Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Feather River Charter School	Jenell Sherman Executive Director	jenell.sherman@featherrivercharter.com 916-526-3794

Goal 1

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
100% of students will have home access to technology and the Internet.	100%	100%	100%	100%	100%
% of teachers report mastery on program implementation including Data Analysis, differentiation,	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
assessment, and technology use					
100% of teachers will be fully credentialed in the area of instruction or assignment	100%	100%	100%	100%	100%
% of students enrolled in Direct instruction courses offerings	47%	27.86%	36%	23.99%	40%
Schoolwide Distance from standard (DFS) on the CAASPP ELA	Baseline 2018-2019: -27.6	21-22 CAASPP Results will be available in August 2022 FRCS opted out of State testing in 20-21	-20.8	-18.7	-18.30
Schoolwide Distance from standard (DFS) on the CAASPP Math	Baseline 2018-2019: -85.9	21-22 CAASPP Results will be available in August 2022 FRCS opted out of State testing in 20-21	-55	-53.5	-48.4
% of students who have access to standard aligned instructional material	100%	100%	100%	100%	100%
Maintain safe facilities as demonstrated in a local inventory report.	FRCS does not have a facility	FRCS does not have a facility	FRCS does not have a facility	Good	FRCS does not have a facility
Implementation of state standards, particularly English language development	100%	100%	100%	100%	100%
% of students who score at standards Met/Exceeded on California Science Test (CAST)	Baseline: 2018-2019 25.4%	21-22 CAST Results will be available in August 2022 FRCS opted out of State	36.6%	34.63%	35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of students scoring at ready or conditionally ready on the EAP for ELA	Baseline: 2018-2019 42%	21-22 EAP Results will be available in August 2022 FRCS opted out of State	45.3%	43.01%	57%
% of students scoring at ready or conditionally ready on the EAP for Math	Baseline: 2018-2019 20%	21-22 EAP Results will be available in August 2022 FRCS opted out of State	33.2%	29.94%	35%
% of priority group students (EL, FY, those with exceptional needs) who received tier 2 support)	14%	47%	Total Number Served: 13 Homeless: 0% Foster: 0% ELD: 0% SPED: 15% 504: 8% Low Socio-economic: 54%	Academic Interventions Total student population % Served: 49 individuals of total student population Homeless % served: 6.12%" Foster % served: 0 EL % served: 16.33% SPED % served:12.24% 504 % served: 2.04% Low Socio-Economically & served: 32.65% SEL Interventions Total student population % Served: 10 individuals of total student population Homeless % served: 27% Foster % served: 0 EL % served: 0 SPED % served: 27% 504 % served: 0 Low Socio-Economically & served: 64%	45%
% of unduplicated and SWD enrolled in Adventure Academy (Academic Enrichment)	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	Unduplicated: 3% SWD: 4%	Unduplicated: 38% SWD: 9%	Unduplicated: 10% SWD: 10%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Professional 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.	Yes	Partially Implemented	A variety of professional development has been created, offered, and contracted for all staff as well as families. This is an ongoing action item.		$356,000.00	$320894.62
1.2	**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	No	Partially Implemented	A variety of professional development with the focus of supporting students with disabilities has been created, offered, and contracted for all staff as well as families. This is an ongoing action item.		$240,000.00	$152156.86

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
1.3	**Implement and assess formative and interim assessments** 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.	Yes	Partially Implemented	We purchased the STAR 360 Platform for our formative and interim assessment. We have also purchased several academic subscriptions that support formative assessment of our students.		$185,000.00	$135751.98

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	**Increase the number of live or synchronous classes/ workshops for Elementary level grades** 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 need additional support which can be provided by our credentialed teaching staff who can model and closely monitor student understanding.	Yes	Partially Implemented	Some highlights have been our Literacy Festivals, Science Fair, Virtual Spelling Bee, and Parks & Crafts Day Program		$320,000.00	$145861.66
1.5	**Purchase additional technology**	Yes	Partially Implemented			$90,000.00	$70356.81

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			• Ongoing monthly Wifi connectivity service • Purchase of student chromebooks, laptops, and technology			
1.6	**Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.** 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	Yes	Fully Implemented	We are maintaining certificated staff for this action item		$360,000.00	$237548.54

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
1.7	**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, dyslexia programming and screeners will be purchased to support with school compliance as well as SEL programming and 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	Yes	Fully Implemented	Programs, resources, and training such as Centervention have been purchased to support MTSS, SST, and Section 504 processes and students.		$10,000.00	$11947.44

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
1.8	**Purchase of Resources to support Reading and Math Instruction** Unduplicated students will benefit from the purchase of resources (as some families have requested to remain off technology). We received feedback from various educational partners, which will provide 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.	No	Fully Implemented	This was a priority area for us and a brand new action item. We spent more than originally planned as importance of the identified need was so great.		$10,000.00	$34649.26

Goal 2

Goal Description
FRCS will promote a safe, healthy, and engaged learning environment for all students.

List Priorities

Priority 4: Pupil Achievement (Pupil Outcomes)	
Priority 7: Course Access (Conditions of Learning)	
Priority 8: Other Pupil Outcomes (Pupil Outcomes)	

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
% of students who feel safe or connected to the school	Students: 93% Parents: 92% Teachers: 94%	Students: 100% Parents: 89% Teachers: 100%	Students: 80% Parents: 90% Teachers: 95%	School climate survey data is still in progress	Students:100% Parents: 100% Teachers: 100%
The percent student suspension rate	0%	0%	0%	0%	0%
The percent student expulsion rate	0%	0%	0%	0%	0%
The percent High school dropout rate	3.7%	10.53%	11.4%	Updated 2022-23 dropout data currently not available	0%
Maintain Chronic Absenteeism Indicator at 0% for all students	0.3%	TBD in 2022 California Dashboard Release	0.3%	0.9%	0%
1% increase in student attendance or maintenance of a minimum of 98% attendance rate annually	100%	100%	100%	100%	100%
Increase opportunities for student participation in leadership, enrichment, and academic events i.e., NHS NJHS, Enrichment	Fall: 77 students Spring: 81 students	21-22 School Year Data Community Program Club Fall: 268 Spring: 140 Adventure Academy Fall: 333 Spring:298 NHS: 9	22-23 School Year Data Community Program Club Fall: 171 Spring: 170 Adventure Academy Fall: 696 Spring: 727 NHS: 15	23-22 School Year Data Community Program Club Fall: 146 Spring: NA Adventure Academy Fall: 218 Spring: NA NHS: 23	Community Program Club Fall: 300 Spring: 170 Adventure Academy Fall: 400 Spring:360 NHS: 15 NJHS: 20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		NJHS: 15	NJHS: 20	NJHS: 13	
% of parents who provide feedback on survey specific to our LCAP actions and goals	100%	100%	100%	School climate survey data is still in progress	100%
% of priority group students' parents/guardians who received schoolwide communication including meeting offerings, parent education, and resources	New metric for 21-22 LCAP	100%	100%	100%	100%
The percent of English learners who reclassify	8.9%	6.8%	8.3%	16%	15%
The percent of English learners who are making progress towards English proficiency on ELPI	54.7%	TBD in 2022 California Dashboard Release	59%	50.9%	65%
% of parents who feel the school is preparing students to meet the goal of the school Schoolwide Learner Outcomes	New metric for 21-22 LCAP	83%	81%	School climate survey data is still in progress	95%
% of English Learners enrolled in ELD live classes	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	35%	36%	40%
% of English Learners who reclassify after participating in ELD live classes	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	New Metric for 2023-24 LCAP baseline will be determined in Year 2 Outcome	23%	23%	50%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**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.	Yes	Fully Implemented	We are maintaining staff for this action item		$135,000.00	$57701.97
2.2	**Hire and maintain certificated staff to provide online/ synchronous instruction, programs, and support for our English Learners.** Our 2019 ELPI most recent available results show 54.7% of our English Learners are making progress towards English proficiency and 6.8% 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	Yes	Fully Implemented	We are maintaining certificated staff for this action item		$110,000.00	$73753.78

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	related to this action are the hiring of additional certificated staff and programs.						
2.3	**Fund School Counselor/SST Coordinator** 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	Yes	Fully Implemented	We are maintaining certificated staff for this action item		$80,000.00	$60098.35

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	counselor will provide ongoing training and support to charter staff.						
2.4	**Fund positions for monitoring student achievement data** Our CALPADS report shows our high school dropout rate is 10.53%, 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.	Yes	Fully Implemented	We are maintaining staff for this action item		$130,000.00	$87715.47

Goal 3

Goal Description
Increase the number of students who are high school, college, career, and life ready.

List priorities:

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
The percent of students graduating with A-G requirements fulfilled	8%	15.5%	19%	31.2%	20%
The percent of unduplicated students graduating with A-G requirements fulfilled	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	17%	TBD	TBD
% of students enrolled in at least one college course and completing with a C- or better	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	25.3%	17.53%	TBD
The percent of students completing at least one CTE pathway	2%	0%	2.1%	3.7%	10%
The percentage of students who score at Approaching Prepared or Prepared level on the College and Career Indicator	49.1%	TBD in 2022 California Dashboard	*CDE did not publish the College and Career Indicator for the 2023 Dashboard	61.1%	65%
The percentage of students passing the AP examination with a score of 3 or higher	62.5%	100%	100%	0.5%	72%
The percentage of high school students graduating within 4 or 5 years	90.4%	86.2%	84.8%	89.9%	95%
Increase CAASPP participation rate or maintain at 95% or higher	Baseline: 2018-2019 92%	21-22 CAASPP Results will be available in August 2022	ELA- 94% Math- 94%	ELA- 94% Math- 94%	ELA- 95% Math- 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		FRCS opted out of State testing in 20-21			
Increase percentage of students scoring at standard met or exceeding (level 3 or 4) on CAASPP ELA assessments, including all subgroups	Baseline: 2018-2019 42.3%	21-22 CAASPP Results will be available in August 2022 FRCS opted out of State testing in 20-21	45.3%	43.01%	50%
Increase percentage of students scoring at standard met or exceeding (level 3 or 4) on CAASPP Mathematics assessments, including all subgroups	Baseline: 2018-2019 20.1%	21-22 CAASPP Results will be available in August 2022 FRCS opted out of State testing in 20-21	33.2%	29.94%	30%
% of unduplicated and SWD students enrolled in Direct instruction (JHVA and HSVA) courses offerings	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	JHVA: Unduplicated- 14% SWD- 16% HSVA: Unduplicated- 44% SWD- 22%	JHVA: Unduplicated 20.76% SWD- 11.69%% HSVA: Unduplicated- 29.54% SWD- 6.58%	JHVA: Unduplicated- 20% SWD- 20% HSVA: Unduplicated- 50% SWD- 25%
% of unduplicated and SWD students enrolled in asynchronous instruction for HSVA	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	JHVA: Unduplicated- 5% SWD- 0% HSVA: Unduplicated- 37% SWD- 4%	JHVA: Unduplicated- 1.69% SWD- 1.30% HSVA: Unduplicated- 16.03% SWD- 0%	JHVA: Unduplicated- 10% SWD- 10% HSVA: Unduplicated- 45% SWD- 10%
% of parents/guardians of English Learners, those in foster care, and those living in low socio-economic conditions (priority groups) who meet with a counselor/coordinator once per school year	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	New metric for 2022-23 LCAP baseline will be determine in Year 2 Outcome	12.5%	Low Socio-Economically %: 25.94% EL %: 26.67% Homeless %: 16.67% Foster Youth %: N/A	20%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Increase number of course offerings in college and career indicators** 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 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.	Yes	Fully Implemented	We created a new CTE program that is supported by this action item as well as maintaining staff to support this action item		$240,000.00	$113901.52

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	**Provide College /Career Readiness Assessments and Preparatory Workshops and Resources** 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. Students utilize CCGI to support items such as college applications, A-G completion, college/career exploration, and financial aid. Another example is that we will rent facilities where students can participate in these assessments. Special Education courses for college and career readiness are provided to Special Education students 16 years and older to support high school graduation as well as supporting students transitions onto secondary higher education and job readiness..	Yes	Partially Implemented	We offer support and access to college readiness assessments. Our school counselors provide resources, support, and training on utilizing financial aid, completing college applications, exploring opportunities to be college and career ready.		$115,000.00	$91766.72

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	**Individualized Graduation Plan** 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 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. High School Counselors will collaborate with teachers and families to ensure that each student is supported in their individual graduation plan. Counselors regularly meet with students to ensure progress towards meeting graduation requirements, A-G requirements, and other college/career goals. We endeavor to keep counselor caseloads below the national average so that each student can receive support customized to their needs and goals. 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	No	Fully Implemented	This action item has been completed		$0.00	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.						
3.4	**Hire and maintain certificated staff to provide online/synchronous instruction, programs, and support.** High School students will benefit from direct instruction from teachers who are highly qualified in subjects. Students will receive office hours, direct instruction, feedback to support students.	Yes	Fully Implemented	We are maintaining certificated staff for this action item		$95,000.00	$57574.32
3.5	**CAAP Program** We will continue the College Awareness and Advancement Program for unduplicated students. The program provides free VA classes, college course materials, access to a CAAP advisor, and two UC/CSU college tours per year. Students will attend monthly meetings with program participants and the advisor to discuss college preparedness and to provide	Yes	Partially Implemented	The CAAP program is supporting these identified unduplicated students with books, classes, college tours, and advisors. At the time of this mid-year LCAP expenditures for this action item have been finalized.		$10,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	access to information needed to be prepared to attend college.						

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures