

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Forest Ranch Charter School	Christia Marasco Director	cmarasco@forestranchcharter.org 530-891-3154

# Goals and Actions

## Goal

Goal #	Description
1	<p>Increase overall student achievement in core academic areas.</p> <p>Focus Goal 1: Improve schoolwide performance of all students in Math in local and state measures, as well as decrease the gap between overall and our primary sub group (socioecon. disad.) (Dashboard - Yellow or Green)</p> <p>Focus Goal 2: Improve schoolwide performance in ELA in local and state measures</p> <p>Focus Goal 3: Decrease Chronic Absenteeism</p>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
CCSS Implementation Rubrics	ELA - 3.3 Math - 3.19 Technology - 3.91				All consistent faculty (with school 3+ years achieve 4 or greater on most areas, 3 on a few and 1 or 2 in no areas.)
CAASPP Smarter Balanced Scores (ELA, Math)	ELA 17/18 - 56% - CA Dashboard Green for All Groups; 18/19 - 65.47 % Meeting or Exceeding CA Dashboard shows Blue for primary and all subgroups. FRCS is 26.9 pts above	20/21 ELA 61.54 Meeting/Exceeding and Math 34.85 Meeting/Exceeding	ELA 21/22 - 48% - CA Dashboard - Medium for All (1.4 pts below standard), Low (socioeconomically disadvantaged subgroup; 24.5 pts below standard)	ELA Not Meeting - 22/23 - CA Dashboard - Yellow for All (.1 below standard; maintained +1.3); Yellow (socioecon. dis. sub group 28.7 below)	Establish new baseline for 2020 - 21 and move up 1% every year with 2-3% increase in both ELA and Math by 2023-24 with students in socioeconomically disadvantaged subgroup moving into

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	<p>standard and we increased by 18.5 points (socioeconomically dis. subgroup - increased 19.7 points) ; No current data available</p> <p>Math</p> <p>17/18 - 42% - CA Dashboard Green for All and Yellow for Socioecon. Disadv.; 18/19 - 50.60% Meeting or Exceeding CA Dashboard shows we are Green for all and Orange for socioeconomically dis. sub group. FRCS is 12.3 points below the standard and increased by 7.6 points (socioeconomically dis. subgroup is 29 points below the standard and maintained by -1.7 pts.); 20/21 ELA 61.54 Meeting/Exceeding and 34.85 Meeting/Exceeding - We went down in both areas</p>		<p>Math</p> <p>21/22 - 23% - CA Dashboard - Low for All and subgroups (All; 49.5 points below standard and socioeconomically dis. - 70.5 points below standard)</p> <p>Did not meet growth goals in either area last year.</p>	<p>Math</p> <p>Meeting - 22/23 - CA Dashboard - Yellow for All (32.9 below standard; increased 16.6); Yellow (socioecon. dis sub group 57.1 below)</p>	<p>the yellow or green on dashboard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
i-Ready or equivalent local measure (ELA, Math)	18/19 ELA 42%; Math 27% 20/21 ELA 38%; Math 28% **19/20 ELA 50%; Math 36% - Not applicable as multiple students were supported by parents at home during testing	We exceeded target goals but need to reset baseline and goals as the i-Ready program has changed how they report data and FRCS has changed timing of mid year testing.	22/23 ELA B (baseline) - 38% C (current) - 59% Math B - 16% C - 38%	ELA B - 32% C - 56% Math B - 19% C - 41%	ELA - establish new baseline data Math - establish new baseline data
CAST Scores (5th, 8th)	18/19 - 54% meeting or exceeding standards		21/22 - 33% meeting or exceeding standards	Meeting 22/23 - 48% meeting or exceeding standards	Establish new baseline for 21/22 year and then move up 1% each year.
Instructional Materials	20/21 - 100% of all students had standards-aligned instructional materials in all core classes.		21/22 - 100% 22/23 - 100%	Meeting - 23/24 - 100%	Maintain 100% of students with standards aligned Instructional materials in all core classes
Teacher Assignments and Credentialing	20/21 - 100% of teachers were appropriately assigned		21/22 - 100% 22/23 - 100%	Meeting - 23/24 - 100%	Maintain 100% of teachers appropriately assigned according to credential and expertise
Facilities	Maintenance and cleaning logs kept All items "good" or "excellent" on FIT inspection	Maintenance and cleaning logs kept for part of year. All items "good" or "excellent" on FIT inspection	22/23 - cleaning/maintenance logs not sufficiently collected; good or excellent in all areas of FIT inspection	Partially Meeting - 23/24 - IP; New cleaning checklists created, many maintenance and upgrade items completed; good or	Maintain regular maintenance and cleaning logs as well as maintain good or excellent in all areas of FIT inspection

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Chronic Absenteeism	CA Dashboard shows 12.4% (Orange) for 17/18; 18.9% (Orange) for 18/19		CA Dashboard shows 30.3 (very high) for 21/22 22/23 - 33%	excellent in all areas of FIT Not Meeting - 22/23 - CA Dashboard - Red - 34.2% Current Attendance data is 30%	Establish new baseline for 21/22 and then decrease by at least 1% each year with primary goal to be at Yellow on CA Dashboard by 22/23
Middle School Drop Out Rates	16-17 Data Quest - 0% Drop Out rate 17-18 Schoolwise SIS 0% 18-19 Schoolwise SIS 0%		21-22 0% Schoolwise SIS	Meeting - 22/23 - 0% drop out rate	Maintain a 0% Middle School Drop Out Rate
Parent Engagement	Goal: At least 40% of parents will volunteer and/or attend scheduled meetings, school sponsored family events, and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 50% of parent involvement is reached.		54% of our families volunteered time this year	Meeting: 55% of our families volunteered time and 91% attended scheduled meetings or school sponsored events	50% of parents will volunteer and/or attend scheduled meetings, school sponsored family events, and/or workshops.
Parent Involvement - Unduplicated Students	20/21 - 100% parents of unduplicated students and students with	21/22 - 100% parents of unduplicated students and students with exceptional	22/23 - 100% of unduplicated students and students with exceptional needs	23/24 - 100% of unduplicated students and students with exceptional needs	Maintain 100% parents of unduplicated students and students with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	exceptional needs will be contacted at least once a trimester to provide varied information, training and support.	needs were contacted at least once a trimester to provide varied information, training and support.	were contacted at least once a trimester to provide varied information, training and/or support.	were contacted at least once a trimester to provide varied information, training or support.	exceptional needs will be contacted at least once a trimester to provide varied information, training and support.
Student Attendance	Establish new baseline 21-22 as 19/20 and 20/21 had atypical attendance data. Prior target goal was 95%.	Due to continued Covid surges and new protocol it was not possible to establish any typical routine or baseline. Baseline will be established in 22-23 school year.	Current Attendance Data 22/23 P-2 -	Meeting - 23/24 - P-1 Data (over 92%; targeting 94%); P-2 92.47	22-23 - 90.5 with increases each year until it reaches 95.5% at which point that attendance rate will be at least maintained.  23-24 - Goal 92%

## Goal Analysis

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.

Most actions were delivered as intended. A few exceptions to this for Goal 1 were 1.3 under CCSS (some new ELA materials were used but we relied mostly on i-Ready and existing materials. We will continue to review and select new research supported ELA materials for the 24-25 school year.); 1.13 Visual and Performing Arts, due to staffing challenges we did not have any art support until the last trimester; and action 1.14 we budgeted for more consulting support with our new Nutrition Program than needed. For Goal 2 we struggled with janitorial 2.1), SEL part of the year (2.5, 2.7) and budgeted a bit more than needed for field trips (2.9). We struggled almost all year with adequate janitorial staffing. Although we purchased both intended SEL programs (Inner Explorer, Second Step) and teachers still had access to many SEL resources, some teachers spent less time than in prior years instructing SEL or holding Town Hall meetings (2.5) in the first half of the year as they had many students struggling academically and had difficulty allotting the time. This was remedied in the second half of the year and SEL instruction and Town Halls increased.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Actions for Goal 1 - material differences in spending

1.2 i-Ready diagnostic and instruction - the cost was a bit under due to the projected original including Kindergarten and instruction for older middle school students at or above grade level. We chose not to use program for Kindergarten or older students at or above grade level (kindergarten was not actually included in the action so this does not change delivery of action)

1.3 Quality CCSS aligned curric/Teacher Training - Our new teacher did attend and complete BTSA however there was still a gap in spending as we spent less on new ELA materials, using i-Ready and WFTBB (Write from the Beginning and Beyond) materials that were received with teacher training materials paid for through Educator Effectiveness Funds instead

1.13 VAPA - We were shorter than budgeted as we did not find art instructional support until the last trimester

1.14 Nutrition - This was a new action and we thought our Nutrition Director would require more consulting support than needed.

Actions for Goal 2 - material differences in spending

2.1 Janitorial and facilities Inspect. - We were short staffed in janitorial and had other staff (mostly salaried) sharing duties on and off all year

2.7 Tiered SEL/Wellness Programs - We were able to acquire both intended programs (Inner Explorer) for a better price

2.9 Interactive Study Trips - We went on all intended study trips but over projected the amount needed for a few of them

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

For Goal 1 increase overall student achievement in core academic areas, scores improved in Math and Science but stayed the same in ELA.

For Focus Goal 1 the goal was met as we did improve in Math and decreased the gap slightly between the overall and the subgroup (SED)

For Focus Goal 2 the goal was not met as our ELA performance stayed about the same overall and declined in our significant subgroup (SED)

For Focus Goal 3 (decrease chronic absenteeism) on the dashboard (22-23) rates went up from the prior year in all groups due to increased illness rates but is down 4% for 23/24. For overall attendance we met our conservative goal of 92%.

Many actions to increase achievement focused on getting students to school, healthy to learn, and with tools needed to learn (transportation, internet/technical support, nutrition services, attendance support, student portal, VAPA curriculum). Other actions specifically contributed to class room academic improvements (curriculum, teacher/staff training, etc.) With all of the changes and challenges during this 3 year LCAP cycle the data shows gains in some areas but losses in others. With our small sample size our academic data is also significantly impacted by a small number of students. Over the years this has come out as positive and negative in our overall test results (depending on whether we are joined by a high functioning or lower functioning group of new students). Currently, we have more new students that are academically challenged as well as a higher rate of existing students that struggle with learning and have less resources at home. As a result, continuing to provide support towards healthy students who can get to school and be ready to learn when they are at school will continue to be important. i-Ready continues to increase student academic achievement when used regularly as does small group instruction and one to one tutoring (funded through ESSER) in the past couple of years.

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.

It is important to note that during this 3 year cycle our primary unduplicated subgroup (socioeconomically disadvantaged) has seen a 17% increase (52% - 69%) and many of our most challenged students are new to our school and lack foundational skills needed to be successful in upper grade ELA and Math. Our team will work toward using measures that provide an accurate reflection of student needs and progress. Additionally, we are restructuring our classrooms to better meet the needs of the students we currently serve, providing a wider range of interventions and more small group and 1/1 support. Changes have been made to action items and measures to reflect this, including further demographic break down of local data/indicators. More specifically, we will modify middle school science curriculum to discipline specific, rather than integrated instruction with engaging hands on labs; add a new math intervention program,; add instructional aide time to allow for more 1/1 and small group support in classrooms. We will continue WFTBB (Write from the Beginning and Beyond) curriculum as it is a new program for us and teachers need to fully implement before we can analyze whether it is increasing performance. We will continue i-Ready support.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

Goal #	Description
2	<p>Increase efficiency and effectiveness of campus-wide Positive Behavior Intervention and Support Program including multiple tiered Social Emotional Learning and other supports to provide a safe, caring environment for all learners.</p> <p>Focus Goal 1: Have all Staff that work with students certified in MTSS</p> <p>Focus Goal 2: Increase Wellness Planning/Lessons and Mindfulness Education for Middle School students</p>

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Referrals - computerized referral system	20/21 - 18 students referred (due to Covid we were not physically in session the entire year so a pre-emergency baseline of 28 (17/18) will be used)	34 students received at least 1 referral.	20 students received at least 1 referral	23 students received at least 1 referral	Maintain a rate of no more than 25 students receiving a referral and less than 10 receiving more than 1 referral.
Teacher Self Assessment Rubric - PBIS Support Strategies	Faculty will make progress on individual PBIS goals from year to year as indicated by rubric scoring. .5 increase per year for group.		Faculty will fill out again at mid year evaluation.	Faculty will fill out again at mid year evaluation	Year 1 establish baseline, Year 2 .5% increase in positive scores, Year 3 additional .5% increase in positive scores.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Faculty/Staff Training PBIS - all regular staff will receive basic training upon hire in PBIS with increased training in new strategies each year.	New baselines established in 21/22 school Year as last two years were disrupted by pandemic.	90% of staff received training this year.	100% of regular staff have received training so far this year	Meeting - 100% of regular staff have received training so far this year	100% of regular staff will receive training
Suspension Rate Maintain suspension rate of less than 3%.	18/19 - 3.57% (Orange - CA Dashboard) 19/20 - No out of school suspensions 20/21 - no suspensions of any kind	2 out of school suspensions (same student) 1 in school suspension	21/22 - CA Dashboard - 1.6% All (Medium)  2.7% (socioec. dis. subgroup; Medium)	Meeting - 22/23 - CA Dashboard - Green - .9%, declined from prior year; (socioeconom, dis. sub group - Blue - 0%, declined)  23/24 - 3 out of school; 1 in school	Maintain suspension rate of less than 2.5%
Expulsion Rate Maintain expulsion rate of at or near 0%	19-20 0% 20-21 0%	Expulsion Rate - 0%	22/23 - 0%	Meeting - 22/23 - 0%  23/24 - currently no expulsions	Maintain expulsion rate at or near 0%

# Goal Analysis

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.

For Goal 2 we struggled with janitorial 2.1), SEL part of the year (2.5, 2.7) and budgeted a bit more than needed for field trips (2.9). We struggled almost all year with adequate janitorial staffing. Although we purchased both intended SEL programs (Inner Explorer, Second Step) and teachers still had access to many SEL resources, some teachers spent less time than in prior years instructing SEL or holding Town Hall meetings (2.5) in the first half of the year as they had many students struggling academically and had difficulty allotting the time. This was remedied in the second half of the year and SEL instruction and Town Halls increased.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Actions for Goal 2 - material differences in spending

- 2.1 Janitorial and facilities Inspect. - We were short staffed in janitorial and had other staff (mostly salaried) sharing duties on and off all year
- 2.7 Tiered SEL/Wellness Programs - We were able to acquire both intended programs (Inner Explorer) for a better price
- 2.9 Interactive Study Trips - We went on all intended study trips but over projected the amount needed for a few of them

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the course of the 3 year LCAP we saw improvement in staff skills and decreases in referrals and suspensions, however this last year we saw an increase in referrals (23) from last year and an increase in suspensions (3 out of school, 1 in school; however 4 of these were due to the same incident). As a result of this we have mixed outcomes with the dashboard showing significant improvement from 22-23 but local data from 24 showing a significant backslide in suspension data due to the one incident. We met the goal of maintaining less than 25 referrals.

Some actions were not implemented for the entire year (SEL instruction/Town Hall meetings in all classrooms) but were being fully implemented by last trimester. Additionally, we continued to have significant absences amongst our support staff due to illness which lead to less consistency in delivery of some of the tiered services. In the past, staffing shortages have coincided with increases in social/emotional and behavioral challenges in students (particularly those who already struggle in these areas).

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.

We will change the metrics used to include more detailed referral information, baseline data surrounding staff/faculty days absent, and student's participation in tier 2 interventions. We will add more frequent support staff meeting and coaching as well as make sure all actions are started in the first trimester to improve success.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP. An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle. “Effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.

- In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Forest Ranch Charter School

CDS Code: 04-61424-0118042

School Year: 2024-25

LEA contact information:

Christia Marasco

Director

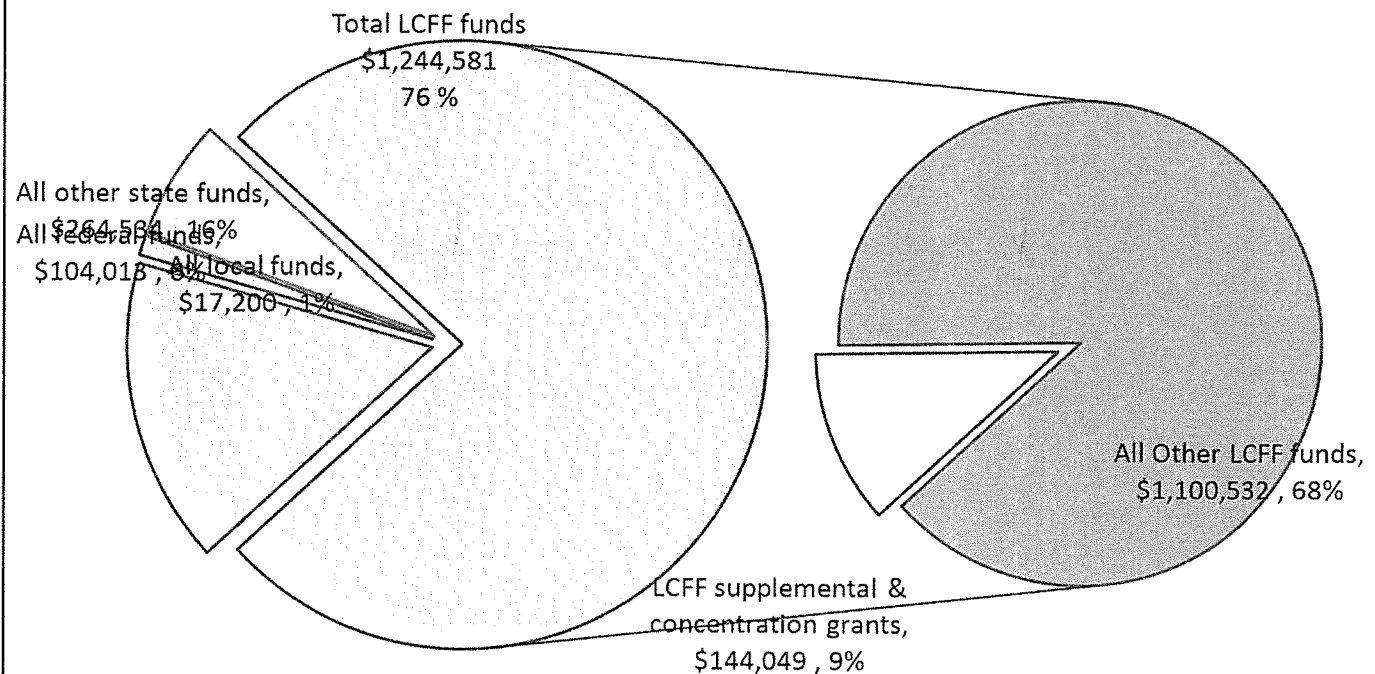
cmarasco@forestranchcharter.org

530-891-3154

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2024-25 School Year

### Projected Revenue by Fund Source

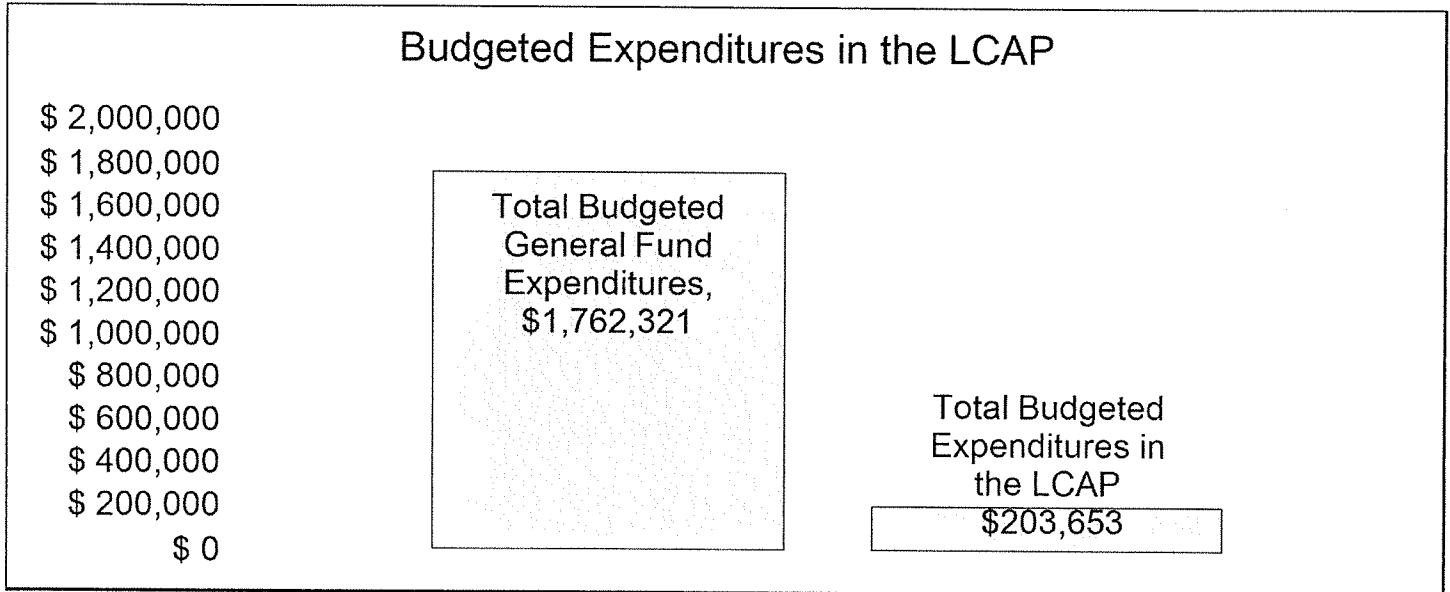


This chart shows the total general purpose revenue Forest Ranch Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Forest Ranch Charter School is \$1,630,328, of which \$1,244,581 is Local Control Funding Formula (LCFF), \$264,534 is other state funds, \$17,200 is local funds, and \$104,013 is federal funds. Of the \$1,244,581 in LCFF Funds, \$144,049 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Forest Ranch Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Forest Ranch Charter School plans to spend \$1,762,321 for the 2024-25 school year. Of that amount, \$203,653 is tied to actions/services in the LCAP and \$1,558,668 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

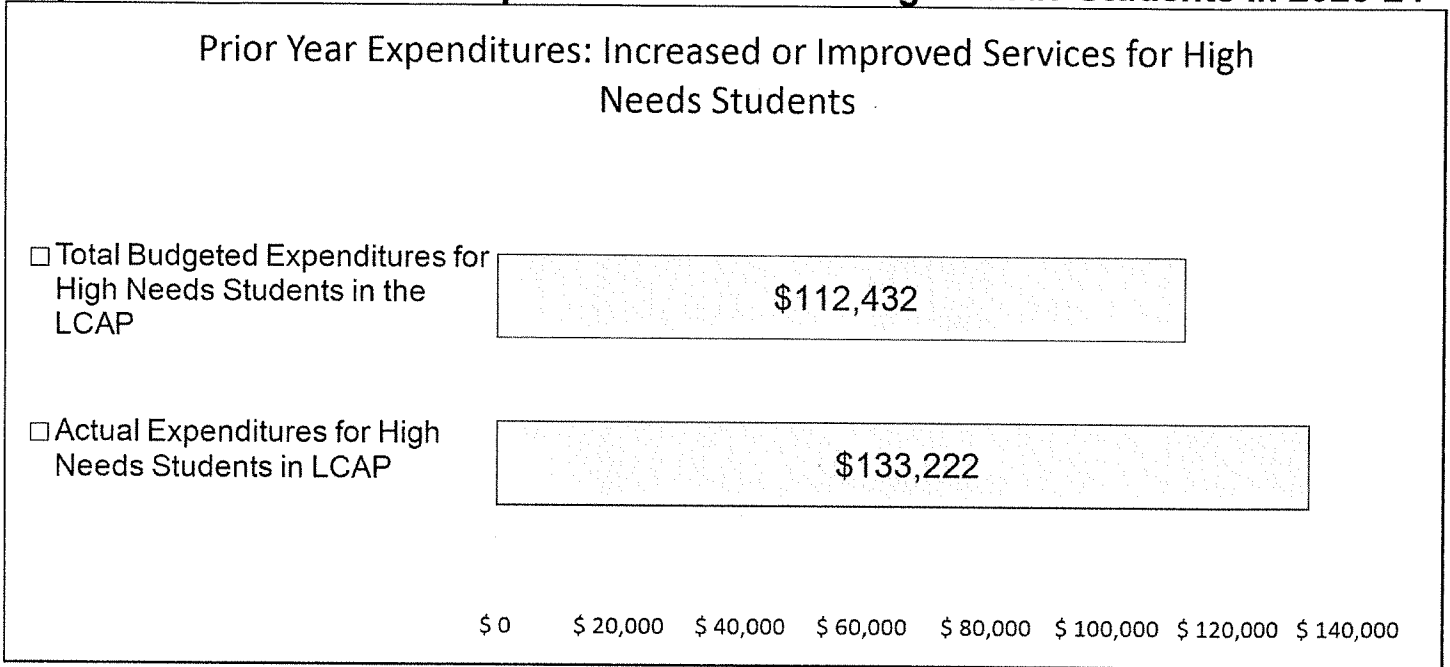
General Fund Budget Expenditures not included in the LCAP include those funds necessary for the day-to-day operation of the school.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Forest Ranch Charter School is projecting it will receive \$144,049 based on the enrollment of foster youth, English learner, and low-income students. Forest Ranch Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Forest Ranch Charter School plans to spend \$159,964 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Forest Ranch Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Forest Ranch Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Forest Ranch Charter School's LCAP budgeted \$112,432 for planned actions to increase or improve services for high needs students. Forest Ranch Charter School actually spent \$133,221.63 for actions to increase or improve services for high needs students in 2023-24.

# 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
Forest Ranch Charter School	Christia Marasco Director	cmarasco@forestranchcharter.org 530-891-3154

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Forest Ranch Charter School (FRCS) is located in the Sierra Nevada foothills, 13 miles east of Chico at approximately the 2,200 foot elevation. The school was originally chartered for two years by Chico Unified School District (CUSD) in 2008, for another five years in 2010, another five years in 2015 and for another five years in 2020. Our charter was extended in 2021 and is currently operational until June 2028. The school is chartered to serve transitional kindergarten through eighth grades, and currently serves 111 students in transitional kindergarten through eighth grades. Of those 111 students, 69.37% are low income, .9% are English Language Learners, and 13.51% are students with disabilities. For the 2024-2025 school year we project an enrollment of 110 students. At Forest Ranch Charter School we believe in Family Centered Practices which help build stronger partnerships with families; Positive Behavior Intervention and Supports as a campus-wide approach for creating purposeful procedures and meaningful relationships; and Highly Effective Teaching methods to stimulate our student's curiosity and increase their academic success. These initial core features embraced by FRCS are part of California's SEL-MTSS model. All FRCS plans, including our LCAP and Charter Renewal, focus on aligning with California's 8 priorities and components of the MTSS Framework. These share the same emphasis on stakeholder involvement that was part of our founding mission. We believe in educating the "whole" child through a balanced program which provides time for learning, leadership, social action, stewardship, creative expression, friendship and support. FRCS students are challenged daily to perform their personal best through high expectations, individualized educational goals and low teacher-student ratios. We offer integrated thematic lessons and hands-on learning opportunities. A weekly pull-out GATE (2-5) or Honors (6-8) program and accelerated math placements ensure that advanced students are challenged and engaged. A strong student government, character education, and social action projects allow students opportunity to increase self-initiative and develop leadership skills. An elective rotation including art, drama, music, choir, dance, handwork, gardening, technology and sports helps stimulate interest in life-long learning and self-enrichment. Values – FRCS pursues excellence in education through adhering to the following values: active engagement, security, community, sustainability, and integrity. We strive to provide an engaging (innovative, purposeful, fun) and secure (emotionally and physically). educational program. We intend to do this with an emphasis on community and sustainability (fiscally sound, environmentally responsible, core value retention). We strive to approach these responsibilities with integrity at all times.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

According to the CDE Dashboard (23), improvements were made in Math for all students and in our low income population; maintained in ELA and declined in suspensions for all students and in our low income subgroup. Unfortunately on the 23 dashboard, we saw an increase in the overall rate of chronic absenteeism and in low income student subgroup as well as decrease in ELA performance in our low income subgroup. Current data from the 23-24 school year shows a decrease in chronic absenteeism overall and an increase in student suspensions. The most recent data will be utilized when developing goals and accompanying actions.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

## 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.

N/A

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Faculty and Staff	Regularly scheduled meetings and individual discussions during ITSP process, School Advisory Council Meeting (May, 2024)
Students	Regularly scheduled Student Government meetings, survey data collected in May (2024), Town Hall (open to all stakeholders; May 2024)
Parents/Guardians of students	Annual Survey (May, 2024); Town Hall (May, 2024); School Advisory Counsel LCAP Meeting (May, 2024)
Board Members/Community	Board Meeting (May, 2024) May, 2024

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Student needs, both academic and social/emotional, were discussed at multiple Faculty/Staff and student meetings. In addition, LCAP purpose and planning was discussed at BOD meetings and a formal School Advisory Council Meeting. At these meetings the various funding sources were explained, metrics and survey data was reviewed and actions and expenditures were discussed. We also reviewed goals, and gathered input surrounding goals and action items. To create greater connection with families, individual information was collected through in person discussions on the phone, in person at school and at the bus stop from February through May discussing general satisfaction, parent/staff, concerns and thoughts on improvements for the 24-25 school year. Formal Student and Parent Surveys as well as a Town Hall meeting. Multiple sources of stakeholder data throughout the year were considered when developing LCAP goals. Specific feedback from teachers and staff that influenced the LCAP was the need for a new Math Intervention Program, Middle School Coordinator's interest in moving back to discipline specific rather than integrated NGSS materials as she felt this would better serve her students, the need for more active support and coaching for instructional aides, and increase in use and support of SEL delivery in classrooms. Student input that contributed was input about consistently cleaner facilities, more Outdoor Education, more Fine Arts and SEL like activities. Parents were overall satisfied, but a few expressed concerns about other students not being kind and the need for more support in this area in classrooms.

Another minor area of need (less than 15%) that came out in both student and parent surveys was student's not having a positive view of learning. All of this feedback was used when developing action items.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	<p>Increase overall student achievement in core academic areas.</p> <p>Focus Goal 1: Improve schoolwide performance of all students in ELA in local and state measures, as well as decrease the gap between overall and our primary sub group (socioecon. disad.) (Dashboard - Yellow or Green)</p> <p>Focus Goal 2: Improve schoolwide performance in Math in local and state measures</p> <p>Focus Goal 3: Decrease Chronic Absenteeism</p>	

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

While we have made some progress in improving academic achievement during our past LCAP cycle, student attendance rates are still much lower than pre Covid rates and we have had a steady increase in students that are socioeconomically disadvantaged (52% - 69%) as well as in need of more intensive academic supports. Scores have improved slowly in some areas, but continued growth is needed in all core subjects. We will continue to work toward improvements in all core academic areas with specific focus on ELA and math with an emphasis on

reducing the achievement gap between our overall and our socioeconomically disadvantaged population. We will continue to focus on decreasing chronic absenteeism, as not participating in school leads to increased gaps in learning.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Smarter Balanced Scores (ELA)	22/23 CAASPP Data - ELA  Overall - Yellow - .1 B; maintained  SED - Orange - 28.7 B; decreased 4.2			increase by 2 pts annually in each group	
1.2	CAASPP Smarter Balanced Scores (Math)	22/23 CAASPP Data - Math  Overall - Yellow - 32.9 B; increased 16.6  SED - Yellow - 57.1B; increased 13.3			increase by 2pts annually in each group	
1.3	i-Ready or equivalent local measure	a. 94% of students included			1% gain each year in b-d	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(ELA)	<ul style="list-style-type: none"> <li>b. 48% met typical growth goal</li> <li>c. 32% - 56% - change from below to at or above grade level</li> <li>d. 59% - improved placement</li> </ul> calculate baseline for SED students				
1.4	i-Ready or equivalent local measure (Math)	<ul style="list-style-type: none"> <li>a. 93%</li> <li>b. 41%</li> <li>c. 19% - 41%</li> <li>d. 58%</li> </ul> calculate baseline for SED students			1% gain each year in b-d	
1.5	CAST Scores (5th, 8th)	Overall: 48% at or above standard  SED subgroup: 17% at or above standard			We will increase by 1% each year in our SED subgroup; 20% by year 3	
1.6	Instructional Materials	100% of all students had standards-aligned instructional materials in all core classes.			We will maintain 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Teacher Assignments and Credentialing	100% of teachers were appropriately assigned			We will maintain 100%	
1.8	Chronic Absenteeism	30%			Below 20%	
1.9	Student Attendance	92%			94.5%	
1.10	Parent Engagement: At least 60% of parents will volunteer. At least 75% of parents/guardians will attend scheduled meetings, school sponsored educational family events, and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 60% and 75% are reached in the above areas.	Currently 55% of parents volunteered and 91% attended a meeting or school sponsored event. This data did not differentiate between educational/social other types of events. A new baseline will be established measuring parent/guardian attendance at events/meetings, etc. geared around core subjects.			At least 60% of parents will volunteer. At least 75% of parents/guardians will attend scheduled meetings, school sponsored educational family events, and/or workshops. Parent involvement will increase by 2% each year of the charter until a total of 60% and 75% are reached in the above areas.	
1.11	Parent Involvement - Unduplicated Students:  Parents of unduplicated and students with exceptional needs will be contacted at least once a trimester to provide varied information, training and support.	100% of families were contacted			We will maintain 100% of parents of unduplicated and students with exceptional needs will be contacted at least once a trimester to provide varied information, training and support.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Middle School Drop Out Rates	0% - Middle School drop out rate - Schoolwise SIS			Maintain a 0% Middle School Drop Out Rate	

### Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

### Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Internet and Tech. Support	provide faculty/staff development in technology and target implementation with evaluation built into ITSP plan as well as Tech. Aide Support for students and teachers	\$20,605.00	Yes
1.2	i-Ready Diagnostic and Instruction	Deliver i-Ready on-line learning/assessment to 1-8th grade students throughout year to track progress. Provide on-line learning (iReady/other) to 1- 8th grades.	\$6,830.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	MTSS - Academic Interventions/Math Int. Program	We will develop a more integrated intervention program with multiple Tier 2 and 3 options, where progress is reviewed regularly by Intervention Staff and teachers (MTSS Implementation Team). Increase number of whole team meetings and regular review of student data and successes by admin./Title 1 Intervention Teacher and Resource Teacher. Do the Math/Matific will be added as an intervention programs for elementary/middle School students struggling in math. "A review of 26 high quality studies indicates that explicit practice combined with extensive practice is effective for students with learning disabilities and low-achieving students" (National Mathematics Advisory Panel, 2008) Recent data surrounding the efficacy of both Do the Math and Matific with a wide range of student populations (including those that are socioeconomically disadvantaged) is available on site in our LCAP binder.	\$3,500.00	Yes
1.4	NGSS Science Implementation and quality CCSS aligned curriculum	Middle School teacher will train in and use Savaas, Elevate, for science instruction and work to add labs and additional STEM opportunities. K - 5th grades will review effectiveness of core NGSS Science Curriculum and review curricular needs to build more effective units. Track teacher implementation and student progress through classroom observation, self-assessment rubrics, student grades on test and CAST scores.	\$2,500.00	Yes
1.5	Home to School Transport	Provide Home-to-School transportation service to ensure equal access to our school for all CUSD in-district students, regardless of economic status. New bus drivers will be hired and trained to be able to continue transportation for all.	\$29,960.00	Yes
1.6	Homework Club	Offer Homework Club for students needing homework assistance. Offer daily Homework/academic support through Expanded Learning program.	\$750.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Chronic Absenteeism and Reengagement Plan	Continue to decrease chronic absenteeism using preventative practices/reengagement strategies prior to and early in the school year. Use Student Success plans for at risk students with appropriate social service referrals. Review chronically absent and truant student list at each MTSS Implementation Committee meeting. Attendance Leadership Team (Admin., Office Manager) will take over Reengagement Coord. duties and assist in support, service delivery and student engagement on campus. Assign MTSS Lead Teachers to leadership role with attendance to support student motivation, follow through and further outreach.	\$1,500.00	Yes
1.8	Parent Notification and Parent/Student Portal	Continue with Parent Notification Service and full implementation of Parent/Student Portal for easy access to grades and missing assignments. Teach and support 6-8th grade usage of portal weekly. In the last trimester teach and support 5th graders to regularly use the portal.	\$7,189.00	No
1.9	CCSS/NGSS PD	Provide PD that supports individual teacher goals for implementation of CCSS and NGSS, particularly new goals surrounding Writing/ Thinking Maps and Math support \$7,189 (not contributing; Educator Effectiveness Funds).	\$500.00	No Yes
1.10	ELD Teacher Coordinator	Assign a teacher to act as EL Test Coordinator and provide ELD program support to other teachers on campus. Work with faculty to discuss and report student progress throughout the year	\$3,024.00	Yes
1.11	Visual and Performing Arts Support/Instruction	Maintain personnel/materials to support visual and performing arts instruction.	\$2,000.00	Yes
1.12	Nutrition Services Program	Recently we were notified that our authorizing district is no longer willing to provide Nutrition Services for our school. Hire a consultant to assist staff with planning and implementation of a federally compliant school nutrition program.		

Action #	Title	Description	Total Funds	Contributing
1.13	Instructional Aide Support	Use instructional aides to support increased small groups and 1/1 tutoring time in classrooms.	\$64,500.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Increase efficiency and effectiveness of campus-wide Positive Behavior Intervention and Support Program including multiple tiered Social Emotional Learning and other supports to provide a safe, caring environment for all learners.  Focus Goal 1: Have all Staff that work with students certified in MTSS  Focus Goal 2: Increase Wellness Planning/Lessons and Mindfulness Education for Middle School students	

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Referrals - computerized referral system	Meet with Tier 2 PBIS Team to establish baseline goals surrounding referral target goals				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Maintain a rate of less than 25 referrals (individual) per year - 23/24 year - 23</p> <p>Track individual student progress in decreasing referrals from year to year</p>				
2.2	<p>Faculty PBIS Strategies Implementation Goals - Track implementation of Individual Teacher Goals through observation, Survey Data and Self Report; Assessment Rubric</p>	<p>Establish baseline of average score in 24/25 school year</p>				
2.3	<p>Faculty/Staff Training PBIS - all regular staff will receive basic training upon hire in PBIS with increased training in new strategies each year.</p>	<p>100% of staff were trained in 23/24 school year</p>				
2.4	<p>Staff Implementation Goal - PBIS; All staff supporting students will choose an individual goal off PBIS Strategies worksheet and will receive coaching/support monthly; Admin./Faculty</p>	<p>Establish baseline of average score in the 20/25 school year</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Observ. and self assessment data will be analyzed twice a year and collective averages on a five point scale will be used as measure of success					
2.5	Suspension Rate Maintain suspension rate of less than 3%.	23/24 school year - 3.5%				
2.6	Expulsion Rate Maintain expulsion rate of at or near 0%	23/24 school year - 0%				

### Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

### Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Physically Safe Janitorial/Inspections	Provide physically safe environment aligned to Covid needed modifications/facilities inspections and custodial staffing. All staff trained in cleaning procedures and implementing daily sanitizing in their space.	\$3,795.00	Yes
2.2	Parent Education Opportunities	Provide monthly education, support and connection type groups to parents/guardians of students on various developmental stages and topics as well as one on one or small group support in PBIS and individualized needs.		No
2.3	Faculty/Staff Training	Implement more advanced training series for faculty/staff that have completed initial PBIS training. Use available Safe Schools trainings for ease of delivery as well as SWIFT and county PBIS resources. Have all staff that serve students complete virtual MTSS training/certification series. (MTSS Grant Funds; Not Contributing)	\$28,500.00	No
2.4	Data Collection	Implement computerized tracking of referrals with detailed information to track progress. Track and report type of referrals at Faculty and Safety Committee meetings.	\$2,000.00	Yes
2.5	Town Hall Meetings	Hold weekly Town Hall meetings at the Middle School level that include discussion of campus climate/LifeSkill development and twice monthly Elementary Town Hall meetings surrounding climate/LifeSkills.		No
2.6	Counseling, Social Skills and Student Support	Provide increased social support to cohorts of students identified as in need, through either one-to-one counseling/skill development or social skill development groups. Include ADHD type coaching and student check in support as needed for students struggling with executive function. Access school-based counseling services for students receiving Medi-Cal as needed. ERHMS Funding will be used to fund on site counseling services. This is not contributing. Classroom aides (see Action 1:14 ) will be trained to provide coaching surrounding executive functioning for students in need.	\$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Tiered SEL/LifeSkills and Wellness Programs	Use an array of SEL materials owned by school and provided by school psychologist including classroom LifeSkill Program to improve SEL training with students. Continue to work with parents, students, and faculty to make improvements to Middle School Wellness program. Provide push in support to teachers in need monthly on classroom implementation and how to increase student engagement. Purchase Inner Explorer or similar program for use by 5-8th grade students in SEL/Wellness.	\$1,500.00	Yes
2.8	MTSS/Reengagement Leadership Team - Program Evaluation	Meet regularly with MTSS Implementation Team and Reengagement Staff to evaluate and implement various Universal, Tier 2 and Tier 3 level supports for students with repeat referrals or teacher identified internalizing/social skill issues. Establish and Operate an Effective Tier 2 Sub-Team to support increased student behavioral concerns. Conduct annual FIA and set MTSS goals for classrooms and campus wide. Monitor and evaluate progress throughout year and report at Faculty and Safety Meetings. Continue MTSS Elementary and Middle School Lead Teacher positions.	\$7,000.00	Yes
2.9	Study/Interactive Learning Experiences	Increase and improve study trip (including overnight trips 4-8th) and interactive learning options across all grades. Additionally, some prior trips that are no longer available, due to Covid 19 program losses, will be revised or new ones will be chosen.	\$10,000.00	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$144,049	\$3039

**Required Percentage to Increase or Improve Services for the LCAP Year**

Projected Percentage to Increase or Improve Services for the Coming School Year	Total Percentage to Increase or Improve Services for the Coming School Year
13.089%	13.089%
	LCFF Carryover — Dollar
	\$0.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Internet and Tech. Support</p> <p><b>Need:</b> Access to computers or internet; support with accessing and using computer based learning</p> <p><b>Scope:</b> LEA-wide</p>	<p>Internet access allows students to use on-line programs and tech aides provide computer support to teachers to keep things running smoothly and safely and to assist students with on-line learning resources</p>	<p>Annual student survey surrounding tech support and student access to computer/internet as needed for school.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p><b>Action:</b> i-Ready Diagnostic and Instruction</p> <p><b>Need:</b> 22/23 CAASPP data shows that our socioeconomically disadvantaged (SED) sub group (our only significant unduplicated student) population is scoring lower than our overall school population in both ELA and math at 28.7 below and 57.1 below respectively.</p> <p><b>Scope:</b> LEA-wide</p>	<p>i-Ready is a local diagnostic measure that also allows for customized instruction. Research shows that regular, customized i-Ready instruction has improved academic performance for students, including low income students (Curriculum Associates Research Brief, 2020). As our overall scores averages on CAASPP are .1 and 32.9 points below standard and we have many students scoring below grade level on i-Ready as well it is more inclusive to deliver i-Ready instruction to all students to improve and monitor academic success.</p>	<p>i-Ready and CAASPP assessment data</p>
1.3	<p><b>Action:</b> MTSS - Academic Interventions/Math Int. Program</p> <p><b>Need:</b> 22/23 CAASPP data shows that our socioeconomically disadvantaged (SED) sub group (our only significant unduplicated student) population is scoring lower than our overall school population in both ELA and math at 28.7 below and 57.1 below respectively.</p> <p><b>Scope:</b> LEA-wide</p>	<p>As our overall scores averages on CAASPP are .1 and 32.9 points below standard and we have many students scoring below grade level on i-Ready as well, it is more inclusive to deliver interventions in ELA and math school wide to those in need. Programs such as Reflex, Matific, Orton-Gillingham and Do the Math have demonstrated success in improving performance in students, including low income student populations. We will provide a range of tier 2 and 3 interventions school wide and monitor progress.</p>	<p>tier 2 intervention entrance and exit assessments; i-Ready scores; CAASPP scores; reading and spelling assessments</p>
1.4	<p><b>Action:</b> NGSS Science Implementation and quality CCSS aligned curriculum</p>	<p>As the percentage of students in the school that is socioeconomically dis. is well over half (69%) and our school is focused on equity driven inclusive practices, we will deliver the discipline specific</p>	<p>administrator observation; student test scores; CAST scores; student survey data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> CAST scores for the SED sub group at FRCS were 17% at or above grade level in 22/23 which is significantly below the average for the overall school population.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Savaas curriculum to the whole Middle School and use the same materials using a UDL model for all regardless of socioeconomic status. Savaas curriculum is a research supported, NGSS curriculum.</p>	
1.5	<p><b>Action:</b> Home to School Transport</p> <p><b>Need:</b> Many of our socioeconomically dis. students do not have reliable transportation and rely on the bus to get to and from school. School absence due to unreliable transportation increases lost learning time. We know this information through parent interviews and survey data as well as student report. We are also located 15 miles up a mountain from city of Chico, where 40% of our students live.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing reliable, free transportation to all allows our students to get to school regularly and safely.</p>	<p>Bus rider logs; attendance data</p>
1.6	<p><b>Action:</b> Homework Club</p> <p><b>Need:</b> many of our socioeconomically disadvantaged students do not have adequate support with homework at home. There is a need to increase math and ELA CAASPP scores;</p>	<p>Homework Club is offered to all students in 2-8th (1st grade when space permits) and staffing is increased when numbers require this. It is provided for all students because even though there is a performance gap between unduplicated and other students scores, our overall student scores are below average and all students at the school would benefit from additional homework support. Research shows that 1/1 tutoring and</p>	<p>Parent/Student Surveys; Student academic assessments and grades; Program Attendance Logs</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>access to tutoring and additional math, reading and writing support</p> <p><b>Scope:</b> LEA-wide</p>	<p>targeted support can increase academic for all students including those that come from low income families ().</p>	
<p><b>1.8</b></p>	<p><b>Action:</b> Parent Notification and Parent/Student Portal</p> <p><b>Need:</b> many of our socioeconomically disadvantaged students have missing assignments which leads to lower grades and decreased skill building.</p> <p>As our students get older it is increasingly more important for them to learn to keep track of their own progress in various subjects/classes electronically. According to parent and student report many of our low income families need additional help to support their students with this.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Although more of our low income students are challenged by this so are other students. We teach and require all students to use the data system and track progress so they can improve their self monitoring skills and responsibility in completing assignments as well as working to improve scores. Additional support is provided to all students and families as needed so as to be inclusive and not single out any specific population.</p>	<p>monitoring logs for parent/guardian and student usage, grades and missing assignment records</p>
<p><b>1.11</b></p>	<p><b>Action:</b> Visual and Performing Arts Support/Instruction</p> <p><b>Need:</b></p>	<p>Arts integration school wide supports equity for all and many studies suggest that arts integration has positive effects on academic achievement in students, including those from socioeconomically disadvantaged backgrounds (Valls, Black, &amp;</p>	<p>VAPA assistant support logs, student achievement local measures in math, ELA and science</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>access to VAPA activities at school and integrated into classroom curriculum helps to create equity in opportunity as many of our socioeconomically disadvantaged students do not have the opportunity to participate in these types of activities at home or outside of the school setting.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Myyoung, 2019; Graham &amp; Brouillette, 2016; Inok, Weltsek, &amp; Tabone, 2014)</p>	
<p><b>1.12</b></p>	<p><b>Action:</b> Nutrition Services Program</p> <p><b>Need:</b> Sixty nine percent of our students come from socioeconomically disadvantaged homes. Many of these students and their parents rely on school meals to get the nutrition they need.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Our Nutrition Programs serve all interested students at FRCS. Good nutrition is strongly linked to academic achievement. School meals are especially critical for many students from low income families. Low income, school aged children who eat breakfast at school have a better quality of diet than those who eat breakfast elsewhere (Action for Healthy Kids, 2012; P.P. Basiotis, M Lino &amp; R.S. Anand, 1999).</p>	<p>student participation in Nutrition programs; daily meal counts</p>
<p><b>1.13</b></p>	<p><b>Action:</b> Instructional Aide Support</p> <p><b>Need:</b> many of our students including a significant number of our socioeconomically disadvantaged student population are below grade level in either math or ELA or both.</p> <p><b>Scope:</b></p>	<p>Instructional aides in the classroom are able to support small group and 1/1 support as well as many other activities in the classroom. Research surrounding use of instructional aides (IA) in the classroom shows that IA's when used effectively can lead to increased academic achievement for struggling students (including those that come from a socioeconomically disadvantaged background) (C.T. Clotfelter, S.W. Hemelt &amp; H.F. Ladd, 2016; L. Goe &amp; L. Matlach, 2014).</p>	<p>Activity Logs for Instructional Aides; Student i-Ready and other local measures of achievement</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p>LEA-wide</p> <p><b>Action:</b> Physically Safe Janitorial/Inspections</p> <p><b>Need:</b> increased rate of illness in all student populations with a markedly higher rate of illness in our socioeconomically disadvantaged population</p> <p><b>Scope:</b> LEA-wide</p>	<p>Clean, organized and disinfected campuses affect the health and social/emotional wellness of all students on campus by reducing rates of illness and increasing student satisfaction while on campus (as indicated by survey data). Research shows that frequent sanitizing leads to decreased illness. As our socioeconomically disadvantaged population is more than half the students on campus we will provide these actions campus wide for practical reasons.</p>	<p>Training logs; Cleaning logs; attendance data; student satisfaction survey items</p>
2.4	<p><b>Action:</b> Data Collection</p> <p><b>Need:</b> Sixty nine percent of our student population is socioeconomically disadvantaged. Our referral and suspension data was up from the 22/23 school year.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Tracking behavioral data allows us to provide more customized tiered interventions/services as well as the ability to better analyze effectiveness of the interventions being delivered and change when necessary. This is part of our school wide PBIS program which strives to meet the needs of all students including those who are socioeconomically disadvantaged. Customized, multifaceted behavioral interventions supported by data have been linked to more positive outcomes and decreased behavioral incidents in SED student populations.</p>	<p>referral data; student surveys;</p>
2.7	<p><b>Action:</b> Tiered SEL/LifeSkills and Wellness Programs</p> <p><b>Need:</b> According to parent/student/teacher report as well as counseling and behavioral referral data, many in our SED student population have a need for social/emotional support and learning.</p>	<p>Studies show SEL programs have a long term impact on academic growth and that all students, regardless of their background, can benefit from positive social emotional learning (National Commission on Social Emotional and Academic Development; The Aspen Institute, 2017)</p>	<p>Student and parent survey data; classroom observation; collection of teacher lesson plans/YLP</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
2.8	<p><b>Action:</b> MTSS/Reengagement Leadership Team - Program Evaluation</p> <p><b>Need:</b> Sixty nine percent of our student population is socioeconomically disadvantaged. Our referral and suspension data was up from the 22/23 school year. According to parent/student/teacher report as well as counseling and behavioral referral data, many in our SED student population have a need for social/emotional support and learning.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The listed action will provide a team to organize, address and assess the effectiveness of all interventions/resources utilized. This data will guide change as needed. Research in implementation science shows that strong and engaged site leadership leads to systemic improvements in meeting goals as well as more positive outcomes for historically under resources student groups (T.Courchane, L.E. Jones, A. McCart, et. al., 2023; A. McCart &amp;D. Miller, 2020).</p>	<p>MTSS Leadership Meeting Minutes; Tier 2 Sub Team Minutes; annual FIA results</p>
2.9	<p><b>Action:</b> Study/Interactive Learning Experiences</p> <p><b>Need:</b> socioeconomically disadvantaged students often do not have as many opportunities for "being there experiences" as their peers</p> <p><b>Scope:</b> LEA-wide</p>	<p>In line with our inclusive philosophy, this action will be delivered to all students. Interactive study trips provide "being there experiences" that maximize sensory input, increase students opportunity for reference points to later make further connections to academic content and skills being learned, as well as increase attention/positive emotions surrounding content being learned. Research shows that brain compatible strategies such as these increase students academic performance and social/emotional skills (S.J. Kovalik &amp; K.D. Olsen, 2010; T.R. Bonnema, 2009).</p>	<p>Student "study trip" rosters; teacher's "study trip" objective sheets</p>

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>1.10</b></p>	<p><b>Action:</b> ELD Teacher Coordinator</p> <p><b>Need:</b> identification, assessment and on going support for EL students</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>assigned teacher will deliver assessments and act as a resource to other teachers as needed</p>	<p>ELPAC data</p>

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The loss of ESSER funding meant that classroom aide positions were going to be reduced from four to two. The additional concentration grant funding allowed the school to retain one of the positions set to be eliminated.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		The school anticipates having eight classified staff providing direct instruction to 110 students.
Staff-to-student ratio of certificated staff providing direct services to students		The school anticipates having seven certificated staff providing direct instruction to 110 students.

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)											
Totals	\$1,100,532	\$144,049	13.089%	0.000%	13.089%											
Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	Total Funds	Total Non-personnel							
Totals	\$159,964.00	\$43,689.00			\$203,653.00	\$146,634.00	\$57,019.00									
Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Internet and Tech. Support		Yes	LEA-wide				\$16,605.00	\$4,000.00	\$20,605.00				\$20,605.00	
1	1.2	i-Ready Diagnostic and Instruction		Yes	LEA-wide				\$0.00	\$6,830.00	\$6,830.00				\$6,830.00	
1	1.3	MTSS - Academic Interventions/Math Int. Program		Yes	LEA-wide				\$0.00	\$3,500.00	\$3,500.00				\$3,500.00	
1	1.4	NGSS Science Implementation and quality CCSS aligned curriculum		Yes	LEA-wide				\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
1	1.5	Home to School Transport		Yes	LEA-wide				\$21,960.00	\$8,000.00	\$29,960.00				\$29,960.00	
1	1.6	Homework Club		Yes	LEA-wide				\$750.00	\$0.00	\$750.00				\$750.00	
1	1.7	Chronic Absenteeism and Reengagement Plan	All	No			All Schools									
1	1.8	Parent Notification and Parent/Student Portal		Yes	LEA-wide				\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
1	1.9	CCSS/NGSS PD	All	No			All Schools		\$0.00	\$7,189.00	\$7,189.00				\$7,189.00	
1	1.10	ELD Teacher Coordinator	English Learners EL Students	No	Limited to Unduplicated Student Groups	English Learners			\$500.00	\$0.00	\$500.00				\$500.00	
1	1.11	Visual and Performing Arts Support/Instruction		Yes	LEA-wide				\$3,024.00	\$0.00	\$3,024.00				\$3,024.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to increased or improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCIFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.12	Nutrition Services Program		Yes	LEA-wide				\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	0
1	1.13	Instructional Aide Support		Yes	LEA-wide		Specific Schools:		\$64,500.00	\$0.00	\$64,500.00				\$64,500.00	00
2	2.1	Physically Safe Jamitorial/inspections		Yes	LEA-wide				\$3,795.00	\$0.00	\$3,795.00				\$3,795.00	0
2	2.2	Parent Education Opportunities	All	No			All Schools									
2	2.3	Faculty/Staff Training	All	No			All Schools		\$28,500.00	\$0.00		\$28,500.00			\$28,500.00	00
2	2.4	Data Collection		Yes	LEA-wide				\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	0
2	2.5	Town Hall Meetings	All	No			All Schools									
2	2.6	Counseling, Social Skills and Student Support	All	No			All Schools		\$0.00	\$8,000.00		\$8,000.00			\$8,000.00	0
2	2.7	Tiered SEL/LifeSkills and Wellness Programs		Yes	LEA-wide				\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	0
2	2.8	MTSS/Reengagement Leadership Team - Program Evaluation		Yes	LEA-wide				\$7,000.00	\$0.00	\$7,000.00				\$7,000.00	0
2	2.9	Study/Interactive Learning Experiences		Yes	LEA-wide				\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	00

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,100,532	\$144,049	13.089%	0.000%	13.089%	\$159,964.00	0.000%	14.535 %	<b>Total:</b>	\$159,964.00
								<b>LEA-wide Total:</b>	\$159,464.00
								<b>Limited Total:</b>	\$500.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Internet and Tech. Support	Yes	LEA-wide			\$20,605.00	
1	1.2	i-Ready Diagnostic and Instruction	Yes	LEA-wide			\$6,830.00	
1	1.3	MTSS - Academic Interventions/Math Int. Program	Yes	LEA-wide			\$3,500.00	
1	1.4	NGSS Science Implementation and quality CCSS aligned curriculum	Yes	LEA-wide			\$2,500.00	
1	1.5	Home to School Transport	Yes	LEA-wide			\$29,960.00	
1	1.6	Homework Club	Yes	LEA-wide			\$750.00	
1	1.8	Parent Notification and Parent/Student Portal	Yes	LEA-wide			\$1,500.00	
1	1.10	ELD Teacher Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Visual and Performing Arts Support/Instruction	Yes	LEA-wide			\$3,024.00	
1	1.12	Nutrition Services Program	Yes	LEA-wide			\$2,000.00	
1	1.13	Instructional Aide Support	Yes	LEA-wide		Specific Schools:	\$64,500.00	
2	2.1	Physically Safe Janitorial/Inspections	Yes	LEA-wide		on	\$3,795.00	
2	2.4	Data Collection	Yes	LEA-wide			\$2,000.00	
2	2.7	Tiered SEL/LifeSkills and Wellness Programs	Yes	LEA-wide			\$1,500.00	
2	2.8	MTSS/Reengagement Leadership Team - Program Evaluation	Yes	LEA-wide			\$7,000.00	
2	2.9	Study/Interactive Learning Experiences	Yes	LEA-wide			\$10,000.00	

# 2023-24 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)		
Totals		\$156,437.00	\$157,557.90		
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Internet and Tech. Support	Yes	\$19,682.00	28305.04
1	1.2	i-Ready Diagnostic and Instruction	No	\$6,300.00	5890.50
1	1.3	Quality CCSS aligned Curric./Asses. and Teacher Training	Yes	\$8,550.00	7628.00
1	1.4	NGSS - New Curriculum/Materials	No	\$2,000.00	1863.00
1	1.5	MTSS - Academic Interventions	No		0.00
1	1.6	Home to School Transport	Yes	\$40,000.00	53892.66
1	1.7	Homework Club	Yes	\$500.00	646.86
1	1.8	Chronic Absenteeism and Reengagement Plan	No	\$16,416.00	16251.27
1	1.9	Parent Notification and Parent/Student Portal	Yes	\$1,200.00	1519.86
1	1.10	Student Academic Recognition	No		0.00