

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Northern Humboldt Union High School District		
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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

The Northern Humboldt Union High School District is comprised of two four-year high schools, Arcata High and McKinleyville High; two small continuation high schools, Pacific Coast High and Tsurai High; one charter school, Six Rivers Charter High; and one mental health high school program, Eagle Point Education Program.

The District has an enrollment of 1,602 in grades 9-12, continuation and charter schools. The ethnic breakdown of the District is 5.24% Native American, 0.75% Black, 10.49% Hispanic, 2.06% Asian and 69.41% White or other.

Six Rivers Charter High School (SRCHS) is a small charter school located in Humboldt County in the City of Arcata. SRCHS is located near Humboldt State University as well as College of the Redwoods. The student population at SRCHS has increased steadily since its inception in 2004 and enrollment currently stands near the Charter ideal of 100 students. In May 2014, in collaboration with the Northern Humboldt Union High School District (NHUHS), the school’s charter was renewed for five additional years.

As SRCHS is part of the Northern Humboldt Union High School District, classes and extracurricular opportunities available at Arcata High School are also available for SRCHS students. This partnership with Arcata High includes AP courses in areas such as language and science, CTE classes such as woodshop and culinary, and the highly acclaimed Arcata Arts Institute (AAI). This partnership also provides for access to library services, the Career and College Center, crisis counseling, speech services, as well as access to the nurse. Through the Career and College Center, our students have opportunities to participate in career panels, job shadowing, internships, and writing support for

applications and scholarships. In short, this partnership provides students with access to all the services and opportunities of the much larger Arcata High School, while maintaining the unique small community that is Six Rivers.

The vision statement at Six Rivers Charter High School was revised over the 2015-16 school year in order to help guide our planning and curriculum development. The vision was revised by the staff during our common prep period, and brought to the students and the parents for feedback before finalizing the our current vision. It reads, "Through communication, collaboration, creativity, and critical thinking, Six Rivers is a community that strengthens dependent learners into independent and interdependent learners. In valuing the whole student, Six Rivers provides opportunities for success within and beyond school."

After redefining the vision and with a school accreditation visit on the horizon, it became apparent that our Expected Schoolwide Learning Results (ESLRs) also needed to be revised, to reflect more thoroughly our vision. The new ESLRs were developed by the staff, keeping the vision statement as the overarching goal, and then shared with the students and parents to solicit their input and feedback. The ESLRs are as follows:

- Six Rivers students will:
  - Develop the awareness, knowledge, and skills needed to collaborate with and contribute to local, national and global communities.
  - Apply knowledge, critical thinking, and creative problem solving skills to personal, societal, cultural, and or environmental challenges.
  - Develop effective written, verbal and nonverbal communication skills for a diverse audiences and communication contexts.

The subsequent visitation from the WASC committee facilitated a robust and in depth examination of all the key elements of Six Rivers. The outcomes and conclusions of that visit are reflected in the revision of the LCAP for 2017-18.

## **LCAP HIGHLIGHTS**

Identify and briefly summarize the key features of this year's LCAP.

Northern Humboldt Union High School District has many initiatives that are active. The district recognizes that our student population is coming to us with an increasing number of Adverse Childhood Experiences (ACEs) which need to be addressed for students to be able to successfully learn. District staff has researched many of the programs such as Positive Behavior Intervention System (PBIS) and Multi-Tiered System of Support (MTSS) to look for ideas to address the ever changing needs of the students. Instead of adopting a program in its entirety, staff has agreed to build our own system, which we are calling the Northern Humboldt Way. This system combines both the academic and behavioral needs of the student for the ultimate goal of student achievement.

The Northern Humboldt Way is woven through this LCAP as the two go hand in hand to direct the staff in meeting the district goals of student achievement, school climate, communication and being equitable in meeting the needs of every student.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Six Rivers has made strides in many areas: the dropout rate is low, students overwhelmingly state in the Healthy Kids survey that they feel safe, and the return to a number of Six River's traditions has fostered a sense of community. However, the largest progress has been in the area of communication.

In the past year, Six Rivers has:

- Mailed home student produced newsletters at the conclusion of each term.
- Published a new and improved website that is compatible with smart devices.
- Held monthly public meetings of its Parent Advisory Committee.
- Published quarterly student produced newspapers
- Shared news and notice of upcoming events with all parents through email on a regular basis.
- Published and regularly updated a Facebook page.
- Held parent conferences for each of the students who indicated interest in attending Six Rivers.
- Continued to share upcoming assignments and tasks through Google Classroom
- Revised and published school norms (Pirate Code) and created a system of rewards and recognition for students meeting the desired standards for behavior, attendance and academic effort.

## GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Six Rivers needs to focus on improving the attendance rating. Though the chronic absentee rate has been in decline, it remains over 20% and for significant subgroups it is more significant.

## GREATEST NEEDS

In addition, Six Rivers needs to continue to focus on improving the academic achievement for all groups.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

Because of the small size of Six Rivers, data can often be skewed by a single student. Nevertheless, the attendance and academic achievement of the SWD and SED populations presents an ongoing challenge.

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

At Six Rivers, the work of an instructional coach/student success coordinator will facilitate increased focus on instruction through improved and connected curriculum across subject areas. In addition, a systematic plan to address both students in need as well as the movement of student toward their post graduate goals will be part of the work completed by the coach.

On a district level, the development and implementation of the elements of Northern Humboldt Way, will systematically address improved services to low-income students, English learners and foster youth.

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$ 1,024,242
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Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 1,016,329
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The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Administration/Fiscal Services (Function 7200), \$7,913

\$ 804,027

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 1</b>	<b>In order to increase student achievement, Six Rivers will develop and implement a CP and AP curriculum that aligns with CCSS</b>
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

1. The number of integrated cross curricular projects will increase as measured by staff survey.
2. A survey of staff and students will show that there is an improvement in the study skills curriculum.
3. The number of students taking AP tests will remain the same or increase.
4. Continue the development of CCSS teaching practices by department as related to implementation of instructional shifts.
5. SBAC Test results will maintain or improve in ELA and Math.
6. Faculty will demonstrate movement towards more awareness along CCSS Self-Awareness Continuum and demonstrate implementation of CCSS standards as shown in the Instructional Coaches End of Year Report and LCAP survey.
7. Feedback from School Community (Parents/Students) as shown in stakeholder meeting participation and site council meetings will continue to be gathered.
8. All students will have access to standards aligned materials as approved in the annual board resolution of sufficiency aligned materials.

### ACTUAL

1. Cross curricular and thematically connected projects increased as shown by staff survey.
2. All input from students, staff, and parents, has reflected an improvement in the study skills curriculum. Collaboration has led to more consistent and effective approaches and norms.
3. Students enrolled in AP courses and completing the AP tests increased from 2016-17.
4. A full professional development day around shifts #3 and #6 was provided to the staff on August 24, 2016. Departments embedded the CCSS instructional shifts into their department goals. Instructional Coaches have worked with departments as they develop actions around these goals. Regular contact with the instructional coach at staff meetings all review of progress through the year.
5. Test scores for 2016 were 32% for ELA and 35% for Math. This was not an improvement. However, with the small sample size, results can be easily impacted in either direction. Discussion of the need



- for regular benchmark tests to measure the growth of a cohort has taken place.
- 6. The CCSS Self-Awareness Continuum was not administered in the Fall of 2016. **We will administer the survey in May 2017 to compare the data to last Spring 2016.**
- 7. Parent Advisory Committee meetings were held monthly and the district conducted a survey of the all parents and shared the results for Six Rivers for staff consideration.
- 8. All students have access to CCSS aligned materials. New math textbooks were purchased at the start of the school year. World History and Integrated 3 books were purchased in the spring.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

**A**

Actions/Services

**PLANNED**

A. Create and implement a study skills curriculum that supports CCSS learning.

- 1) A team of study skills teachers will develop a uniform aligned curriculum for the course. Approximate cost \$500.
- 2) Present improvements and evaluate effectiveness with the Parent Advisory Committee
- 3) School-wide meetings focused on the effectiveness of the study skills curriculum will determine potential improvements in the curriculum

**ACTUAL**

A. An updated study skills curriculum was created and implemented in 2016-17

- 1) Uniformly aligned curriculum for the Study Skills course was created and implemented.
- 2) Curriculum has been shared with PAC. Input from PAC was shared with Study Skills teachers.
- 3) The effectiveness of Study Skills was reviewed at staff meetings. Suggestions for improvement was shared based upon the case studies of students.
- 4) Professional development at the start of the school year discussed best teaching practices, not shifts. District wide PD was limited this year as the focus has moved to the

- 4) Continue professional development on CCSS instructional shifts. Focus will be on the remaining CCSS instructional shifts not addressed in 2014-15 or 2015-16.
- 5) Develop CCSS teaching practices that support use of instructional shifts by department.

“Northern Humboldt Way.”

- 5) Best teaching practices were identified (feedback focus) and more specific pd was given in the first semester rather than the second. (April 2017)

Expenditures

- BUDGETED**
- \$500 for curriculum development for the team
  - ?? Cal-Soap Tutors
  - ?? Title 1 Aide.

- ESTIMATED ACTUAL**
- \$ 0
  - \$500 Cal-Soap Tutors
  - \$12,460 Title I Aide support in mathematics

Action **B**

Actions/Services

- PLANNED**
- B. Implement elements of integration of curriculum across subject areas to more closely align Six Rivers curriculum to CCSS standards.
- 1) Through regular collaboration and the guidance of a Six Rivers Instructional Coach, common curricular elements, themes, and vocabulary will be evident across subject areas. Cost of the instruction coach \$15,000.
  - 2) Present improvements and evaluate effectiveness with the Parent Advisory Committee
  - 3) School-wide meetings will evaluate the effectiveness of integration and avenues to improve the movement of students toward curricular goals through integration will take place.
  - 4) Teachers will collaborate across curricular areas on a regular basis.

- ACTUAL**
- B. While a few additional elements of curriculum were implemented, Six Rivers staff agrees that there is room for continued growth in this area.
- 1) An instructional coach worked with teachers at Six Rivers in 2016-17. However, without a common prep, common curricular elements, themes, and vocabulary did not occur.
  - 2) Study Skills was discussed with the Parent Advisory Committee at multiple meetings as they reviewed the WASC action plan as well as the LCAP plan. In addition, Study Skills was an integral part of the discussion with the visiting WASC committee and the creation of a new WASC action plan.
  - 3) Collaboration occurred between health and English 1, and history and English 2, our Integrated 2 and drama class, and our study skills classes at a very basic level. However, this level of intervention So much more is wanted. (April 2017)
  - 4) Without a common prep, collaboration was not as robust as envisioned. With the receipt of a grant for “College Readiness”



		plans were put into place to improve in this area in 2017-18.
Expenditures	<b>BUDGETED</b> <ul style="list-style-type: none"> <li>Instructional coach \$15,000.</li> </ul>	<b>ESTIMATED ACTUAL</b> <ul style="list-style-type: none"> <li>Instructional coach \$16,215.</li> </ul>

Action **C**

	<b>PLANNED</b> C. Create and implement a consistent and rigorous AP curriculum. <ol style="list-style-type: none"> <li>Investigate, collaborate, and purchase curriculum elements cost \$2500</li> <li>Through regular collaboration and the guidance of a Six Rivers Instructional Coach, best curricular practices will be implemented and refined. Cost of instructional coach \$15000.</li> <li>Present improvements and evaluate effectiveness with the Parent Advisory Committee</li> </ol>	<b>ACTUAL</b> C. AP Curriculum continues to be an area for growth for Six Rivers. More Professional Development and planning time is needed in the future. <ol style="list-style-type: none"> <li>English AP has access to Apex curriculum; AP Gov. textbooks were purchased. AP Gov and AP US curriculum has been developed and are in the process of being implemented. However, much work to improve the quality of the differentiated approach is needed in 2017-18. District PD in differentiation planned for 2017-18 will help to this end. We do not need this much money here.</li> <li>IC met with non-AP classes to discuss best practices. Principal met with AP History. (April 2017)</li> <li>The general state of AP and on-going plans for improvement were discussed with the Parent Advisory Committee they reviewed the LCAP action plan. The PAC did not evaluate effectiveness, but did discuss the connection to outside opportunities like History Day.</li> </ol>
Actions/Services		
Expenditures	<b>BUDGETED</b> <ul style="list-style-type: none"> <li>Curriculum Development: \$2500</li> <li>Instructional Coach: \$15,000</li> </ul>	<b>ESTIMATED ACTUAL</b> <ul style="list-style-type: none"> <li>Curriculum Development: \$314.60</li> <li>Instructional coach \$16,215</li> </ul>

**ANALYSIS**

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions implemented to achieve the academic performance goal for all students included a focus on the Study Skills Curriculum, common core standards, support services, and AP curriculum.

At this district level, the school year started with setting department goals related to academic performance. In recognition of the bridge between academic and social/emotional needs, the District is developing a MTSS model, The Northern Humboldt Way, to address the needs of all students. In the coming year, elements of this district plan will support Six Rivers' goals in this area.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Six Rivers has seen an improvement in the support of students toward Common Core objectives through revisions in Study Skills curriculum and the support of an instructional coach. However, staff believes there is a great deal of growth still needed in this area.

Smarter Balanced assessments show scores in Math declined in 2015-16 over the previous year. In addition, English scores showed a decline. However, this data may be skewed as 2015 was the first year of the Smarter Balanced assessments. 2017 scores will give a clear indication of effectiveness as a trend can be analyzed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- Professional Development (PD) did not cost as much as expected for AP program. Six Rivers is seeking additional training for the upcoming year.
- Salaries and benefits were written into this plan prior to the settling of negotiations, thus the difference in estimated and actuals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Six Rivers hosted a visit from a WASC visiting committee this spring. This visit served as an opportunity to align the WASC action plan and the LCAP plan. As a result, the Six Rivers staff together with the Parent Advisory Committee (PAC), have spent nearly the entire spring reviewing elements that would improve student learning for the students of Six Rivers. In addition, the WASC team highlighted the need to use more data driven metrics to measure growth.

In addition, the general alignment of Six Rivers goals and the district goals has resulted in access to data collected by the district that will allow staff to better assess student growth. Access to this data will allow us to better achieve the LCAP and WASC action plans.

## Goal

**Six Rivers will develop and maintain a safe and productive learning environment that addresses the needs of the whole student.**

State and/or Local Priorities Addressed by this goal:

STATE X 1  2  3 X 4 X 5 X 6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

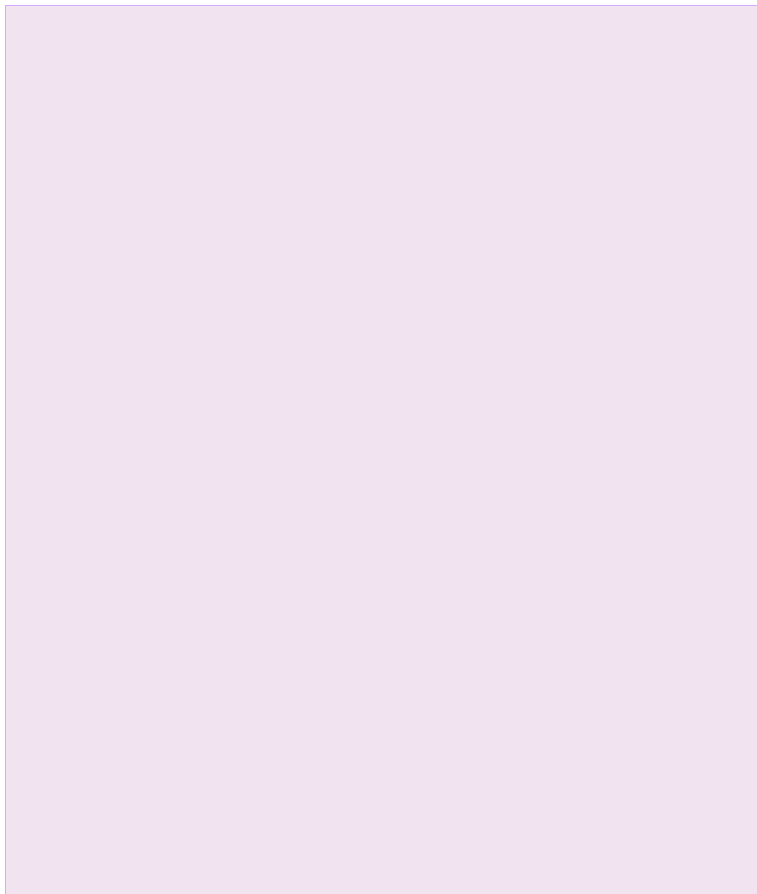
### EXPECTED

#### Identified Metric(s)

1. Teachers will send at least two positive post cards every six weeks.
2. Pirates of the Month will be recognized each month.
3. The accomplishments of seniors will be recognized at graduation.
4. The number of community building activities as determined by staff survey will maintain increase.
5. At least two lessons to explicitly teach Pirate Code and its connection to professionalism will be conducted with all Six Rivers students.
6. Suspension rates including rates in disaggregated areas, will remain the same or improve.
7. Attendance rates will remain the same or improve.
8. Expulsion rates including rates in disaggregated areas, will remain less than 2%.
9. California Healthy Kids Survey results will show the overall school connectedness rating will improve by 0.5%.
10. The student perception of feeling safe or very safe at school will improve by .5% as shown on the California Healthy Kids Survey.
11. Percent of properly credentialed teachers will remain at 100%.
12. California Healthy Kids Survey taken by parents will show an improvement on how connected the parents feel with the school.

### ACTUAL

1. Teachers were provided positive postcards throughout the year. At some staff meetings cards were completed and sent.
2. Pirates of the Month (POM) were selected each month. POM students were honored publically in class, on a poster placed on the wall, on Facebook, the SRCHS webpage, and in the newspaper. The actions of the POM students were publically connected to the school norms (Pirate Code).
3. Graduation will feature Honor Cord winners for excellence within a selected area of focus as well as scholarship award winners.
4. A number of traditional school wide activities were reestablished in 2016-17 including: Winter Performance, school service day at Patrick's Point, Start of the year Community Building Day, School-wide awards assemblies, and the First Semester Awards Breakfast.
5. A least one lesson on the Pirate Code was shared with all students each month of the school year.
6. In 2015-16 Suspension rates dropped from 18.35 to 16.83%. The rates for socio-economic disadvantage students and students with disabilities went up. Again because of the small number of students at SRCHS a few students can skew the data for subgroups. Final data for 2017-18 has not been completed at this point.
7. Attendance rates included cuts, unexcused, excused, and school sponsored absences.
  - a. 92.09% in 2015-16
  - b. 90.62% in 2014-15



- 8. The percentage of students committed an offense that resulted in a suspended expulsion in 2014-15. Was 7.34% in 2016-17 it was 8.91%.
- 9. The rating for high to moderate school connectedness as shown in the 2015-16 Healthy Kids Survey was 64.42%.
- 10. 80% of SRCHS students felt safe or very safe in 2015-16. Data for 2016-18 has yet to be published.
- 11. 100% of the teachers are properly credentialed
- 12. It was determined that the LCAP Parent Survey covers sufficiently similar items as the California Healthy Kids (CHK) Parent Survey, thus the district is not administering the CHKS Parent survey this year. In 2016-17, 87.3% of parents agree or strongly agree that “school staff treats me with respect.” 85.7% agree or strongly agree that “my student is safe on school grounds.”

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

**A**

**Actions/Services**

**PLANNED**

A. Review and improve opportunities for Six Rivers community building through school wide activities and projects.

- 1) Six Rivers staff will investigate and implement curriculum driving fieldtrips and activities. The approximate cost of for these activities will be \$5000
- 2) Review effectiveness of activities through student input, discussions at Pirate

**ACTUAL**

A. The number of school-wide community building activities, including the revival of SRCHS traditions, increased in 2016-17.

- 1) Whole School assemblies and community building activities, and curricular fieldtrips increased in 2016-17. This trips included: a school-wide community building trip to Patrick’s Point, the revival of the Winter Performance, Awards assemblies for attendance, School-wide service activity, a community meeting for new students and parents, report card night after the first term, and numerous walking field-trips.
- 2) PAC meetings discussed student activities

	<p>Council, staff meetings, and Parent Advisory Committee.</p> <p>3) Utilize collaboration time to refine curricular effectiveness of school-wide projects and activities.</p>	<p>and provided input and the Pirate Council facilitated whole school events such as the service event and the Winter Performance.</p> <p>3) Without a common prep, collaboration on school-wide projects did not take place as intended. Discussion of these activities did take place at the teacher retreat/work day and during staff meetings.</p>
Expenditures	<p><b>BUDGETED</b></p> <ul style="list-style-type: none"> <li>School -wide Activities: \$5000</li> </ul>	<p><b>ESTIMATED ACTUAL</b></p> <ul style="list-style-type: none"> <li>Busses for whole school trips - \$3,847.32</li> <li>Field Trips - \$915</li> </ul>

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **B**

<p><b>PLANNED</b></p> <p>B. Revisit and implement consistent expectations of professionalism, behavior, and safety for our students in order to improve the climate at Six Rivers.</p> <ol style="list-style-type: none"> <li>1) Regularly teach elements of professionalism as well as respectful and responsible behavior.</li> <li>2) Regularly recognize students who improve the climate of the Six Rivers learning community.</li> <li>3) Regularly review student behavior and potential interventions during staff meetings.</li> <li>4) Annually Work together with AHS to review and revise the School Safety Plan.</li> <li>5) Annually the Comprehensive Safe Schools Plan will be reviewed and revised by a committee of students, staff,</li> </ol>	<p><b>ACTUAL</b></p> <p>B. Many elements intended to foster a positive community were put into place at SRCHS in 2016-17.</p> <ol style="list-style-type: none"> <li>1) As part of the presentation of Pirates of the Month the importance of Pirate Code and its connection to professionalism and positive behaviors was taught to all students.</li> <li>2) During 2016-17 systems of recognition for excellent behavior were established or updated. These included: recognition of the Pirates of the Month, Attendance Awards for each term, implementation of "Buccaneers", positive post cards, and Honor Roll announcements.</li> <li>3) At staff meetings, students of concern were discussed on a regular basis (at least once a month) to determine best strategies for support.</li> <li>4) Meetings for the School Safety Plan occurred in January with plans approved at the March board meeting. Six Rivers administration took part in these meetings. Drills are planned for the spring.</li> <li>5) Meetings for the School Safety Plan occurred in January with plans approved at the March board meeting..</li> </ol>
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Actions/Services

	<p>parents, community members and school administration.</p> <p>6) CPI training will be offered to all faculty and staff on a semi-annual basis.</p> <p>7) Incident Command System (ICS) will be implemented.</p>	<p>6) NHUSD had a change in CPI trainers. We have identified two faculty who will be trained to be our new trainers.</p> <p>7) Incident Command plan writing and training occurred May 30, 2017 with the Safety Leaders.</p>
Expenditures	<p><b>BUDGETED</b></p> <ul style="list-style-type: none"> <li>• Recognition Awards: \$1,000</li> </ul>	<p><b>ESTIMATED ACTUAL</b></p> <ul style="list-style-type: none"> <li>• Recognition Awards - \$1,000</li> </ul>

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **C**

Actions/Services

	<p><b>PLANNED</b></p> <p>C. Collaborate with Career and College Center, Librarian, Nurse, and Crisis Counselor to explain services or skills they offer, where they are located, and the process to see them.</p> <p>1) Staff will review and determine best and most connected opportunities for presentations. Maintain current levels of budget for these</p>	<p><b>ACTUAL</b></p> <p>C. Much of this objective was not met. Collaboration did not take place. However, other presentations did happen.</p> <p>1) The most significant presentations were made to the Senior Project class regarding college and career options. In addition, presentations took place to the Freshman in Health by outside groups.</p>
Expenditures	<p><b>BUDGETED</b></p> <ul style="list-style-type: none"> <li>• .1 fte: Nursing Services</li> <li>• .1 fte: Crisis Counselor</li> <li>• .1 fte: Librarian</li> <li>• .1 fte: Career and College Center</li> </ul>	<p><b>ESTIMATED ACTUAL</b></p> <ul style="list-style-type: none"> <li>• \$6,777 for .1fte: Nursing Services</li> <li>• \$10,605 for .1fte Crisis Counselor</li> <li>• \$10,589 for .1fte: Librarian</li> <li>• \$3,469 for .1fte: Career and College Center</li> </ul>

**ACTIONS / SERVICES**

Action **D**

Actions/Services

**PLANNED**  
 D. Six Rivers staff will review and increase student recognition for students who contribute to Six Rivers learning community.

1) Staff will discuss recognition of students on a regular basis as part of staff meetings. Estimated cost of student awards and recognition is \$1000

**ACTUAL**

D. Student recognition became systematic and focused during 2016-17. In addition, to awards for behavior and academic achievement, are long term awards for excellence such as honor cords for seniors.

1) Staff did discuss awards and recognition at staff meetings in order to honor the behavior we seek.

Expenditures

**BUDGETED**

- Student awards: \$1000

**ESTIMATED ACTUAL**

- Recognition Awards – copying/postage - \$1,000

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions implemented to achieve the school climate goal included the development of a system to shape behavior by honoring excellence, school safety plans, and connecting students to support services.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district recognizes the changing population. The number of students with Adverse Childhood Experiences (ACEs) is on the rise and this is also true at SRCHS. In addition, to traditional discipline outcomes, SRCHS has made an effort to explicitly teach the behavior we seek and recognizing those behaviors when they occur.

The district is responding to this increasing need by the development of the Northern Humboldt Way, which is a Multi-Tiered System of Support (MTSS) and the implementation of restorative practices.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salaries and benefits were written into this plan prior to the settling of negotiations, thus the difference in estimated and actuals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found

The focus of this goal will expand to emphasize school safety and the Incident Command System (ICS), along with school culture and restorative practices. There will be more emphasis on identifying incoming students’ needs. Professional development with the purpose of building staff capacity will be provided as the implementation of the



in the LCAP.

Northern Humboldt Way is achieved.

# Goal 3

## Six Rivers will improve methods of communication for all stakeholders

State and/or Local Priorities Addressed by this goal:

STATE  1  2 X 3 X 4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

##### Identified Metric(s):

- 1) The number of Swashbuckler publications will remain the same or increase.
- 2) The number of parent newsletters will increase.
- 3) The Six Rivers Facebook page will continue to be updated weekly.
- 4) The Six Rivers webpage will be updated at least a term.
- 5) Methods of communication will become more diverse and effective.
- 6) Parents, including parents of students with disabilities, will continue to have opportunities to provide input through the Parent Advisory Committee.
- 7) Maintain the number of presentations to parent groups.
- 8) The number of students participating in the job shadows or internships will improve or maintain.
- 9) The chronic absenteeism rate will maintain or improve.
- 10) Chronic absenteeism not including school related absences or independent study will improve by 0.01%.

#### ACTUAL

- 1) The number of student produced newspapers was twice the number as last year as it expanded from 2 to 4. In addition, this year SRCHS purchased a copier to allow for production of Swashbucklers on campus.
- 2) The SRCHS Newsletter was sent each and every term as planned. This increased circulation from 2 to 6.
- 3) The Facebook page was updated at least once a week.
- 4) The webpage is up to date and contains important information for all stakeholders.
- 5) According to feedback from the Parent Adviosry committee, communication was effective and delivered in multiple ways.
- 6) Stakeholder meetings (PAC) were communicated via email and on the school webpage as an open and public meeting.
- 7) The traditional presentations to parents were maintained the tradition of the Winter Performance was reestablished.
- 8) The number of job shadows in 2015-16 was 3.The number for 2016-17 was 3.
- 9) The 2015-16 chronic absenteeism rate was
  1. 2015-16 = 21.78%
  2. 2014-15 = 24.77%





3. 2013-04 = 25.24%  
 10) The improvement in Chronic absenteeism exceeded our goal.

Action

# A

**PLANNED**

A. Modes of communication for academics and events will be reviewed, increased and enhanced for all stakeholders.

- 1) Increased distribution of the Swashbuckler student newspaper will occur. Approximate cost will be \$500.
- 2) Newsletters will be included with report cards each grading period.
- 3) School Messenger App will be implemented and shared with parents.
- 4) Teachers will be expected to update FamilyLink every two weeks. Reminders will be provided by the administration to staff.
- 5) Explore or improve implementation of additional elements of social media in order to improve communication.
- 6) Explore options in FamilyLink that are not being used.
- 7) Communication with parents of students with chronic absenteeism not includes school related absences or independent study will occur.
- 8) Parent/guardian emails will be gathered and utilized for

**ACTUAL**

- 1) The number of editions of the Swashbucker doubled from 2 to 4 and reached a far larger audience.
- 2) The SRCHS Newsletter was sent each and every term as planned. This increased circulation from 2 to 6.
- 3) School Messenger app was updated, but not pushed out to stakeholders due to implementing Synergy, which will have ParentVUE and it a much more robust app.
- 4) Posting to Family Link is now automatic once the teacher inputs the assignment. Approximately 80% of the teachers are updating according to parent contacts. However, the need to update grading programs continues to be a concern of parents at the Parent Advisory Committee.
- 5) Six Rivers completely revamped our websites and are continuing to update and improve the site. Synergy will have an app that will improve communication with families.
- 6) The link to the Family Link app was shared with parents and

[Actions/Services](#)

communication.

Family Link is updated automatically when teachers enter assignments. However, a new student information system is being implemented.

7) Six Rivers held 3 conferences for chronic absenteeism and took 1 student to the SARB board. Improvement in this area is still needed.

8) SRCHS has worked to gather email contacts for all families and uses these address books to send emails to all parents. As a district, an estimate of 70% of families have email addresses in SchoolMaster, up from 50% last year.

Expenditures

**BUDGETED**

- Swashbuckler copy and production costs: \$500
- School Reach App unknown.

**ESTIMATED ACTUAL**

- Copy and production costs were approximately \$500 for the Swashbuckler.
- School Reach App \$0

ACTIONS / SERVICES

Action

**B**

Actions/Services

**PLANNED**

B. Staff will collaborate to refine and implement an effective eighth grade outreach program and registration process.

- 1) Six Rivers will actively share its vision and approach with potential students and the larger community. Substitute costs associated with school visits will be approximately \$600.
- 2) Six Rivers will investigate and implement school wide events that allow students to demonstrate their learning to both the Six Rivers Community as well as potential students. The associated costs for these events

**ACTUAL**

B. An effective eighth grade outreach program and registration process was implemented in 2016-17.

- 1) SRCHS revised and improved its outreach to the community regarding opportunities for incoming students. Six schools were visited and two parent nights were held. As a result, a lottery for slots in the freshman class. A waitlist of 6 students was still in place as of May 25<sup>th</sup>.
- 2) School wide events such as the Winter Performance, school-wide award assemblies, and a service day at Patrick's Point.

	will be \$1000.	
Expenditures	<p><b>BUDGETED</b></p> <ul style="list-style-type: none"> <li>• Substitutes: \$600</li> <li>• Cost of 8th Grade Outreach: \$1,000</li> </ul>	<p><b>ESTIMATED ACTUAL</b></p> <ul style="list-style-type: none"> <li>• Substitutes were not needed for the 8<sup>th</sup> grade outreach.</li> <li>• Cost of 8<sup>th</sup> Grade Outreach materials and assemblies \$350</li> </ul>

**ACTIONS / SERVICES**

Action **C**

Actions/Services

	<p><b>PLANNED</b></p> <p>C. Six Rivers will review and improve opportunities for students to communicate their learning to parents and the larger community.</p> <ol style="list-style-type: none"> <li>1) Six Rivers will investigate and implement school wide events such as the Winter Show and Student Expo that allow students to demonstrate their learning to both the Six Rivers Community as well as potential students. The associated costs for these events will be \$1000.</li> <li>2) Staff will review and seek out opportunities for students to evaluate and communicate their own academic progress to parents.</li> </ol>	<p><b>ACTUAL</b></p> <p>C. The Winter Performance and changes in the Study Skills curriculum highlight success in this area.</p> <ol style="list-style-type: none"> <li>1) SRCHS revitalized the tradition of the Winter Show. However, a Student Expo was not held in 2016-17. Other events such as a service day were held.</li> <li>2) Elements of the Study Skills curriculum provided opportunities for students to communicate and conference with their parents regarding progress. For a few students, Check in Check Out was utilized and students shared overall performance with parents.</li> </ol>
Expenditures	<p><b>BUDGETED</b></p> <ul style="list-style-type: none"> <li>• Associated cost of Student Expo: \$1,000</li> </ul>	<p><b>ESTIMATED ACTUAL</b></p> <ul style="list-style-type: none"> <li>• No costs as there was no student Expo.</li> </ul>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

More effective and robust avenues of communication were put in place in 2017-18. These were highlighted by student produced newsletters, a new webpage, and regular emails to parents. Outreach to the community and potential students led to a fully enrolled freshman class.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

According to the Parent Advisory Committee this area saw great strides.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- No Student Expo costs as this event did not take place.
- No substitute costs were needed for school outreach.
- The acquisition of additional copy services were needed for the production of the student made publications.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The focus of this goal will be to improve communication through the ParentVUE app, which is part of the Student Information System (Synergy) that will be implemented in the summer of 2017. Chronic absenteeism is expected to improve with the updated communication.

## Goal 4

Six Rivers will improve academic performance for high needs populations.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Identified Metric(s):

- 1) Establish a two year baseline for SBAC and CAA (2014-15 and 2015-16).
- 2) D/F list for high needs population will remain the same or improve.
- 3) Graduation rates for high needs will remain the same or improve.
- 4) Staff will discuss and assess potential interventions for high needs students on the D and F list for each term.

#### ACTUAL

- 1) The two-year baseline for SBAC and CAA are as follows.
  - a. ELA
    - 1) 2015-16 = 32%
    - 2) 2014-15 = 48%
  - b. Math
    - 1) 2015-16 = 28%
    - 2) 2014-15 = 15%
- 2) The number of unduplicated students on the D/F lists are as follows.
  - a. 2016-2017 = ?

- 5) Dropout rates for high needs will remain the same or improve.
- 6) Number of high needs students who take the AP/IB exam or passed a dual enrollment class will remain the same or improve.
- 7) Early Assessment Program (EAP) test results for the high needs population will remain the same or improve.
- 8) Students reclassified fluent English proficient will remain the same or improve. (Given there is a population of EL students at Six Rivers.)
- 9) All EL students will be tested on the CELDT with the overall average improvement improving or remaining the same.
- 10) Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students.
- 11) Unduplicated pupils will continue to be served with additional course selection options, EL staff and dedicated courses for ELL students, remedial education support, student support services and Indian Education.
- 12) Percent of properly credentialed teachers will remain at 100%.
- 13) The number of students participating in the job shadows or internships in the TPP/WIOA program will increase by 1%.
- 14) College and career readiness surveys will be completed by every 9th grade student.

b. 2015-16 = 45.83%

- 3) Graduation rates for high need students are as follows
  - a. 2014-15 = 100%
  - b. 2015-16 = 100%
- 4) In each term staff meetings were focused on students on the D and F list. Plans were put in place to address the needs of individual students.
- 5) Drop out rates remained at 0% from 2014-15 to 2016-17.
- 6) The number of disadvantaged students taking the AP exam remained the same (1).
- 7) EAP testing results for high needs students
 

For ELA	a. 2014-15 48%
	b. 2015-16 32%
For Math	c. 2014-15 30%
	d. 2015-16 22%
- 8) The students reclassified as Fluent English proficient was just one for 2016-17. Exchange students were not able to be IFEPed.
- 9) Data collected in this area is skewed by the small sample size. Only one student was at SRCHS who had taken the test in the past. The two exchange students took the exam as well.
- 10) All course offerings were available for all students.
- 11) Services continued for all identified subgroups.
- 12) 100% of teachers at Six Rivers are "Highly Qualified."
- 13) Total number of TPP connections for SRCHS students was not provided in 2015-2016 by the district.
- 14) Career and College Readiness surveys were not completed by freshmen at SR.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **A**

Actions/Services

**PLANNED**

A. Provide additional support for students through aides and targeted intervention and regularly review services for the high needs populations with stakeholders.

- 1) Six Rivers will continue to maintain the support of a Math Aide Time for 18.75 hours weekly.
- 2) Six Rivers will utilize Cal Soap Tutors to support the learning of all high needs groups.
- 3) Six Rivers will utilize the continued support of a Special Ed Aide for 14.8 hours weekly.
- 4) Stakeholders such as the staff and the Parent Advisory Committee will review effectiveness of prior year programs/services and provide teachers with potential strategies for student success.

**ACTUAL**

1. Six Rivers continued to utilize the services and support from a Math Aide.
2. Cal-Soap Tutors supported students at Six Rivers again in 2016-17.
3. A Special Ed Aide was hired and worked for short time at SRCHS. However, this Aide resigned in order to pursue a teaching career. To compensate for this loss additional time was added to the Math Aide.
4. The quality of the services were discussed by staff especially following the departure of the Special Ed Aide. These factors were used to discuss the ideal structure for 2017-18.

Expenditures

**BUDGETED**

- Title I Math Aide:
- Instructional Aide:
- Cal-SOAP Tutors:

**ESTIMATED ACTUAL**

- Title I Math Aide: \$12,460
- Instructional Aide: \$9,934
- Cal-SOAP Tutors: \$500

ACTIONS / SERVICES

Action **B**

Actions/Services

**Draft**

**PLANNED**

B. Create and implement a study skills curriculum that supports CCSS learning

**ACTUAL**

- 1) Six Rivers teachers revised and implemented a revised Study Skill

for high needs students. Review and revise curriculum on a regular basis.

- 1) Six Rivers teachers will review and revise a unified study skills curriculum at their annual retreat. Approximate costs for the curriculum retreat will be \$500.
- 2) Staff will develop and refine a Study Skills curriculum that supports all learners. Staff will be paid the hourly rate to develop and refine the curriculum. Approximate costs will be \$500.

curriculum that is better suited to the meet the needs of all students and in particular, high needs students.

- 2) The revised approach included the co-teaching of the course by the RSP teacher so she can have closer access to the students in need. These changes were facilitated by a team of Six Rivers students.

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	<ul style="list-style-type: none"> <li>• Revision of the Study Skills Curriculum \$1,000</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum development \$314.60</li> </ul>

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **C**

Actions/Services

<b>PLANNED</b>	<b>ACTUAL</b>
<p>C. Six Rivers staff will continue to continue to collaborate in order to integrate curriculum in a meaningful way that will improve the learning of all high stakes groups.</p> <ol style="list-style-type: none"> <li>1) With the assistance and support of the site Instructional Coach, Staff will develop integrated curricular connections and cross curricular projects. To support this goal, Six Rivers will continue to fund a portion of an instructional coach. (Approximately \$15000)</li> </ol>	<ol style="list-style-type: none"> <li>1. The instructional coach positively impacted Curriculum at Six Rivers, however more work is needed in 2017-18. Strengthening existing courses and finding connections that allows all students to access meaningful connected learning opportunities..</li> </ol>

	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
Expenditures	<ul style="list-style-type: none"> <li>Instructional Coach: \$15,000</li> </ul>	<ul style="list-style-type: none"> <li>Instructional coach: \$16,215</li> </ul>

**ACTIONS / SERVICES**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **D**

Actions/Services

	<b>PLANNED</b>	<b>ACTUAL</b>
	<p>D. In conjunction with the site instructional coach, staff will develop school-wide projects, senior projects, and opportunities for showcasing these projects to the community. Staff will review, evaluate and review projects each year.</p> <p>1) In order to motivate students and highlight authentic learning students will present projects to the larger community at a student expo. Six Rivers will support the expense of the instructional coach (\$15000) and the school-wide expo (\$1000).</p>	<p>1) The Instructional Coach was helpful in moving curriculum and the development of school culture forward. However, there was no student expo during 2016-17 as the staff thought the planned activities were effective.</p>
	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
Expenditures	<ul style="list-style-type: none"> <li>Instructional Coach: \$15,000</li> <li>Student Expo: \$1,000</li> </ul>	<ul style="list-style-type: none"> <li>Instructional coach \$16,215</li> <li>Student Expo: \$1,000</li> </ul>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.



Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions for the high needs population goal included proper support of students and providing appropriate classes and services. The use of the an instructional coach to facilitate effective curriculum and an effective learning community is an essential element of this plan. College and career readiness services were enhanced to help improve absenteeism, which was also a focus. Professional development on differentiated instruction will take place in August 2017.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The D/F list was a major focus of this goal. The number of students on this list has declined slightly. The district has improved identification and services provided to the English Learner population with reclassification rates rising. However the numbers of EL students at Six Rivers remains very small. The number of job placements has improved. The district in engaging in a self-study to identify factors that impact students' ability to remain on track for college readiness and/or qualification.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- Salaries and benefits were written into this plan prior to the settling of negotiations, thus the difference in estimated and actuals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Determining what is causing students to drop off the A-G track will be a new focus area for 2017-18 as we determine college and career readiness. The Northern Humboldt Way will significantly impact this goal as it is focusing on building capacity for all classroom teachers to differentiate their strategies and approach so they meet students where they are and help them achieve academically. Attendance continues to be a focus of this goal. We cannot teach the students unless they are present.

## Stakeholder Engagement

LCAP  
Year

2017–18  2018–19  2019–20

### INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

- September 28, 2016 Discussion of the Parent Advisory Committee and their role in the LCAP. 2016-17 LCAP shared.
- November 2, 2016: Parent Advisory Committee held a focused discussion on the 3<sup>rd</sup> Goal of the LCAP and the best path to achieve the objectives.
- November 1 & 2, 2016: Lunchtime LCAP Nuts & Bolts session for staff to discuss LCAP. Four teachers and one Academic Counselor met with the Superintendent and the Programs/Data Systems Coordinator.
- November 17, 2016: LCAP Stakeholder meeting. Participants included 8 parents, 4 staff members, 2 board members, 1 student, and 9 administrators
- December 7, 2016: Parent Advisory Committee discussed the LCAP and its connection to the WASC plan and the upcoming visit from WASC.
- January 4, 2017: Discussion of the WASC ESLRS and their connection to the LCAP goals with the Parent Advisory Committee.
- January 24, 2017: LCAP Study Session Board Meeting. Participants included 5 board members and 8 administrators
- February 28, 2017: AHS Site Council Meeting. Participants included 3 parents, 3 teachers, 2 students and the Principal
- March 14, 2017: MHS Student Focus Group Meeting in the McKinleyville High School Leadership Classroom
- March 14, 2017: AHS Student Focus Group Meeting in the Arcata High School Leadership Classroom
- April 4, 2017: Using input from the visiting WASC committee the PAC crafted goals for and action plans for the LCAP.
- April 10, 2017: Six Rivers Staff study session and LCAP writing session.
- May 2, 2017: Parent Advisory Committee worked to
- March 10, 2017: Faculty/Staff Survey responses due
- March 10, 2017: Parent Survey responses due
- March 24, 2017: Leadership Team Feedback Review and Writing Meeting
- April 25, 2017: LCAP Parent Committee meeting to review 2017-18 LCAP
- LCAP Update was a standing agenda item on the 2016-17 board meetings.

#### IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The results of these feedback groups were the importance of the communication elements as an essential element for parents. There was considerable interest in aligning the documents to simply and focus the efforts of staff. The Parent Advisory Committee was instrumental in the creation of meaningful outcomes. In addition, the input from the visiting WASC committee was helpful in identifying quality metrics.

At the district level, there was interest in to analyze the use of our D/F list metric. We discussed there is no consistent grading policy by departments or sites. So a D in one class does not necessarily mean that it is the same as a D in another class. Since we are providing an education to students which we measure by grades, we will continue to use the D/F list as a metric. The district has determined that we need to track students

starting with the class of 2020 to learn what challenges cause them to no longer be on the A-G track. As new cohorts of students enter the district, incoming classes will be tracked as well.

The feedback showed that email is the preferred means of communication for families and that common core is much more the norm in the classroom than it used to be. There was less anxiety from students and parents in regards to this new way of teaching.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New

Modified

Unchanged

### Goal

# 1

*Six Rivers will increase achievement for all students by further developing and implementing engaging and challenging CP curriculum that aligns with CCSS and moves students from academically dependent learners to independent and interdependent learners.*

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

- The percent of students who met or exceeded the 2016 SBAC ELA assessment was 32% which needs remain the same or improve.
- The percent of students who met or exceeded the 2016 SBAC Math assessment was 35% which needs remain the same or improve.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Students will meet or exceed standards in the ELA SBAC test and the Math SBAC test.	32% - ELA 35% - Math	Maintain or improve	Maintain or improve	Maintain or improve
2) UC/CSU eligible graduates will maintain or improve.	42.31 % in 2016	42.31 %	42.31 %	42.31 %
3) Faculty will demonstrate movement towards more awareness along CCSS Self-Awareness Continuum and demonstrate implementation of CCSS standards as shown in the Instructional Coaches End of Year Report and LCAP survey.	Comparing Fall 2015 – Spring 2016, -0.02 growth	Maintain or improve	Maintain or improve	Maintain or improve
4) All students will have access to standards aligned materials as approved in the annual board resolution of sufficiency aligned materials.	All Students	All Students	All Students	All Students
5) The Academic Performance Index (API) will be addressed once the calculation of this metric is determined by the State.	NA	NA	NA	NA

6) Maintain 1-to-1 Chromebook to student ratio	1-1 Ratio	1-1 Ratio	1-1 Ratio	1-1 Ratio
7) At least one common prep a month dedicated to cross-curricular development.	1 Meeting Each Month	1 Meeting Each Month	1 Meeting Each Month	1 Meeting Each Month

PLANNED ACTIONS / SERVICES

Action **A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Create and implement multi disciplinary CCSS CP, and AP curriculum to support students understanding of the higher-level concepts.</b>		

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	a) 431,717 b) 58,475 c) 211,323 d) 22,384 e) 44,876	<b>Amount</b>	<b>Amount</b>
<b>Source</b>	LCFF (0000,1400) Lottery (1100,6300) Title I (3010) College Readiness (7338)	<b>Source</b>	<b>Source</b>
<b>Budget Reference</b>	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services	<b>Budget Reference</b>	<b>Budget Reference</b>

Action **B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>PLANNED</b> <b>Provide all teachers with paid Professional and Curriculum Development opportunities (both in-house and other) to collaborate on integrated projects and curriculum, or to receive up to date training on CP and AP curriculum.</b>		

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

2017-18	2018-19	2019-20
Amount: See Goal 1, Action A	Amount:	Amount:
Source:	Source:	Source:
Budget Reference:	Budget Reference:	Budget Reference:

Action **C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

X All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

X All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

**Provide all teachers and students with new educational materials (new textbooks, curriculum, technology, etc.) that support CCSS CP and AP courses across all Six Rivers Classes.**

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount  
a) 0  
b) 500  
c) 50  
d) 0  
e) 1,592

Amount

Amount

Source  
LCFF (0000)

Source

Source

Budget Reference  
a) Certificated Salaries  
b) Classified Salaries  
c) Employer Benefits  
d) Materials and Supplies  
e) Services

Budget Reference

Budget Reference

Action **D**



**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

**Implement a study skills program that supports student achievement in their CP and AP classes.**

**BUDGETED EXPENDITURES**

**2017-18**

Amount	See Goal 1, Action A
Source	
Budget Reference	

**2018-19**

Amount	
Source	
Budget Reference	

**2019-20**

Amount	
Source	
Budget Reference	

New Modified Unchanged

## Goal 2

*Six Rivers will develop and maintain a safe and productive learning environment that addresses the needs of the whole student.*

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

In order for students to meet acceptable standards of academic performance and college and career readiness it is essential that students learn in a safe and nurturing environment. The metrics below need to remain the same or improve.

- The percent of the student body who were suspended in 2015-16 was 16.83%
- The 2015-16 attendance rate was 92.09%
- The percent of the student body who were expelled in 2015-16 was 0.0%
- 64.42% of the 2015-16 students felt connected to the school with 80% feeling safe or very safe at school.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Suspension rates including rates in disaggregated areas, will remain the same or improve.	16.83% of student body	13.38%	13.38%	13.38%
2) Attendance rates will remain the same or improve.	92.09%	91.42%	91.42%	91.42%
3) Expulsion rates including rates in disaggregated areas, will remain the same or improve.	0% expelled	0%	0%	0%
4) California Healthy Kids Survey results will show the overall school connectedness rating will improve.	64.42%	66%	67%	68%
5) The student perception of “feeling safe or very safe at school” will improve on the California Healthy Kids Survey.	80%	81%	82%	83%
6) The Facilities Inspection Tool (FIT) will remain at 100% “Good.”	100%	100%	100%	100%

7) Percent of properly credentialed teachers will remain at 100%.

100%

100%

100%

100%

PLANNED ACTIONS / SERVICES

Action **A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Review, revisit, and maintain opportunities for Six Rivers community building through school wide activities and projects.</b>		

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	a) 0 b) 2,880 c) 2,605 d) 0 e) 0	<b>Amount</b>		<b>Amount</b>	
<b>Source</b>	LCFF (0000)	<b>Source</b>		<b>Source</b>	
<b>Budget Reference</b>	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services	<b>Budget Reference</b>		<b>Budget Reference</b>	

Action **B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

**Regularly connect students to services and resources.**

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount

- a) 0
- b) 3,448
- c) 2,777
- d) 0
- e) 22,759

Amount

Amount

Source

- LCFF (0000)
- Lottery (1100)
- Prop. 39 (6230)

Source

Source

Budget Reference

- a) Certificated Salaries
- b) Classified Salaries
- c) Employer Benefits
- d) Materials and Supplies
- e) Services

Budget Reference

Budget Reference

Action **C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

X All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

X All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

**Maintain a safe learning environment that focuses on student learning environment.**

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount See Goal 2, Action A

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

New  Modified  Unchanged

**Goal 3**

*Six Rivers will improve methods of communication for all stakeholders.*

State and/or Local Priorities

STATE  1  2  3  4  5  6  7  8

[Addressed by this goal:](#)

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

The feedback from stakeholder meetings has shown the need for improved parent communication and more clearly share the vision of Six Rivers.

- Maintain or improve attendance at Parent Advisory Committee.
- Continue to expand and improve community messaging and outreach.
- Maintain or improve chronic absenteeism rate for 2015-16 was 36.76%.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) The School Messenger system and ParentVUE will be used to notify parents, including parents of students with disabilities, of stakeholder meetings.	2 meetings	2 meetings	2 meetings	2 meetings
2) Parents, including parents of students with disabilities, will continue to have opportunities to provide input on decision making through a survey link provided on the district web site.	1 survey	1 survey	1 survey	1 survey
3) Maintain the number of presentations to parent groups.	2	2	2	2
4) The chronic absenteeism rate will maintain or improve.	21.78% in 2015-16	21.78%	21.78%	21.78%
5) Six distinct and different newsletters sent home, one at each term with grade reports.	6	6	6	6
6) 1 email sent per month from the principal to the guardians. (A total of 10 emails by the end of the school year). Copies of emails will be kept for tracking in the sent folder of Perry's email.	10	10	10	10
7) Parent Advisory Committee Dates listed on website. Agendas posted to website 2 days prior to meetings	Posted by October 1	Posted by October 1	Posted by October 1	Posted by October 1

PLANNED ACTIONS / SERVICES

Action **A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>All stakeholders are consistently and regularly informed about Six Rivers.</b>		

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	See Goal 1, Action A	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	



Action **B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	X All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	X All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
<b>Provide consistent and regular opportunities for stakeholders to give input on the school's progress.</b>		

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	See Goal 1, Action A	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	X All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	X All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools spans: \_\_\_\_\_     Specific Schools: \_\_\_\_\_     Specific Grade

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New   X Modified     Unchanged

New    Modified   X Unchanged

New     Modified    X Unchanged

**Recruitment and outreach will accurately highlight the unique structure and important traditions of SRCHS.**

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount

See Goal 1, Action A

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action **D**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Communicate, interact with, and forge relationships more effectively with the community.</b>		

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	See Goal 1, Action A	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

<input type="checkbox"/> New Unchanged	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> X
---	-----------------------------------	---------------------------------------

# Goal 4

*Six Rivers will improve academic achievement for high needs populations.*

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

[Identified Need](#)

The high needs population includes students who are socioeconomically disadvantaged, students with disabilities, English language learners, foster youth, migrant or homeless students.

- In 2016, 33% of the SED high needs population met or exceed standards on the ELA SBAC assessment. 33% met or exceeded in Math. These percentages will maintain or improve.
- Early Assessment Program (EAP) test results for the high needs population will remain the same or improve.
- In Spring 2016, the percent of the high needs population who were on the D/F List was 45.83% which will maintain or improve.
- The 2016 graduation rate for high needs students of 100% will remain the same or improve.
- The 2016 dropout rate for high needs students of 0 % will remain the same or improve.
- The number of high needs students who take an AP/IB class or pass a dual enrollment course will remain the same or improve.
- Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Percent of high needs students who meet or exceed SBAC standards will maintain or improve.	33.46% = ELA 20.17% = Math	33.46% = ELA 20.17% = Math	33.46% = ELA 20.17% = Math	33.46% = ELA 20.17% = Math
2) Early Assessment Program (EAP) test results for the high needs population will remain the same or improve.	33.46% = ELA 20.17% = Math	33.46% = ELA 20.17% = Math	33.46% = ELA 20.17% = Math	33.46% = ELA 20.17% = Math

3) D/F list for high needs population will remain the same or improve.	45.83%	45.83%	45.83%	45.83%
4) Graduation rates for high needs will remain the same.	100%	100%	100%	100%
5) Develop a model to track college readiness through A-G progress.	Develop	Determine baseline	Maintain or improve	Maintain or improve
6) Dropout rates for high needs will remain the same or improve.	0%	0%	0%	0%
7) Number of high needs students who take the AP/IB exam or passed a dual enrollment class will remain the same or improve.	2015-16, AP = 29 IB = 12 Dual En. = 18	AP = 29 IB = 12 Dual En. = 18	AP = 29 IB = 12 Dual En. = 18	AP = 29 IB = 12 Dual En. = 18
8) Students reclassified fluent English proficient will remain the same or improve.	2015-16, 0	1	1	1
9) All EL students will be tested on the CELDT with the overall average improvement improving or remaining the same.	2.46%	2.46%	2.46%	2.46%
10) EL students will have access to CCSS materials in the EL Study Skills and EL Development classes.	Yes	Yes	Yes	Yes
11) All students who are on the D/F lists that are chronically absent will improve or maintain.	2015-16, 11.46%	11.46%	11.46%	11.46%
12) Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students.	Broad course of study offered	Broad course of study offered	Broad course of study offered	Broad course of study offered

**PLANNED ACTIONS / SERVICES**

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **A**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide to Unduplicated Student Group(s) <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>Provide additional support for students through aides and targeted intervention and regularly review services for the high needs populations and provide targeted PD for staff to support high needs students</b>		

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	Amount	Amount
a) 21,510 b) 2,796 c) 10,347 d) 0 e) 0		
Source	Source	Source
LCFF Supplemental/Conc. (0001) Special Ed (contribution to 6500)		
Budget Reference	Budget Reference	Budget Reference
a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies		

e) Services

Action **B**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>SRCHS staff will identify the needs of incoming students in order to effectively support them.</b>		

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	See Goal 4, Action 1	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **C**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide to Unduplicated Student Group(s) <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<b>SRCHS staff will reevaluate the needs of current students in order to effectively support them.</b>		

**BUDGETED EXPENDITURES**

	2017-18	2018-19	2019-20
<b>Amount</b>	a) 29,762 b) 0 c) 14,930 d) 0 e) 1,739		
<b>Source</b>	LCFF (0000) LCFF Supplemental/Conc. (0001)		
<b>Budget Reference</b>	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services		

Action **D**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade



spans: \_\_\_\_\_

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide Unduplicated Student Group(s)     Schoolwide    **OR**     Limited to

Location(s)

All schools spans: \_\_\_\_\_     Specific Schools: \_\_\_\_\_     Specific Grade

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New     Modified     Unchanged

New     Modified     Unchanged

New     Modified     Unchanged

College and Career readiness will be supported at each site across the district.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount

See Goal 1, Action A

Amount

\_\_\_\_\_

Amount

\_\_\_\_\_

Source

\_\_\_\_\_

Source

\_\_\_\_\_

Source

\_\_\_\_\_

Budget Reference

\_\_\_\_\_

Budget Reference

\_\_\_\_\_

Budget Reference

\_\_\_\_\_

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP  
Year

X 2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 67,307

Percentage to Increase or Improve Services:

9.14 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The Supplemental/Concentration funding for 2017-2018 is estimated at \$67,307. Six Rivers Charter High School is budgeting to spend \$81,084 to serve students qualified as supplemental/concentration. The school is using these funds for a variety of purposes.

In Goal 4, Action A, B and C the school provides additional support to students in need through nursing, crisis counselor, school psychologist and college/career center services.

In Goal 4, Action C the school will provide students in need services through the Library, CALSoap Tutors, and class size reduction.

The school is demonstrating increased or improved services of 9.14% by providing nursing, school psychologist, and librarian services. The Study Skills classes are also targeting students in need. We are implementing an organic Multi-Tiered System of Support (MTSS) that incorporates components of Response to Intervention (RTI) and Positive Behavior Intervention Strategies (PBIS), which we are calling the Northern Humboldt Way (Goal 2, Action C). This new intervention system will help students throughout the school including the Study Skills classes. There is much research on MTSS, PBIS and RTI as shown in the links below.

- California Department of Education Multi-Tiered System of Support (<http://www.cde.ca.gov/ci/cr/ri/index.asp>)
- Florida Department of Education Bureau of Exceptional Education and Student Services (<http://www.fldoe.org/academics/exceptional-student-edu/>)
- PBIS World (<http://www.pbisworld.com/>)
- RTI Action Network (<http://www.rtinetwork.org/>)