities: Parent Involvement and Engagement  
 School Climate Survey

### Annual Measurable Outcomes

Expected	Actual
Increase the number of students participating in Enrichment opportunities as measured by student enrollment.	Due to Covid restrictions Feather River Charter School suspended all Enrichment activities. New baseline will be developed in 2021-22 LCAP plan.
Increased student participation in academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in.	Due to Covid restrictions Feather River Charter School could not increase student participation. New baseline will be developed in 2021-22 LCAP plan.

100% use of the school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics.	100% use of the school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics.
Maintain chronic absenteeism rate at 0%	The chronic absenteeism rate is 0.3%.
Maintain the rate of pupil suspension and expulsions rate at 0%.	The suspension and expulsion rate are maintained at 0%.
Increase high school cohort graduation rate from baseline of 27.8%.	High school graduation rate is at 90.4% on the 2020 California Dashboard
Decrease the high school cohort dropout rate.	The 2019-20 cohort dropout rate was at 3.7%.
Decrease the middle school dropout rate.	Our SIS does not identify any middle school students as dropouts.
Increase parent participation rate for the school climate survey by 10%.	100% of parents participated in school climate survey
Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments.	Our attendance rate remains steady at 95% or higher for each month.

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Implement four-year graduation rate needs assessment and root cause analysis including related professional development	\$0	\$0
Fund parent liaison position to address specific needs of unduplicated students including augmented communication with their families	\$156,000	\$156,000
Fund Foster/homeless youth liaison position to address the specific needs of foster/homeless youth including proactive monitoring of socio-emotional needs.	\$156,000	\$156,000
Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year as well as those that leave during a school year to decrease the dropout rates in middle and high school.	\$300,000	\$297,482



Increase opportunities for students to participate in leadership and academic events to develop confidence and leadership skills.	\$700,413	\$725,214
Maintain updated FAQs, policies, and program descriptions on the school website.	\$0	\$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted expenditures for actions and services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

FRCS increased student, parent, staff, and community engagement through collaboration, transparency, and communication and provided a broad course of study. The Foster/Homeless Youth Liaison position implemented policies, procedures and supports for this population. The new position provided insight to the school to continue to build support with academic, social-emotional, and intervention for the student population. FRCS will continue to focus on this student population with additional support with a multi-year strategic plan.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Expenditures associated with researching and access to virtual and access to community resources, including museum, Nature program, STEM Experiences, Aerospace Museum, Virtual, Guided Learning Experiences specifically for unduplicated students who have challenges paying for the programs	\$2,000	\$0	Y
Provide instructional state standard aligned materials and ensure that we administer appropriate trauma-informed practice, training, and materials	\$100,000	\$100,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

FRCS anticipated costs associated in relation to In-Person Instructional Offerings. The expenditure related to virtual access to community resources lended to the families signing up for their own experiences with the given instructional amounts. With the nature of virtual resources, there was an extraordinary number of opportunities for students to tailor to personalized learning virtual experiences. The need wasn't what was anticipated with the creation of the expenditure. Students though utilized the state-aligned materials more during the 20-21 School year.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Being a non-classroom-based charter, students primarily school at home. An adjustment was the inability to utilize the community partners for enrichment opportunities.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional learning for staff and parents related to incorporating trauma-informed practices into lessons, specifically in a distance learning format	\$2,500	\$0	Y
Additional devices, including Chromebooks for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs. This will provide access to online curriculum, online community partners and other resources to support students in academic progress	\$100,000	\$100,000	Y
STAR360 diagnostic/interim assessments: Implement a variety of assessments to monitor student progress and continual assessment to provide targeted instruction and intervention	\$16,503	\$16,503	Y
MobyMax and other instructional material/resources to support EL, foster youth and low-income students to support intervention and universal learning subscriptions	\$11,963	\$11,963	Y
FRCS will continue to monitor local and state guidelines related to in-person offerings. Technology, access, and training will be provided to support staff and students to increase and improve services	\$54,000	\$54,000	Y
Technology to support EL Designees to support communication with our students legibly via zoom. Provide modeling and scaffolding during these lessons.	\$1,800	\$1,800	Y

Costs to implement Community Connections program include hot spots for connectivity, web cameras/tripods for the Community Coordinators to host/produce the workshops	\$1,500	\$1,500	N
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A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The expenditures related to implementing distance learning planned to be as estimated when the LCP was drafted. Given the state of the State of California, we shifted the focus to Social Emotional Learning instead of trauma informed practices. With the COVID-19 Pandemic, fortunately there was a wealth of free programs and offerings to support our staff and parents with professional learning incorporating SEL into their day. Therefore, we didn't need to utilize the funds towards SEL. The other expenditures were what our school anticipated spending to be which were budgeted for.

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Being a non-classroom based charter school, we didn't have the traditional distance learning model as a traditional public school. Challenges that our students faced were the increased need for connectivity and usage of devices with the online options in enrichment, curriculum, online learning opportunities, and synchronous learning online with our teachers. Our staff, also continuing to work from home, needed reliable internet and resources to teach remotely.

### Pupil Learning Loss

#### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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Homeschool Teachers to provide instruction for all students, Provide school counselors to support students in targeted services with social and academic wellness: in-person/distance learning platform, provide junior high virtual academy coordinator and lead teacher, provide high school virtual academy coordinator, special education teachers, intervention specialists, Executive Director/Assistant Principals/Specialists provide instructional coaching for teachers; lead “data talks” discussions and analysis on student assessment results, monitor and supervise services for EL; and monitor student attendance and participation schoolwide, student intervention support, school psychologists, high school success coordinator * 10% of certificated salaries will be funded with LCFF Supplemental & Concentration funds (contributing column) and the remaining 90% with LCFF Base Funds	\$472,674	\$473,674	Y
Staff and parent training related to understanding our MTSS, and expressly what resources are provided at each tier	\$1,500	\$0	Y
Staff and parent training related to understanding our English Language Development strategies	\$1,000	\$0	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

In regard to pupil learning loss, again due to the in-staff PD that were already developed, we didn’t have a need to purchase any additional training for our staff and parents. Our staff and parents did receive training understanding MTSS and ELD, but we utilized staffing, resources that were already embedded into our budget. Again, as stated above, there were additional free resources this year, unlike before, that our school was able to utilize to support these vital areas of training.

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

As a non-classroom based independent study charter school, homeschooling students were able to continue the different modes of learning with teacher-directed, online and within the blended instructional model. Teachers communicated and met with students through digital platforms. Students chose to enroll in new direct-instruction opportunities such as HSVA and JHVA in core subjects which provided instruction at home. One challenge that the school had was the 10-15% percentage of students that participated in the

benchmark diagnostic (STAR) in English language arts and mathematics. Feedback from families who took the benchmark felt they have been doing so much learning online, technology overload, COVID related life circumstances, it was another online time for their student to be on technology. With COVID there is a changed family dynamic that has made testing difficult in a student's home. Although all students have access to technology and internet access, there are a few areas where student connectivity is still in question, due to the location of a student's home. There was an increase in our Intervention classes during 20-21, as more students needed additional support without the in-person academic enrichment opportunities normally offered.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The school completed the Care backpacks for our homeless population through collaboration with the teacher and family. A Social Emotional Website was launched along with items such as Mindset Mondays, dedicated time with counselors, online SEL supports, Community Connections events to bring students together, JHVA and HSVA also provided learning and social opportunities for students to connect. The Multicultural Diversity and Inclusion Program brought new and a continued awareness of our diverse world and student population which brought a new heightened awareness for our school and community. Results from the parent survey showed 56% of parents did not find our students mental wellbeing concerning.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Teachers continued to meet virtually with their students to provide continued student engagement with checks, office hours, scheduled live synchronous sessions, participation in diagnostic assessment and completion of assignments as documented in our student information system. Many families chose to attend our virtual community events that had series on different topics both educational and enrichment. Families also opted to join many of the parent education nights and Multicultural and Diversity Inclusion Program opportunities for additional connection. Families were able to connect with one another with thematic virtual events held by Community Connections. The JHVA had an online science fair. Our NHS held outreaches too for the students to engage with one another online. With connectivity being a challenge, our school provided technology and access to the Internet for students that needed this. We also provided online curriculum options for students that provided supplemental and full online curriculum options to enhance learning. Our interim benchmark assessment assisted in data collection, analysis, and planning for learning loss. With COVID-19, parent education

workshops online provided much needed support. Our staff received a social emotional wellness PD from a keynote speaker in January. Based on our parent survey results 61% of our parents are not concerned in this period of uncertainty.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

As a non-classroom based independent study charter school, we do not have facilities to serve meals.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A	N/A	N/A

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

FRCS continued with the three educational models during the 20-21 School Year. With the additional synchronous instruction options for junior high, high school, English learners, and intervention classes, this placed a foundation for students. With the dynamics of student's homes with parents working while students are schooling, more students took the opportunity to participate in the

courses. The school saw a gain in student engagement and test scores with the online direct instruction and has planned to continue and increase course offerings in the future. Professional Development during the 20-21 School year was more targeted, and data driven tailored to the internal benchmark diagnostics. Building community in the virtual world along with course offerings lended to be a strength during COVID. With the increase in student engagement in academic course offerings and desire for in person activities, the school will continue to build programs to support the elementary aged students. The continued need for the support of mental health and social-emotional well-being will continue to be on the forefront for our schools and for schools for the next three year, and most probably more. Our Student Services side developed and will continue to develop more programs, offerings, opportunities to support students and staff.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

For the 2021-24 LCAP's, as stated above, there will be a continued focus on direct instruction to address pupil learning loss for our unduplicated and students with disabilities elementary to high school students in core and enrichment subjects. Our EL students will continue to receive asynchronous English Language Development focused on grade level bans and EL levels determined by ELPAC results. Our Unduplicated students and SWD will be offered asynchronous instruction courses, as well as opportunities for intervention courses. Our staff will continue to focus on data driven practices from our benchmark assessments to deliver instructional strategies and curriculum to support students' specific learning needs. We will provide a pre and post assessment to help gauge academic progress.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the actions/services identified as contributing towards meeting the increased or improved services requirement.



## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Student outcomes along with stakeholder feedback from the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 with a more data driven approach. Our team has utilized the Dashboard, internal benchmarks, teacher data from Learning Period Meetings, and external data analyst companies to assist in driving a focus pertaining to increasing student achievement, both individually and collectively within unduplicated student groups. As the team reflected on data, along with stakeholder input, these components helped to guide FRCS in an approach to educate not only the academics but also the social-emotional well-being of students.

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Feather River Charter School	Jenell Sherman Executive Director	<a href="mailto:jenell.sherman@featherrivercharter.org">jenell.sherman@featherrivercharter.org</a> (916)-664-3995

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Feather River Charter School (FRCS) opened in the fall of the 2016-17 school year. Feather River Charter School is a WASC accredited, non-classroom based public charter school authorized by Winship-Robbins Elementary School District in Sutter County serving approximately 1100 students in Sacramento, Yolo, Yuba, Sutter, Colusa, and Placer Counties for students from transitional kindergarten through 12th grade. We take great pride in being able to offer our students flexible personalized learning experiences through our many unique and dynamic programs. Our school values and supports parent choice and personalized learning for all students. FRCS Home School Teachers (HST's) are California credentialed teachers who partner with families to nurture, guide and enhance a student's educational needs. A focus of collaboration with academic achievement and the development of the whole child with personalized learning is pivotal. At Feather River Charter, we have goals for our students that are known as Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness standards, and the education of the whole child. FRCS teachers collaborate with parents/learning coaches to create Learning Plans for students each learning period that outlines the lessons to be completed during a specified time frame. All students have access to online all access curriculum as well as curriculum to support educational standards. Internal benchmark diagnostic assessment data gathered from a computerized adaptable test, taken each fall, winter and spring, for grades TK-12, pinpoints the proficiency level of students across a range of subjects. The benchmark diagnostic assessments are specifically designed to provide meaningful information for gauging student progress toward mastery of the skills measured by the summative assessments. This data along with learning styles are used to build the individualized learning path for each student to target specific learning objectives and standards. Regular assessment determines the level of mastery and individualizing the Learning Plan helps students progress quickly. Teachers can provide instruction and support either in person or online through web-conference platforms. This tool allows for teacher collaboration and instruction by using video, voice, text, and shared writing space. Students have 24-hour access to all curricula, and learning can take place at a variety of locations according to student and family preference, including libraries and the students' residences. FRCS's tiered level of support is robust and differentiated for different learning styles. FRCS is continuously planning and adjusting programs to meet the needs of the student population served. Feather River Charter School's leadership and staff look forward to continuing their collaboration with the district in providing an option to students looking for an Independent study/homeschool program. Being part of Feather River Charter School ensures our students are guided to become Navigators of the Digital World, Self-Directed Individuals, Personalized Learners, Independent Critical Thinkers, and Responsible Citizens of local and global issues. It is our mission to provide a flexible personalized learning experience, empower families to tailor a program designed around the specific needs of each student. In collaboration with fully credentialed teachers, students engage in diverse and dynamic learning pathways and unparalleled enrichment opportunities to achieve personal and academic success.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

FRCS has implemented an online direct instruction platform (four-to-six-week direct instruction, intervention courses for mathematics and language arts), and other programs so that all students have the critical thinking skills to be successful in college and career pathways. Additionally we offered three (3) separate, three (3) week cycles of study skills intervention which included direct instruction on test taking skills in order to support students who scored yellow on the Winter STAR 360. The Junior High Virtual Academy (JHVA) and High School Virtual Academy (HSVA) were developed this year to support students. Both programs were developed to teach live online instruction providing standards aligned courses by credentialed teachers. Due to COVID restrictions, the CDE did not release the 2020 Dashboard with all state indicators. The CDE released Dashboard 2020 results for two state indicators College and Career Indicator, and Graduation Rate Indicator. Reviewing our 2019 Dashboard results we have maintained the highest achieving performance score Blue for both our Chronic Absenteeism Indicator (0.3%) and Suspension Rate Indicator (0%). Our Graduation Rate has been maintained at above 90% and have shown to have maintained a higher graduation rate compared to the statewide results. Additionally, the percent of our cohort graduate students who scored at "Prepared" on our College and Career indicator increased by 13.4% (32.4%). The Academic Indicator, ELA had a slight increase of 4.7 DFS points for all students. For the English Learner Progress Indicator, we have scored at a Medium performance level with 54.7% of our EL's making progress towards English proficiency. Our school has maintained a standard met performance score on all Local Indicators on the California School Dashboard. Looking at our student groups' performances for each indicator, English Learners improved on Chronic Absenteeism from 1.7% to 0% of EL students chronically absent. Hispanic student group improved significantly on the Academic Indicator ELA by 13 DFS points. Additionally, analyzing the students who participated in the AP exam, we had 62.5% of our students score at a 3 or higher which is a positive accomplishment for our high school department. We are continuously working on achieving student academic success in each of the state indicators and continue to monitor our progress each year.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Reviewing our 2019 California Schools Dashboard results, our Graduation Rate Indicator received a "Orange" performance score. CDE released the 2020 Dashboard results for the Graduation Rate Indicator but did not provide a performance color score. Based on the 2020 graduation rate results we have maintained our graduation rate at 90%, although this is not where we anticipated to be, we have been working to increase our overall graduation rate. We have started closely monitoring our cohort graduates ensuring any potential dropouts are provided a more intensive one to one guidance and assisted in reaching their educational goals. The College and Career Indicator received an overall performance score of "Orange", on the 2019 California Dashboard but we had an increase of 13.4% on the 2020 dashboard release resulting in 32.4% of our students being prepared. Although we have shown improvement, we are still working to increase the percent of students who are college and career ready. We are working to review and implement new CTE course pathways that are more appealing to our students, based on the feedback we received from our stakeholders: community partners, parents, and students. Additionally, our Academic Indicator Math received a performance score of "Orange", and within this indicator our subgroups which scored at a "Red" performance score include EL's, Low SES, SWD's, Hispanic, and Two or More Races. In order to help all our students with an increased focus on unduplicated student groups to increase their performance score on the state assessments we have started implementing an online direct instruction intervention platform, which includes four-to-six-weeks of direct intervention instruction. Intervention courses targeted the core content areas of

mathematics, reading, and writing. Additionally we offered three (3) separate, three (3) week cycles of study skills intervention which included direct instruction on test taking skills in order to support students who scored yellow on the Winter STAR 360. When we reviewed for any performance gaps amongst our subgroups on any state indicator, we found there was a performance gap between all students and students with disabilities on the Academic Indicator ELA. We are hoping the additional online direct instruction will assist in student performance growth not only for SWD's but for all subgroups.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Feather River Charter School takes state accountability measures very seriously and understands that there are areas we need to prioritize and create new policies or procedures to address and improve to achieve student academic success. Some identified areas of need based on the 2019 California Dashboard is the Academic Indicator Math, which we received a “Orange” performance score. Another area which was highlighted based on our Dashboard results was the performance gap amongst our students with disabilities and all students on the Academic Indicator ELA. FRCS has supported SWD's need for targeted language arts instruction by adding Reading Specialists, structured multi-sensory literacy programming as well as reading programs for specialized academic instruction. We have taken steps such as providing additional support for our unduplicated students such as professional learning for families and staff focused on instructional strategies to help students reach their academic potential. We will also implement and assess formative and interim assessments to be able to monitor our students throughout the year. With the provided data, we disaggregate the information to provide the individualized support needed for each student before the administration of the state assessments. This action plan will help students improve their overall scores on the state assessments and strengthen their academic performance. The College and Career Indicator is also an area of focus. To increase the number of students who are college and career ready, we will increase the number of course offerings in college and career indicators providing students with more opportunities to meet the requirements within this state indicator. Graduation Rate Indicator is also an area of focus for FRCS, we have created new roles and procedures to be able to monitor data regarding student dropout rates. Our school has continued to build professional development about CCI indicators and implemented an additional planning tool on our Individualized Graduation Plan for students, parent, and teacher future planning.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Our school has not been identified for CSI.

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Our school has not been identified for CSI.

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Our school has not been identified for CSI.

## Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Before developing the process of LCAP, our school initially conducted several meetings with different departments within our school. We began this process by gaining insight and perspective to what our teachers and staff felt our areas of focus should be within each department. We also sent our surveys to our stakeholders: community partners, staff, parents, and students to receive feedback regarding what they feel our school strategies, policies, or procedures should include for next year as actions items we can implement. The surveys we received from our stakeholders were analyzed thoroughly to gain insight on what overarching goals should be for our school and within those goals how we can create actions to meet the needs of our community. Our team presented to the School Board a series of LCAP presentations which consisted of information related to proposed goals and actions for the upcoming years to foster collaboration, transparency, and to gather input. Meetings occurred with the English Learners Advisory Committee which consists of parents of our English Learners. Presentations to Charter department staff were held to gather department feedback. A charter wide staff presentation was conducted at a monthly staff meeting. Lastly, we collaborated with our SELPA where we asked for any feedback regarding our proposed goals and actions for the coming years.

A summary of the feedback provided by specific stakeholder groups.

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

When analyzing the feedback, we received with various stakeholders we received an immense amount of positive feedback regarding the current set policies and procedures and what we have planned for the coming years. The feedback from our parents of English Learners Advisory Committee consisted of great positivity regarding our English Language Development courses and parents felt very supported with our current program. Some suggestions the committee felt would be beneficial for the program consisted of offering more paper based English Language Development supplemental programs rather than a complete online based program. The Committee also suggested offering more afternoon zoom courses, having access to Star 360 interim benchmark assessments in the parental portal, and having the weekly newsletter contain information regarding what teachers are working on in classes. Analyzing the feedback received from our parents through the surveys we received great suggestions which we have incorporated into our LCAP as action items and almost all our parents were extremely satisfied with the current policies and procedures of our school. The feedback received consisted of adding more parent workshops related to strengthening student achievement and resuming in person activities for students, which was suspended due to COVID restrictions. The staff feedback received from the surveys was very positive regarding how the school is working collaboratively and aligning curriculum programs with state standards. When asked which state priorities the school should focus on, much of the staff felt we should prioritize the following state priorities Basic Services (Teacher credential, instructional materials), Course Access (Student access to a broad course of study), and Parent Involvement (Efforts to seek parent input and participation). We have thoroughly gone through the feedback received from each of our

stakeholders and have been actively working on how we can incorporate the recommendations received to meet the needs of our community. We thank our stakeholders for their participation in the surveys.

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Feather River Charter School believes in putting the community we serve first and addressing their individual needs as action, to be able to create an optimal learning environment for the families we serve. After receiving feedback from our stakeholders, many of their recommendations regarding our programs within each department of our school were considered when proceeding with developing our planned goals, actions, and metrics for the 2020-21 LCAP. Our English Learner population is an area we are always looking to improve and create more supportive learning for our students and parents. From the feedback we received from our English Learners Advisory Committee we are implementing actions such as professional learning for families and staff which will focus on instructional strategies and being able to collaborate with parents and help support our English Learner population to reach their academic goals. The goals and actions we specifically added from our ELAC input include:

Goal 2, Action 2: Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support for our English Learners. This will contribute to our plans to offer more creative English Language Development support options available both online and paper based.

From the feedback we received from our surveys to our parents we found there was a need for additional professional development for our families to ensure they have all the information they need about our curriculum and programs for all our students and specifically our unduplicated students. To address this area of need we have specifically implemented:

- Goal 1 Action 1: Professional Learning related to student learning needs, particularly for English learners, foster youth, students who qualify for free or reduced lunch
- Goal 1 Action 2: Professional Learning related to student learning needs, particularly for Students with Disabilities.

We also received feedback from our High school graduate students for this year through our grad survey sent out by our High School department. Analyzing the responses, we received regarding our CTE program and our college and career readiness programs led us to create Goal 3: Increase the number of students who are high school, college, career, and life ready and within the goal create the following action items:

- Goal 3 Action 2: Provide College Readiness Assessments and Preparatory Workshops
- Goal 3 Action 1: Increase number of course offerings in college and career indicators

Lastly, we met with our SELPA and received feedback in terms of prioritizing the needs of our students with special needs which led us to create the following Goal and actions:

- Goal 3 Action 3: Partnership with Earn and Learn Organization and additional secondary support programs
- Goal 3 Action 4: Individualized Graduation Plan

We hope to ensure the implementation of these actions will provide us with the growth we are expecting in the coming school years and be able to optimize our student achievement data. Overall, we are very thrilled for the new changes in the coming years and how we were able to meet with each of our stakeholders, parents, and students and be able to use the feedback we receive into action items for our schools future planning.

# Goals and Actions

## Goal

Goal #	Description
1	<p>FRCS will continue to develop plans and utilize data to strengthen student achievement for all students.</p> <p>List priorities</p> <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

FRCS is a strong believer in data driven decision making and how we can constantly monitor student academic data to maintain or improve current set policies and procedures. We are working on using various lenses of approach to identify areas of need and focus on implementing new strategies and techniques to increase student achievement. The actions we have initiated will directly contribute to utilizing student achievement data to progress on California State dashboard indicators. We had created these actions and metrics because we saw a performance gap for certain student groups and on specific dashboard indicators and needed to close the achievement gap. Our actions provide additional support and the tools needed to help our student groups performing at a red or orange performance level reach their higher achievement level goals.

For our English Learner progress indicator on the California Dashboard, we have 42% of our English Learners making progress towards English proficiency. To increase support for our English Learners we will create additional professional learning development for staff and families to focus on instructional strategies to help our students. On our state assessment results for CAASPP our students' distance from standard (DFS) score for English Language Arts was -27.6 and for Mathematics was -85.9 to increase the number of students scoring at standard we have utilized the STAR 360 program in order to monitor the progress of our students by conducting these interim assessments throughout the year. The administration of these assessments will allow for us to collect data in relation to where our students are performing before the state assessments and be able to provide additional individualized support where needed for our students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of students will have home access to technology and the Internet.	100%				100%

Increase participation rate on Interim benchmarks assessments	ELA 92% Math 93%				ELA 95% Math 95%
% of teachers report mastery on program implementation including Data Analysis, differentiation, assessment, and technology use.	93%				100%
100% of teachers will be fully credentialed in the area of instruction or assignment.	100%				100%
% of students enrolled in Direct instruction courses offerings	47%				60%
Schoolwide Distance from standard (DFS) on the CAASPP ELA	<b>Baseline: 2018-2019</b> -27.6				-18.6
Schoolwide Distance from standard (DFS) on the CAASPP Math	<b>Baseline: 2018-2019</b> -85.9				-76.9
% of students who have access to standard aligned instructional material	100%				100%



Maintain safe facilities as demonstrated in a local inventory report.	FRCS does not have a facility				
Implementation of state standards, particularly English language development	100%				100%
% of students who score at standards Met/Exceeded on California Science Test (CAST)	<b>Baseline: 2018-2019</b> 25.4%				35%
% of students scoring at ready or conditionally ready on the EAP for ELA	<b>Baseline: 2018-2019</b> 42%				57%
% of students scoring at ready or conditionally ready on the EAP for Math	<b>Baseline: 2018-2019</b> 20%				35%
% of priority group students (EL, FY, those with exceptional needs) who received tier 2 support)	14%				25%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning related to student learning needs, particularly for English	We will provide professional learning for families and staff focused on instructional strategies as well as the importance and impacts of state testing. We are aware that certain student groups such as	\$70,846	Y

	Learners, foster youth, students who qualify for free or reduced lunch	English Learners, foster youth, and students who qualify for free or reduced lunch are in most need of academic support. For example, we will meet with families to provide learning resources and strategies. We will also meet once a month as a Professional Learning Community as an entire staff and additionally as a smaller group to focus on professional learning.		
2	Professional Learning related to student learning needs, particularly for Students with Disabilities	We will provide professional learning for families and staff focused on instructional strategies as well as the importance and impacts of state testing. We are aware that certain groups such as our Students with Disabilities are in most need of academic support. For example, we will meet with families to provide learning resources and strategies. We will also meet once a month as a Professional Learning Community as an entire staff and additionally as a smaller group to focus on professional learning. This action aligns with Feather River's Special Education Plan element 3b.	\$85,003	Y
3	Implement and assess formative and interim assessments	Our dashboard shows that schoolwide our students are 27.6 points below standard for ELA and 85.9 points below standard for Math. We will implement assessments regularly to help us determine whether and to what degree students are making progress toward expected learning outcomes. We will focus on programs for students who are not demonstrating proficiency in ELA and Math from prior CAASPP and STAR 360. This action will improve services for our unduplicated groups and students with disabilities because it will add to our current program. This action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home. These are the best use of funds because our data demonstrates that these students need additional support which, as a school we will be able to closely monitor with a data driven model to focus target instruction to mitigate a potential increase in student learning loss. This action aligns with Feather River Special Education Plan Element 3c.	\$91,142	Y
4	Increase the number of live or synchronous classes/ workshops for Elementary level grades	Our dashboard shows that schoolwide our students are 27.6 points below standard for ELA and 85.9 points below standard for Math. We are creating and implementing a TK-6 academic online program with instruction from our teachers. This program will consist of online/synchronous classes and rotating workshops focusing on standards-based mathematics and language arts foundational concepts. We will target students who are working towards	\$44,208	Y

		<p>proficiency in ELA and Math from prior CAASPP and STAR 360 testing data. This program will increase and improve services for our unduplicated groups and is in addition to our current program offerings. It will be implemented schoolwide, however, our unduplicated student groups will benefit principally, as students in these groups are more likely to need additional academic support. These are the best use of funds because our data demonstrates that these students need additional support which can be provided by our credentialed teaching staff who can model and closely monitor student understanding.</p>		
5	Purchase additional technology	<p>We will provide mobile internet connectivity and technology for student use for connectivity at home. The goal is schoolwide and is important because most of our resources and curriculum are offered online. An example is to provide a standards-based online curriculum for our unduplicated students. Another example is providing hotspots to ensure that our unduplicated students can attend our live or synchronous classes for academic and social emotional well-being. Schoolwide, however, we know priority groups will benefit due to financial restraints of these students.</p>	\$31,000	Y
6	Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.	<p>Our dashboard shows that schoolwide our students are 27.6 points below standard for ELA and 85.9 points below standard for Math.</p> <p>We will hire certificated staff to expand our middle school direct instruction courses for English Language Arts and Math. Additionally, we will hire and maintain certificated staff to create online/synchronous instruction support programs for students who are not demonstrating proficiency in ELA and Math from prior CAASPP and STAR 360. This action will increase and improve services for our unduplicated groups because it will add to a current program. This action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home. These are the best use of funds because our data demonstrates that these students need additional support due to school closures and the pandemic there is an increase in student learning loss which we hope to mitigate with this action.</p>	\$238,711	Y
7	Purchase of resources to support Multi-Tiered System of Support (MTSS), Student	<p>We will purchase digital and paper resources, software, and workshops to assist staff, teachers and families with student services and the processes within the department. We are aware</p>	\$1,374	Y

	Study Team (SST), & Section 504 access, process, and compliance	that student services have certain documents, processes and needs associated with compliance. The purchase of these will help in streamlining the process for our schools. An example of an expenditure is for our Student Study Team and Section 504 processes, Beyond SST will promote a digital manner for making referrals, scheduling, and holding meetings, creating Intervention and 504 plans as well as tracking data. Unduplicated students will benefit from the purchase of resources as some families have requested to remain off technology, therefore the ability to purchase printed materials will accommodate and support their educational requests. This will also support child find and create a continuum of supports and services for students.		
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## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

# Goals and Actions

## Goal

Goal #	Description
2	<p>FRCS will promote a safe, healthy, and engaged learning environment for all students.</p> <p>List Priorities</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

This goal was developed to ensure all students including unduplicated students (foster youth, English learners, and students who qualify for free or reduced lunch) are receiving the additional support they need. Our high school dropout rate was 3.7%. To address this area of concern, we will hire a Guidance Tech to monitor these students and address any individualized needs to be able to provide any additional support. On the California Dashboard, our English Learner Progress Indicator shows only 54.7% of our English Learners are making progress towards English proficiency. To address this area of improvement we will hire and maintain certificated staff to provide online/synchronous instruction, programs, and support for our English Learners. For our 2019-20 school year we had 9.3% of our English Learners reclassified, to improve these results we will fund support staff for unduplicated student support, which includes hiring a bilingual family liaison to support our non-English speaking populations. We hope these actions will contribute to improving our overall Goal to promote a safe, healthy, and engaged learning environment for all our students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who feel safe or connected to the school	<p>Students: 93%</p> <p>Parents: 92%</p> <p>Teachers: 94%</p>				<p>Students: 100%</p> <p>Parents: 100%</p> <p>Teachers: 100%</p>

The percent student suspension rate	0%				0%
The percent student expulsion rate	0%				0%
The percent High school dropout rate	3.7%				0%
The percent Middle school dropout rate	0%				0%
Maintain Chronic Absenteeism Indicator at 0% for all students	0.3%				0%
1% increase in student attendance or maintenance of a minimum of 98% attendance rate annually	100%				100%
Increase opportunities for student participation in leadership, enrichment, and academic events i.e. NHS NJHS, Enrichment	Fall: 77 students Spring: 81 students				Fall: 100 students Spring: 100 students
% of parents who provide feedback on survey specific to our LCAP actions and goals	100%				100%
% of parents/guardians of English learners, foster youth, and students who qualify	72%				95%

for free or reduced lunch meet with a resource specialist such as our foster youth liaison or EL coordinator at least once a year					
The percent of English learners who reclassify	8.9%				15%
The percent of English learners who are making progress towards English proficiency on ELPI	54.7%				65%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Fund support staff for unduplicated student support	We will fund foster/homeless youth and family liaison positions to address specific needs of unduplicated and students with disabilities including augmented communication with families to receive information and support in the appropriate language. For example, we will utilize our foster/homeless youth liaison position to partner with families to assist in meeting the educational, social, and emotional needs of students. We will also hire family liaisons who also speak another language besides English, to support our non-English speaking populations.	\$31,154	Y
2	Hire and maintain certificated staff to provide online/ synchronous instruction, programs, and support for our English Learners.	Our ELPI results show 54.7% of our English Learners are making progress towards English proficiency and 9.3% of our English Learners reclassified. To address this area of need to improve and increase our academic support for English learners including those with disabilities, we will refine and improve our English language development curriculum and instructional delivery. Expenditures related to this action are the hiring of additional certificated staff and programs.	\$44,208	Y

3	Fund School Counselor/SST Coordinator	<p>According to our parent survey 46% of our parents who participated in the survey were concerned with their child's mental health. To support our families and provide a resource we will fund the School Counselor/SST coordinator. This position will oversee and provide social-emotional and counseling services, supports and referrals. The Coordinator will work to hold virtual SST meetings. The Counselor/SST Coordinator will offer group sessions/1:1, check in with students, lead SST meetings with a whole child perspective with Social Emotional Learning, academic, suicide risk assessment, students in crisis, dedicated time with unduplicated, collecting community-based resources for families. Although this is a schoolwide support, the position will focus on our priority group of students in need of academic intervention which includes Foster youth, low SED backgrounds, special education, and English learners. This position will provide support to students clinically and educationally. For example, counselors will address social and emotional needs of students through a variety of ways including workshops, whole group practices, small group interventions, and individualized learning activities. Another example is that our counselor will provide ongoing training and support to charter staff.</p>	\$36,413	Y
4	Fund positions for monitoring student achievement data	<p>Our Calpads report shows our high school dropout rate is 3.7%, to decrease our dropout rate, we will hire personnel for students, focusing on priority group students such as EL, FY, or SED background, who did not re-enroll with the following school year, as well as those that leave during the school year to decrease the dropout rates in middle and high school. This will improve and increase services with a dedicated staff member to collaborate with families, High School Counselors, and the High School Department to assist our priority groups and schoolwide students. Our priority groups will benefit from this position as they will partner with our translators to assist, if needed also.</p>	\$37,517	Y

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.



An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

# Goals and Actions

## Goal

Goal #	Description
3	<p>Increase the number of students who are high school, college, career, and life ready.</p> <p>List priorities:</p> <ul style="list-style-type: none"> <li>Priority 3: Parental Involvement (Engagement)</li> <li>Priority 5: Pupil Engagement (Engagement)</li> <li>Priority 6: School Climate (Engagement)</li> </ul>

An explanation of why the LEA has developed this goal.

This goal was developed to increase college and career readiness amongst our high school students. We had about 8% of our students who graduated with A-G requirements fulfilled, to address this area of need we will increase the number of course offerings in college and career indicators. The 2020 California Dashboard results showed 49.1% of our students were approaching prepared or prepared on the college and career indicator. In addition, for students participating in AP exams we had approximately 6 students who scored at a 3 or higher. To address this area of need and overall increase the number of students participating and improving in college assessments we will provide students with College Readiness Assessments and Preparatory Workshops to ensure they are supported in every way. We hope to ensure all our students in secondary education increase their performance on all college and career readiness measures with the additional support we have planned as actions for the coming school year. We are planning to add additional AG courses to facilitate AG completion. We will collaborate with the College Board to offer onsite locations that offer PSAT, SAT and AP testing. Students have had a difficult time taking AP tests at outside institutions and this will solve that problem. We will add credentialed teacher taught CTE courses in HSVA in addition to the CTE opportunities available through eDynamic/Edmentum and at community colleges. We will offer courses through HSVA that offer more support to the

struggling student to help our CAASPP scores in English, math, and science specifically. We will offer military science and leadership courses through HSVA that will help students reach the 2-year requirement for preparedness in that area. We will Contract with Earn and Learn, an organization that facilitates internship opportunities and helps students achieve the capstone course portion of the CTE pathway, making full completion more likely. Additionally, we will continue to encourage concurrent enrollment with local community colleges and seek out opportunities to partner with local colleges to offer dual enrollment to ensure we can continue to create more opportunities for our students to meet the state college and career preparedness requirements. Lastly, we will establish a contact and relationship with the Department of Rehabilitation in order to support our students with disabilities. We will also offer college and career awareness support, services, and workshops to our students with disabilities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percent of students graduating with A-G requirements fulfilled	8%				20%
The percent of students participating in a CTE pathway	2%				10%
5% increase in the number of students who score at Approaching Prepared or Prepared level on the College and Career Indicator	49.1%				65%
The percentage of students passing the AP examination with a score of 3 or higher	62.5%				72%
The percentage of high school students graduating within 4 or 5 years	90%				95%

Increase CAASPP participation rate or maintain at 95% or higher	<b>Baseline: 2018-2019</b> 92%				95%
Increase percentage of students scoring at standard met or exceeding (level 3 or 4) on CAASPP Mathematics assessments, including all subgroups	<b>Baseline: 2018-2019</b> 20.1%				30%
Increase percentage of students scoring at standard met or exceeding (level 3 or 4) on CAASPP ELA assessments, including all subgroups	<b>Baseline: 2018-2019</b> 42.3%				50%
% of students who complete both A-G and CTE pathway	1%				10%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase number of course offerings in college and career indicators	From our graduation survey results we found that 65.5% of our graduates were not aware of our CTE program. Our dashboard shows that schoolwide 32.4% of our students are prepared on the college and career indicator. We will expand course offerings and analyze student data to find where a-g completion rates drop-off and expand course offerings. This action will increase and improve services for our unduplicated groups because it will add to a current program. The action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally	\$82,344	Y

		<p>because these groups are less likely to have academic support at home and the offerings will support viable skills outside of schools. Our unduplicated students will have more opportunities for post-high school career opportunities. These are the best use of funds because our data demonstrates that these students need additional support due to school closures and the pandemic there is an increase in student learning loss which we hope to mitigate with this action. Expenditures associated with this action include: For example, we will add CTE course offerings to our High School Virtual Academy. We will also add more A-G course offerings for students to be able to make progress towards A-G Completion.</p>		
2	Provide College Readiness Assessments and Preparatory Workshops	<p>Our CCI Indicator shows that 2.9% of our students scored at the prepared level through the AP pathway. In order to improve on the CCI indicator we will increase the number of students participating on ACT, PSAT, SAT, and AP end of course exams. Although this is a schoolwide action, we will focus our resources and staff towards our unduplicated students and students with disabilities to provide them with more opportunities, workshops, and resources to prepare for college readiness.</p>	\$30,069	Y
3	Partnership with Earn and Learn Organization and additional secondary support programs	<p>Our Dashboard shows schoolwide that our students are 32.4% prepared in CCI. To increase college and career readiness, we will partner with Earn and Learn, an organization that facilitates internship opportunities. This will increase and improve services for our priority groups because it will provide an additional avenue other than a university, college, or community college to gain career exploration. An example is that Earn and Learn will provide resources to support and deepen career pathways for learners including contacts to industry, tools to organize work-based learning, and a collaborative community of peers.</p> <p>We will also be working to develop a contact and relationship with the Department of Rehabilitation to support students with disabilities.</p>	\$2,934	Y
4	Individualized Graduation Plan	<p>Our Graduation Rate on the 2020 California Dashboard is at 90.4%, although we maintained our graduation rate from the previous year, we did have a performance score of Orange. To improve our graduation rate and performance score we have set procedures to revamp our Individualized Graduation Plan to raise awareness among our teachers so that they understand the actions that make</p>	\$0	N

		<p>our students classified as CCI prepared. They will be asked to choose a path that culminates in each student qualifying as prepared in a way best suited to their individual needs. We are also setting up free advisory classes, submitted to the College Board for AG credit and led by the counselor. This will assist students/families in making choices that will benefit themselves and our dashboard. We have several strategies that are foundational for the training/support offered above. This offering will contribute to CCI preparedness and is more readily accessible.</p> <p>Students with disabilities will have a High School Counselor, Home School Teacher, Special Education Teacher, and parent present at their IEP to assist in developing their course of study in conjunction with their independent transition plan.</p>		
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## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As per CDE guidelines, the Goal Analysis section will be implemented in the 2022-23 LCA

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.07%	\$63,265

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

- ✓ **Goal 1: Action 1 Professional Learning related to student learning needs**, particularly for English Learners, foster youth, students who qualify for free or reduced lunch. We will provide professional learning for families and staff focused on instructional strategies as well as the importance and impacts of state testing. We are aware that certain student groups such as English Learners, foster youth, and students who qualify for free or reduced lunch are in most need of academic support. For example, we will meet with families to provide learning resources and strategies. We will also meet once a month as a Professional Learning Community as an entire staff and additionally as a smaller group to focus on professional learning.
- ✓ **Goal 1: Action 2 Professional Learning related to student learning needs, particularly for Students with Disabilities.** We will provide professional learning for families and staff focused on instructional strategies as well as the importance and impacts of state testing. We are aware that certain groups such as our Students with Disabilities are in most need of academic support. For example, we will meet with families to provide learning resources and strategies. We will also meet once a month as a Professional Learning Community as an entire staff and additionally as a smaller group to focus on professional learning. This action aligns with Feather River's Special Education Plan element 3b.
- ✓ **Goal 1: Action 3 Implement and assess formative and interim assessments.** Our dashboard shows that schoolwide our students are 27.6 points below standard for ELA and 85.9 points below standard for Math. We will implement assessments regularly to help us determine whether and to what degree students are making progress toward expected learning outcomes. We will focus on programs for students who are not demonstrating proficiency in ELA and Math from prior CAASPP and STAR 360. This action will improve services for our unduplicated groups and students with disabilities because it will add to our current program. This action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home. These are the best use of funds because our data demonstrates that these students need additional support which, as a school we will be able to closely monitor with a data driven model to focus target instruction to mitigate a potential increase in student learning loss. This action aligns with Feather River Special Education Plan Element 3c. Expenditures associated with this action include: Purchase of assessment(s) that is aligned with California State Standards in mathematics and English Language arts to monitor the progress of students who typically need the most academic support including special education and homeless subgroups

- ✓ **Goal 1: Action 4 Increase the number of live or synchronous classes/ workshops for Elementary level grades.** Our dashboard shows that schoolwide our students are 27.6 points below standard for ELA and 85.9 points below standard for Math. We are creating and implementing a TK-6 academic online program with instruction from our teachers. This program will consist of online/synchronous classes and rotating workshops focusing on standards-based mathematics and language arts foundational concepts. We will target students who are working towards proficiency in ELA and Math from prior CAASPP and STAR 360 testing data. This program will increase and improve services for our unduplicated groups and is in addition to our current program offerings. It will be implemented schoolwide, however, our unduplicated student groups will benefit principally, as students in these groups are more likely to need additional academic support. These are the best use of funds because our data demonstrates that these students are in need of additional support which can be provided by our credentialed teaching staff who can model and closely monitor student understanding. Expenditures associated with this action include: Hiring of staff to implement new program, purchase of curriculum, collaboration with intervention, EL, and Special Education staff for broad focus of support for unduplicated students
- ✓ **Goal 1: Action 5 Purchase additional technology:** We will provide mobile internet connectivity and technology for student use for connectivity at home. The goal is schoolwide and is important because most of our resources and curriculum are offered online. An example is to provide a standards-based online curriculum for our unduplicated students. Another example is providing hotspots to ensure that our unduplicated students can attend our live or synchronous classes for academic and social emotional well-being. Schoolwide, however, we know priority groups will benefit due to financial restraints of these students.
- ✓ **Goal 1: Action 6 Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.** Our dashboard shows that schoolwide our students are 27.6 points below standard for ELA and 85.9 points below standard for Math. We will hire certificated staff to expand our middle school direct instruction courses for English Language Arts and Math. Additionally, we will hire and maintain certificated staff to create online/synchronous instruction support programs for students who are not demonstrating proficiency in ELA and Math from prior CAASPP and STAR 360. This action will increase and improve services for our unduplicated groups because it will add to a current program. This action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home. These are the best use of funds because our data demonstrates that these students need additional support due to school closures and the pandemic there is an increase in student learning loss which we hope to mitigate with this action.
- ✓ **Goal 1: Action 7 Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance.** We will purchase digital and paper resources, software, and workshops to assist staff, teachers and families with student services and the processes within the department. We are aware that student services have certain documents, processes and needs associated with compliance. The purchase of these will help in streamlining the process for our schools. An example of an expenditure is for our Student Study Team and Section 504 processes, Beyond SST will promote a digital manner for making referrals, scheduling and holding meetings, creating Intervention and 504 plans as well as tracking data. Unduplicated students will benefit from the purchase of resources as some families have requested to remain off of technology, therefore the ability to purchase printed materials will accommodate and support their educational requests. This will also support child find and create a continuum of supports and services for students.
- ✓ **Goal 2: Action 1 Fund support staff for unduplicated student support.** We will fund foster/homeless youth and family liaison positions to address specific needs of unduplicated and students with disabilities including augmented communication with families to receive information and support in the appropriate language. For example, we will utilize our foster/homeless youth liaison position to partner with families to assist in meeting the educational, social, and emotional needs of students. We will also hire family liaisons who also speak another language besides English, to support our non-English speaking populations.

- ✓ **Goal 2: Action 2 Hire and maintain certificated staff to provide online/ synchronous instruction, programs and support for our English Learners.** Our ELPI results show 54.7% of our English Learners are making progress towards English proficiency and 9.3% of our English Learners reclassified. In order to address this area of need to improve and increase our academic support for English learners including those with disabilities, we will refine and improve our English language development curriculum and instructional delivery. Expenditures related to this action are the hiring of additional certificated staff and programs.
- ✓ **Goal 2: Action 3 Fund School Counselor/SST Coordinator.** According to our parent survey 46% of our parents who participated in the survey were concerned with their child's mental health. To support our families and provide a resource we will fund the School Counselor/SST coordinator. This position will oversee and provide social-emotional and counseling services, supports and referrals. The Coordinator will work to hold virtual SST meetings. The Counselor/SST Coordinator will offer group sessions/1:1, check in with students, lead SST meetings with a whole child perspective with Social Emotional Learning, academic, suicide risk assessment, students in crisis, dedicated time with unduplicated, collecting community-based resources for families. Although this is a schoolwide support, the position will focus on our priority group of students in need of academic intervention which includes Foster youth, low SED backgrounds, special education, and English learners. This position will provide support to students clinically and educationally. For example, counselors will address social and emotional needs of students through a variety of ways including workshops, whole group practices, small group interventions, and individualized learning activities. Another example is that our counselor will provide ongoing training and support to charter staff.
- ✓ **Goal 2: Action 4 Fund positions for monitoring student achievement data.** Our Calpads report shows our high school dropout rate is 3.7%, in order to decrease our dropout rate we will hire a personnel for students, focusing on priority group students such as EL, FY, or SED background, who did not re-enroll with the following school year, as well as those that leave during the school year to decrease the dropout rates in middle and high school. This will improve and increase services with a dedicated staff member to collaborate with families, High School Counselors, and the High School Department to assist our priority groups and schoolwide students. Our priority groups will benefit from this position as they will partner with our translators to assist, if needed also. For example, we will hire a position to monitor and review student achievement data focusing on priority group students including students with disabilities, monitor the California Dashboard, and work with the high school counselors in monitoring at-risk students.
- ✓ **Goal 3: Action 1 Increase number of course offerings in college and career indicators.** From our graduation survey results we found that 65.5% of our graduates were not aware of our CTE program. Our dashboard shows that schoolwide 32.4% of our students are prepared on the college and career indicator. We will expand course offerings and analyze student data to find where a-g completion rates drop-off and expand course offerings. This action will increase and improve services for our unduplicated groups because it will add to a current program. The action will be implemented schoolwide; however, we believe our unduplicated student groups will benefit principally because these groups are less likely to have academic support at home and the offerings will support viable skills outside of schools. Our unduplicated students will have more opportunities for post-high school career opportunities. These are the best use of funds because our data demonstrates that these students are in need of additional support due to school closures and the pandemic there is an increase in student learning loss which we hope to mitigate with this action. Expenditures associated with this action include: For example, we will add CTE course offerings to our High School Virtual Academy. We will also add more A-G course offerings for students to be able to make progress towards A-G Completion.
- ✓ **Goal 3: Action 2 Provide College Readiness Assessments and Preparatory Workshops.** Our CCI Indicator shows that 2.9% of our students scored at the prepared level through the AP pathway. In order to improve on the CCI indicator we will increase the number of students participating on ACT, PSAT, SAT, and AP end of course exams. Although this is a schoolwide action, we will focus our resources and staff towards our unduplicated students and students with disabilities to provide them with more opportunities, workshops and resources to prepare for college readiness. For example, we will offer preparatory workshops for college



readiness assessments such as the PSAT, SAT, and ACT. We will support students with disabilities by offering additional college and career awareness classes and workshops. Another example is that we will rent facilities where students can participate in these assessments.

- ✓ **Goal 3: Action 3 Partnership with Earn and Learn Organization and additional secondary support programs.** Our Dashboard shows schoolwide that our students are 32.4% prepared in CCI. To increase college and career readiness, we will partner with Earn and Learn, an organization that facilitates internship opportunities. This will increase and improve services for our priority groups because it will provide an additional avenue other than a university, college, or community college to gain career exploration. An example is that Earn and Learn will provide resources to support and deepen career pathways for learners including contacts to industry, tools to organize work-based learning, and a collaborative community of peers. We will also be working to develop a contact and relationship with the Department of Rehabilitation to support students with disabilities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

FRCS understands the importance of equity vs. equality and how our unduplicated students require the additional support in reaching their educational goals for all our created schoolwide actions in the coming years. Our school has approximately 43.8% of our students who qualify as either foster youth, English learners, or low-income, for which we receive \$783,947 known as supplemental concentration funds as pursuant to 5 CCR 15496(a)(5). To provide the additional needed support we are increasing or improving services for our unduplicated students (Foster Youth, English Learners, and Low-Income Students) by 8.07% which is approximately \$63,265. We have planned in our LCAP as action items to specifically use these additional funds for Professional Learning, additional technology, and funds for additional staff which will help support our unduplicated student group where needed. The LCAP actions were created with the feedback from our stakeholders, parents, students, and staff ensuring we can identify the area where the additional support is required. We want to pursue being able to address and close the achievement gaps amongst all our student groups while prioritizing our unduplicated students.



**Total Expenditures Table**

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 826,923	\$ -	\$ -	\$ -	826,923	\$ 700,473	\$ 126,450

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners, foster youth, students who qualify for free or reduced lunch	All	\$ 70,846	\$ -	\$ -	\$ -	\$ 70,846
1	2	Professional Learning related to student learning needs, particularly for Students with Disabilities	SWD'S	\$ 85,003	\$ -	\$ -	\$ -	\$ 85,003
1	3	Implement and assess formative and interim assessments	All	\$ 91,142	\$ -	\$ -	\$ -	\$ 91,142
1	4	Increase the number of live or synchronous classes/ workshops for Elementary level grades	All	\$ 44,208	\$ -	\$ -	\$ -	\$ 44,208
1	5	Purchase additional technology	All	\$ 31,000	\$ -	\$ -	\$ -	\$ 31,000
1	6	Hire and maintain certificated staff to provide online/synchronous instruction, programs and support.	All	\$ 238,711	\$ -	\$ -	\$ -	\$ 238,711
1	7	Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance	All	\$ 1,374	\$ -	\$ -	\$ -	\$ 1,374
2	1	Fund support staff for unduplicated student support	All	\$ 31,154	\$ -	\$ -	\$ -	\$ 31,154
2	2	Hire and maintain certificated staff to provide online/ synchronous instruction, programs and support for our English Learners.	English Learners	\$ 44,208	\$ -	\$ -	\$ -	\$ 44,208
2	3	Fund School Counselor/SST Coordinator	All	\$ 36,413	\$ -	\$ -	\$ -	\$ 36,413
2	4	Fund positions for monitoring student achievement data	All	\$ 37,517	\$ -	\$ -	\$ -	\$ 37,517
3	1	Increase number of course offerings in college and career indicators	All	\$ 82,344	\$ -	\$ -	\$ -	\$ 82,344
3	2	Provide College Readiness Assessments and Preparatory Workshops	All	\$ 30,069	\$ -	\$ -	\$ -	\$ 30,069
3	3	Partnership with Earn and Learn Organization and additional secondary support programs	All	\$ 2,934	\$ -	\$ -	\$ -	\$ 2,934
3	4	Individualized Graduation Plan	All	\$ -	\$ -	\$ -	\$ -	\$ -

## Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 826,923	\$ 826,923
<b>LEA-wide Total:</b>	\$ -	\$ -
<b>Limited Total:</b>	\$ 129,211	\$ 129,211
<b>Schoolwide Total:</b>	\$ 697,712	\$ 697,712

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch	Schoolwide	All	All	\$ 70,846	\$ 70,846
1	2	Professional Learning related to student learning needs, particularly for Students with Disabilities	Limited	N/A	All	\$ 85,003	\$ 85,003
1	3	Implement and assess formative and interim assessments	Schoolwide	All	All	\$ 91,142	\$ 91,142
1	4	Increase the number of live or synchronous classes/ workshops for Elementary level grades	Schoolwide	All	Elementary	\$ 44,208	\$ 44,208
1	5	Purchase additional technology	Schoolwide	All	All	\$ 31,000	\$ 31,000
1	6	Hire and maintain certificated staff to provide online/synchronous instruction, programs and support.	Schoolwide	All	All	\$ 238,711	\$ 238,711
1	7	Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance	Schoolwide	All	All	\$ 1,374	\$ 1,374
2	1	Fund support staff for unduplicated student support	Schoolwide	All	All	\$ 31,154	\$ 31,154
2	2	Hire and maintain certificated staff to provide online/ synchronous instruction, programs and support for our English Learners.	Limited	English Learners	All	\$ 44,208	\$ 44,208
2	3	Fund School Counselor/SST Coordinator	Schoolwide	All	All	\$ 36,413	\$ 36,413
2	4	Fund positions for monitoring student achievement data	Schoolwide	All	All	\$ 37,517	\$ 37,517
3	1	Increase number of course offerings in college and career indicators	Schoolwide	All	High School	\$ 82,344	\$ 82,344
3	2	Provide College Readiness Assessments and Preparatory Workshops	Schoolwide	All	High School	\$ 30,069	\$ 30,069
3	3	Partnership with Earn and Learn Organization and additional secondary support programs	Schoolwide	All	High School	\$ 2,934	\$ 2,934
3	4	Individualized Graduation Plan	Schoolwide	All	High School	\$ -	\$ -

## Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$ 826,923	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	Professional Learning related to student learning needs, particularly for English Learners, foster youth, students who qualify for free or reduced lunch	Yes	\$ 70,846	
1	2	Professional Learning related to student learning needs, particularly for Students with Disabilities	Yes	\$ 85,003	
1	3	Implement and assess formative and interim assessments	Yes	\$ 91,142	
1	4	Increase the number of live or synchronous classes/ workshops for Elementary level grades	Yes	\$ 44,208	
1	5	Purchase additional technology	Yes	\$ 31,000	
1	6	Hire and maintain certificated staff to provide online/synchronous instruction, programs and support.	Yes	\$ 238,711	
1	7	Purchase of resources to support Multi-Tiered System of Support (MTSS), Student Study Team (SST), & Section 504 access, process, and compliance	Yes	\$ 1,374	
2	1	Fund support staff for unduplicated student support	Yes	\$ 31,154	
2	2	Hire and maintain certificated staff to provide online/ synchronous instruction, programs and support for our English Learners.	Yes	\$ 44,208	
2	3	Fund School Counselor/SST Coordinator	Yes	\$ 36,413	
2	4	Fund positions for monitoring student achievement data	Yes	\$ 37,517	
3	1	Increase number of course offerings in college and career indicators	Yes	\$ 82,344	
3	2	Provide College Readiness Assessments and Preparatory Workshops	Yes	\$ 30,069	
3	3	Partnership with Earn and Learn Organization and additional secondary support programs	Yes	\$ 2,934	
3	4	Individualized Graduation Plan	No	\$ -	