Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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: 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	Contact Name and Title	Email and Phone
Six Rivers Charter High	Ron Perry	rperry@nohum.k12.ca.us
	Principal	7078252428

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Six Rivers Charter High School (SRCHS) is a small charter school located in Humboldt County in the City of Arcata. SRCHS is nestled between Humboldt State University and 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 2019, SRCHS will collaborate with the Northern Humboldt Union High School District (NHUHSD), to renew the charter for five additional years.

Six Rivers shares a campus with Arcata High School. As part of the Northern Humboldt Union High School District, extracurricular opportunities available at Arcata High School and McKinleyville High School are also available for SRCHS students, depending on the residency of the student. In addition, this partnership with Arcata High includes AP course offerings in areas such as language and science, CTE pathways in Building and Construction Trade (Woodshop), Hospitality, Tourism, and Recreation (Culinary Arts), and Arts, Media, and Entertainment (the Arcata Arts Institute, AAI). This partnership also provides for access to library services, crisis counseling, speech services, access to the nurse, and the Career and College Center. 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 our students with access to all the services and opportunities of a larger traditional high school while maintaining the small learning community that is unique to Six Rivers.

Ninety-six students currently attend Six Rivers, with the breakdown of 27 Freshmen, 27 Sophomores, 19

Juniors, and 23 Seniors attending on site in our classroom based program. In our Independent Study program we had two freshmen, 2 juniors, and 2 seniors, bringing our total enrollment for our entire school to 102 students. Six Rivers has maintained a graduation rate of 100% over the past several years, and we currently show that this trend will continue. In the spring of 2018, all 25 Seniors are on track to graduate from Six Rivers.

For the second year in a row, Six Rivers welcomed two exchange students. The presence of these global perspectives have enriched the cultural fabric of Six Rivers. Currently, there are two exchange students slated to come to Six Rivers in the fall of 2018-19.

Interest in joining the Six Rivers learning community has increased over the past few years, resulting in a lottery for both our incoming Freshmen and Sophomore classes for the 2018-19 school year. During the open enrollment period nearly 60 registration forms were submitted for 28 available slots in the Freshmen class. As a result, there is an extensive waitlist for students wishing to attend Six Rivers in the fall.

LCAP Highlights

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

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 work on the vision was completed by the staff during our common prep period, and brought to the students and the parents for feedback before finalizing 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."

The Six Rivers Vision guides the development of our both our LCAP and WASC goals. In 2017, Six Rivers was able to align both plans and sharpen Six Rivers' focus on achieving our vision. To guide the reflection and work an LCAP summary was created which featured all of the WASC action plan elements

Teachers meet weekly to work toward achieving elements of the action plan during their common prep and the Parent Advisory Committee met monthly to provide input on progress. This has resulted in major strides in the following areas:

• The reestablishment or enhancement of community building events such as the Winter Performance.
• Greatly enhanced communication between all stakeholders in a variety of ways.
• Greatly enhanced Career and College activities, resources, and support from all students.
• The development and implementation of a common curriculum for the Study Skills class which serves all students.
• The creation and launch of plan for students to create and publish a student portfolio during their four years at Six Rivers
• Professional development for differentiation in the classroom during the common prep.
• Community outreach and messaging has been extremely successful and currently there is a waiting list

for students interested in Six Rivers.

Despite the progress that has been made toward achieving our LCAP goals and successes in meeting elements of our action plan, there is still much room to grow.

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.

Greatest Progress

The largest Progress has been in three key areas: the unification of LCAP and WASC goals into one unified plan, progress toward our communication goals, and the planning and implementation of the Study Skills curriculum.

Two years ago Six Rivers made the determination that unifying our LCAP Goals and WASC Action Plans would be more effective and efficient in moving our school forward. The goal of a unified school plan has been to create a living document that is reviewed regularly, evaluated, and improved as needed. The staff has found that with our single school-wide action plan there is increased focus and ongoing systematic reflection and revision. In addition, there are many more opportunities for consistent and ongoing reflection from stakeholders. There are three principal ways in which Six Rivers has systematically gathered stakeholder input for this report.

As part of the Northern Humboldt Union High School District, Six Rivers has been an important part of the discussion of district level goals in their LCAP. During this time the district has made effective adoption of Multi-Tiered Structure and Supports (MTSS) an organization priority. Although the Six Rivers LCAP plan is unique to our school, the overarching goals and structure are aligned with the district. This benefits Six Rivers through the district level collection of data as well as access to professional development opportunities. The district conducts community wide surveys and study sessions and makes the results available to our staff, and disaggregated by site, for the evaluation of LCAP metrics.

Six Rivers emphasizes the importance of collective reflection and planning by teachers and staff. The common prep for our core teachers takes place during 5th period. As our WASC Action Plan has been the foundation for our collaborative work, weekly reflections and revisions have been made to our schoolwide plan as needed. The process has been directed by Melanie Zapper in her role as Instructional Coach. As such, this report has been in progress throughout the year, though in a more informal manner. Feedback has been sought from the staff weekly in regards to the implementation of our Action Plans, notes were taken digitally, and those served as the basis for writing this report.

The Parent Advisory Committee meets monthly at Six Rivers. This body includes an involved parent from each grade level, a student, a teacher, and the principal. The times and dates for this meeting is shared

with the entire Six Rivers community and members of the public were present at all the meetings during this past year. This body has discussed the LCAP and the connected WASC actions at every meeting. The team has provided feedback, guiding questions, and suggestions to staff regarding schools goals and action plans.

The second area of progress was our progress toward our LCAP goal focused on communication.

Goal three called for enhanced communication between all stakeholders. Input we have received from stakeholders reflects the fact that great strides have been made in this area. Communication to parents through teachers and staff as well as from students has been enhanced. The Six Rivers website is an effective source of information and our social media presence offers the our community real time updates. In addition, to regular emails to parents from the administration, journalism students have produced newsletters and newspapers for parents to learn about goings on at Six Rivers. Finally, Six Rivers has effectively communicated about the opportunities at Six Rivers and as a result a record number of students submitted applications to be part of the freshman class.

The third highlighted area was the successful creation and implementation of a common curriculum and approach for our Study Skills program. This program supports all students through the teaching of excellent study habits and skills while providing time for students to complete work. In particular, by utilizing a co-teaching model, study skills allows for direct support of special education students by our resource specialist. In addition, by creating one section of study skills for all freshmen, staff has observed increased academic success for this class.

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?

Greatest Needs

Though stakeholders have identified numerous areas where growth is needed to achieve our vision, the number of students attending Six Rivers limits the amount of feedback on our school dashboard. Six Rivers currently does not have any red or orange indicators on our state dashboard.

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 our student population and the fact we have few significant subgroups, the only dashboard element are suspensions socioeconomic disadvantaged and students with disabilities. Over the past years there has been significant improvement in this area. Currently the dashboard indicator is yellow. Based upon current data for 2017-18, it is expected that the dashboard will reflect significant growth in this area again.

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.

Increased or Improved Services

Six Rivers is actively working to improve support for all students, and in particular low income and foster students, as they find their pathways to career and college. To this end, there has been a concerted effort to connect all students with services that will support them in this process such as Talent Search and Cal-SOAP. Both Talent Search and Cal-SOAP have an active presence on our campus. Students are getting support in setting goals, applying for colleges, financial aide, and academic tutoring. Six Rivers is utilizing College Readiness funds to take students on college visits, provide Professional Development for teachers, and make resources available for all students. Finally, a Title 1 aide supports the learning of our low income students on a daily basis.

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
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,016,329

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 for Fiscal Services (Function 7200) $7,913

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$895,078

Annual Update

LCAP Year Reviewed: 2017-18

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

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 Priorities: 1, 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric: 1) Students will meet or exceed standards in the ELA SBAC test and the Math SBAC test.

Baseline: 32% - ELA
35% - Math

17/18: Maintain or improve

Both ELA and math scores for the SBAC improved in 2017. Scores from April 2017 demonstrate ELA growth, with 73.08% met or exceeding standards, and math growth, with 46.15% met or exceeding standards.

Metric: 2) UC/CSU eligible graduates will maintain or improve.

Baseline: 42.31 % in 2016

17/18: 42.31 %

As of June 2017, 26.09% of graduates were UC/CSU eligible. This demonstrates a decline from the previous year.

Metric: 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.

Baseline: Comparing Fall 2015 – Spring 2016, -0.02 growth (district inclusive data, not specific to Six Rivers)

17/18: Maintain or improve

There was no end of year report done in June of 2017, so we do not have data for this metric.

Expected

Actual

Metric: 4) All students will have access to standards aligned materials as approved in the annual board resolution of sufficiency aligned materials.

Baseline: All Students

17/18: All Students

All students have access to standards aligned materials. This outcome has been maintained.

Metric: 5) The Academic Performance Index (API) will be addressed once the calculation of this metric is determined by the State.

Baseline: NA

17/18: NA

Not Applicable. No API metric was established in the prior year.

Metric: 6) Maintain 1-to-1 Chromebook to student ratio

Baseline: 1-1 Ratio

17/18: 1-1 Ratio

With the purchase of 30 new chromebooks in the 2017-18 school year, the ratio of students to chromebooks has improved. We maintain our 1-1 ratio and have a supply reserve.

Expected	Actual
Metric: 7) At least one common prep a month dedicated to cross-curricular development.	At least two common preps a month dedicated to cross-curricular development.
Baseline: 0 meetings each month	
17/18: 1 Meeting Each Month	

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create and implement multi disciplinary CCSS CP, and AP curriculum to support students understanding of the higher-level concepts.	This year, the staff of SRCHS facilitated at least one opportunity per grade level for students to present cross-curricular applications outside the classroom. These opportunities included: History Day presentations for Freshmen, Sophomores, and Juniors; Publishing Flash Fiction in grades 9-12 in both the school newspaper, the Swashbuckler,	Amount a) 431,717 b) 58,475 c) 211,323 d) 22,384 e) 44,876 Source LCFF (0000,1400) Lottery (1100,6300) Title I (3010) College Readiness (7338)	Amount a) 474,566 b) 59,254 c) 232,489 d) 35,543 e) 45,333 Source LCFF (0000,1400) Lottery (1100,6300) Title I (3010) College Readiness (7338)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	and the North Coast Journal; the Winter Performance for students in drama, students who play music, art students, and senior Project class to organize and put on an event; Innovate Business Challenge for Seniors in Econ. In addition, staff have revised a plan to implement at least one opportunity for engagement in a service learning project. Instead of implementing one plan per grade level, the staff is facilitating a scaffolded implementation that is both cross curricular and moves students along the continuum from dependent to independent to interdependent learners while taking students through the engineering design process at a base level. In the 9th Grade, students complete a "Problem and Solution" essay in English 1, with a focus on what potential problem they want to try to help solve within the community. In the 10th Grade,	Budget Reference a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services	Budget Reference a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	students collect data in math class, and utilize their mathematics to analyze and evaluate their data to determine if their problem is relevant and worth creating a project to address. Students revise the problem/solution as needed. In the 11th Grade, students research previous solutions in English class, with a focus on how to do quality research. Again, students revise as needed. In the 12th Grade, in the Senior Project class, students finalize their Service Learning project, after having spent the last 4 years working to develop this quality project. Project will be presented to the public and the underclassmen at the end of the school year. Furthermore, in the Landscaping and Design class, grades 9-12, students will be partnering with Northcoast Environmental		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Center to do Plaza Clean Up. Finally, every year we offer a schoolwide trip to Patrick's Point for Invasive Species Removal.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Staff identified areas of need for PD, curriculum development, and collaboration during one of the common prep periods. In addition, staff were surveyed at the start of the year using the professional growth plan establish staff needs. Throughout the school year, in-house PD opportunities are offered during the staff meetings. The focus this year has been on the implementation of the new gradebook data system, Synergy, as well as on Differentiated Instruction. All staff have participated in instructional	Amount See Goal 1, Action A Source Budget Reference	Amount See Goal 1, Action A Source Budget Reference

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	coaching cycles, focused on student learning via curriculum implementation and differentiated instruction. All staff have one-on-one meeting times with the instructional coach scheduled weekly to support staff in their individual needs. In addition to in house PD, interested staff have registered and attended PD opportunities outside of Six Rivers, including taking the Mathematical Mindsets Course through Stanford, attending the CMCN Far North Math Conference, the Arts Integration Conference, and IEP writing and law conferences.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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.	New curriculum was purchased and implemented in World History and Integrated Math 3. 30 new chromebooks were purchased to ensure a working 1-1 ratio.	Amount a) 0 b) 500 c) 50 d) 0 e) 1,592 Source LCFF (0000) Budget Reference a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services	Amount a) 0 b) 500 c) 50 d) 0 e) 2052 Source LCFF (0000) Budget Reference a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services

Action 4

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Implement a study skills program that supports student achievement in their CP and AP classes.	Staff developed and implemented a study skills curriculum.	Amount See Goal 1, Action A Source Budget Reference	Amount See Goal 1, Action A Source Budget Reference

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |

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.

All actions were implemented, though some plans were modified to be completed over the course of the next four years, specifically plans that were developed to address action #1. While significant progress was made on action #1, and specific projects were developed and implemented, the creation of multi-disciplinary curriculum to support all students understanding is still a priority for our site. As such, the staff will continue to need relevant PD and time to collaborate as a group. Through our process of bringing engaging and challenging curriculum to our students, new textbooks and materials were purchased for certain classes within their given sequence of study, and we plan to continue to purchase the relevant textbooks and materials for those courses that are next in the given sequences. In addition, to maintain a functioning 1-to-1 technology platform, our purchase of 30 Chromebooks this year is part of a 5-year plan to class-by-class renew and update our Chromebooks, ensuring that our students always have appropriate access to the digital world. Action #4 was thoroughly implemented, and we plan to revisit the curriculum this summer and reflect on the effectiveness, and adjust accordingly.

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

The actions were effective in making progress towards the articulated goal, though we would like to continue to work in this area. While our achievement did increase, as demonstrated by our outcomes with most metrics and the successful implementation of our actions, we also acknowledge that the process of developing and implementing engaging and challenging CP curriculum that aligns with CCSS and moves students from academically dependent learners to independent and interdependent learners is still a work in progress.

Specifically speaking, Action #1 will need a few more years of implementation before fully deciding whether it has been effective or not. Action #2 has been effective for those who chose to take the opportunity, though not all staff members participated. Action #3 will need a few more years to have fully funded the sequential changes in curriculum, but is currently seen as effective. Action #4 is always an ongoing discussion for our staff, in regards to the benefits and drawbacks for study skills curriculum. While the curriculum is effective for most students, there is a small population whose

achievement did not increase when offered the study skills curriculum. As a staff, we plan to discuss modifications and revisions to the study skills curriculum over the course of the nest year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in the budgeted expenditures and the actual expenditures are a result of three developments in 2017: a negotiated settlements that increased compensation for both certificated and classified staff, increased health care costs, and increased costs of retirement benefits.

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.

Our primary change is in combining our current goal #4 and our current goal #1, and adjusting the wording to read, "Inclusive, effective, engaging and rigorous academic instruction and support for all students." Initially, we had separated the goals and actions developed that were geared towards supporting the learning of CP and AP students and supporting the learning of high needs students. As we have adopted the MTSS model and worked with Universal Design Learning this past year, it has become apparent that "all means all," and developing engaging and rigorous academic instruction for all students encompasses both of these subgroups, as well as any students who are not in these subgroups.

As we have merged our previous Goal 1 and 4 together, we have also merged our expected outcomes and metrics.
We have added graduation rates and dropout rates, the implementation and data collected from Interim Assessments for the SBAC, AP test participants, and data in regards to ELL, CELDT, and ELPAC to the current goal #1. In addition, we removed the previous outcomes #3, 5, 6 from our plan. Outcome #3 was removed because the End of Year report is no longer given. Outcome #5 was removed because the API has not yet been determined. Outcome #6 has been embedded into Goal 1 Action 3.

The majority of our actions will remain, as they are in progress and need a few years to complete, though minor changes have been made to Action 1, 2, and 3. Action 2 and 3 have been combined into Goal 1 Action 3, and a new Action 5 addresses Differentiated Instruction with a focus on Universal Design for Learning (UDL). In addition, a new Action 6 that addresses the use of Interim Assessments.

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 Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Metric: 1) Suspension rates including rates in disaggregated areas, will remain the same or improve.

Baseline: 16.83% of student body

17/18: 13.38%

Actual

As of April 1, 2018, the number of suspensions at Six RIvers is 1, for a rate of 1%. In 2016-17 the total number of suspensions was 9 for a rate of 8.65%, however the rate for unduplicated students was 6.73%

Expected

Actual

Metric: 2) Attendance rates will remain the same or improve.

Baseline: 92.09%

17/18: 91.42%

The attendance rate at the end of the 2016-17 school year 89.25%. The monthly attendance rates for the 2017-18 school year have ranged from 91% to 94%. As of May 1st, 2018, the average attendance is 93.1%

Metric: 3) Expulsion rates including rates in disaggregated areas, will remain the same or improve

Baseline: 0% expelled

17/18: 0%

The number of students expelled in 2017-18 is 0 as of April 1, 2018.

Metric: 4) California Healthy Kids Survey results will show the overall school connectedness rating will improve.

Baseline: 64.42%

17/18: 66%

The Healthy Kids Survey results show 100% of our students have an overall school connectedness rating of "High" or "Moderate"

Expected	Actual
Metric: 5) The student perception of "feeling safe or very safe at school" will improve on the California Healthy Kids Survey.	The Healthy Kids Survey results show student perception of "feeling safe or very safe at school" is at 91%.
Baseline: 80%	
17/18: 81%	
Metric: 6) The Facilities Inspection Tool (FIT) will remain at 100% "Good."	The current FIT score is at 94%. This shows a decline.
Baseline: 100%	
17/18: 100%	
Metric: 7) Percent of properly credentialed teachers will remain at 100%.	100% of teachers at Six Rivers are properly credentialed.
Baseline: 100%	
17/18: 100%	

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review, revisit, and maintain opportunities for Six Rivers community building through school wide activities and projects.	Throughout the 2017-18 school year, Six Rivers staff members have maintain and improve traditional community building activities. These activities included: The Community Meeting at the start of the school year, New Student Orientation, A community building field trip to Patrick's Point, a Report Card Night at the end of the first semester, the Winter Performance, an awards breakfast at the end of the first semester, and a kickoff assembly for testing week. Throughout the school year, Six Rivers staff has utilized the common prep, staff meetings, and Parent Advisory Committee meetings to review the success of these events and plan improvements for the upcoming year. An example of work completed includes important	Amount a) 0 b) 2,880 c) 2,605 d) 0 e) 0 Source LCFF (0000) Budget Reference a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services	Amount a) 0 b) 2,938 c) 2,617 d) 0 e) 0 Source LCFF (0000) Budget Reference a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	changes for improving the launch of the school year. In the upcoming year, Six Rivers plans to have a back to school BBQ that has a component for transfer students prior to the BBQ. In addition staff has planned to coordinate with AHS's Back to School Night, instead of Report Card Night, so that it allows for our parents to visit with AHS instructors, and our staff who work for both locations do not have double duty. Other key elements of the coordinated efforts to build community include Six Rivers' effort to build connected curriculum, academic awards, and student activities.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Regularly connect students to services and resources.	The school has begun to set up a calendar by grade level and month to connect students to services and resources. Currently, all of our students have access to the Career and College Center (C&CC). The C&CC presents to the sophomore and junior students and parents, as well as presents to the seniors in their Senior Project Class. The Freshmen are connected with the Crisis Counselor and the Library through their Health and Technology courses. Our students also have access to the Sources of Strength group on campus, who are available every day at lunch. In addition to resources that our students can access on campus, we currently bring resources and services to our school. Cal-SOAP tutors work with our students in study skills courses, we have Instructional	Amount a) 0 b) 3,448 c) 2,777 d) 0 e) 22,759 Source LCFF (0000) Lottery (1100) Prop. 39 (6230) Budget Reference a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services	Amount a) 0 b) 3530 c) 2,800 d) 0 e) 75,271 Source LCFF (0000) Lottery (1100) Prop. 39 (6230) Budget Reference a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Aides that are available as resources to our students. We bring in the Rape Crisis Team and North Country Clinic to connect our students with mental and physical health resources and services.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain a safe learning environment that focuses on student learning.	Among the efforts to establish the expected norms at Six Rivers include: • The Pirates of the Month program. Each month students are receive a mini-lesson about the expected norms for behavior at Six Rivers when one student in their class is recognized for setting a positive example. • The "Buccaneer" program rewards student who are "caught doing the right thing". Each week there has been a drawing for prizes from local	Amount See Goal 2, Action A Source Budget Reference	Amount See Goal 2, Action A Source Budget Reference

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	businesses. • Posters featuring the Pirate Code are posted in classrooms. Pirate Code was also reinforced during presentation of Pirate of the Month. • Whole school award assembly at the end of the first semester to recognize students on the honor roll or for perfect attendance. • The use of positive postcards to celebrate student success. For students struggling at Six Rivers: • Regular review of students of concern at staff meetings and the creation plans for interventions for these students. • Restorative practices such as conflict mediation, Rule School, and parent conferences • Regular and persistent communication with parents regarding progress.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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.

All actions were implemented, though to varying degrees of completion. In regards to action #1, the students, staff, and stakeholders all contributed to reflecting on community meetings, and revisions have been made to implement next year. In addition, the process of reflection has again become a norm as a staff after a community event takes place. This will be an ongoing action as we continue to reflect and revise our community events.

In regards to Action #2, while we were successful in connecting students to resources and services, this is still an area that the staff would like to continue to show growth in. With the turn-over of the technology and health instructors, the plan to ensure all of our 9th grade students are connected to a wealth of resources remains an area to check back in on to ensure this is happening yearly. We did a great job of connecting students to academic resources, such as Cal-SOAP, though we would like to reflect on the implementation of the academic supports to ensure they are reaching all students who need them.

Action #3 has perhaps the most items done to specifically address the goal. However, we still see the need for growth and revision to this action. Areas we would still like to address include student and staff reflections on the learning environment, as well as self-assessments and peer assessments.

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

The actions were effective, as evidenced by our growth in almost all metrics. We show only one area that declined, and that is Facilities Inspection Tool, which dropped from 100% to 94%. Our actions to achieve our articulated goal were highly successful, none the less. Outcome #1 saw the most improvement, with the percentage of students being suspended dropping from 16.63% to 1%. In addition, our overall all attendance improved form 92% to 93%

There are two metrics that we do not yet have data for, as of May 3, 2018, and that is the feeling of connectedness and the perception of feeling safe.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In 2017-18 Northern Humboldt utilized Proposition 39 funds to upgrade lighting and heating at Six Rivers. As a result there was a significant increase in the services budget component. Other increases are a result of increased salaries, and benefit costs.

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.

We are changing our goal slightly to include a few more specific terms. We have added the word "inclusive" to describe the environment, as it has become a focus of our school and our district to be fully inclusive within our program. In addition, we have added the descriptors "social, emotional, and behavioral" to specify what needs of the students we are referencing.

Minor changes have been made to our expected outcomes and metrics, primarily in realigning the location of certain outcomes. We have added Chronic Absenteeism as a metric to this goal, and moved the FIT into our modified Goal 3.

Beyond the small change to the phrasing of the goal to be more specific as to what we are addressing and trying to achieve, and the minor changes to the expected outcomes and metrics, we have made limited changes to the actions. Primarily, we have adjusted the phrasing, but kept the overall action. Action 1 remains about community building, but in less specifics, so that we may adjust what that means to our school as needed. Action 2 and 3 remain unchanged. We have added 2 more actions to this goal, specifically Action 4, establish discipline practices that reflect a restorative mindset , and Action 5, provide universal social/emotional supports and interventions in all classrooms. As our district and school has moved into the implementation of MTSS through our SUMS grant, we have determined that these are actions that will need to be included in order to achieve our expected outcomes.

Goal 3

Six Rivers will improve methods of communication for all stakeholders.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4

Local Priorities:

Annual Measurable Outcomes

Expected

Metric: 1) The School Messenger system and ParentVUE will be used to notify parents, including parents of students
with disabilities, of stakeholder meetings.

Baseline: 2 meetings

17/18: 2 meetings

Actual

ParentVUE is available to all parents and is utilized consistently to monitor student grades. In addition, emails are sent to all parents to remind them of upcoming stakeholder meetings as well as upcoming events. There are monthly public meetings for all stakeholders at the Parent Advisory Committee. The dates of these meetings are available on our website.

Expected

Actual

Metric: 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.

Baseline: 1 survey

17/18: 1 survey

A survey of all parents in the Northern Humboldt District was conducted. From these results Six Rivers data was able to be broken down and analyzed. An additional survey just for Six Rivers Parents was conducted in the spring.

Metric: 3) Maintain the number of presentations to parent groups.

Baseline: 2

17/18: 2

There were 13 opportunities for stakeholder engagement with our LCAP. In addition, regular opportunities for parents to gather information about Six Rivers were available in 2017-18. Among the opportunities were: a Community Meeting before school began, an opportunity to meet with the Principal during the AHS open house, the Winter Performance that featured student work, and two Parent Nights to provide information for students interested in attending Six Rivers.

Metric: 4) The chronic absenteeism rate will maintain or improve.

Baseline: 21.78% in 2015-16

17/18: 21.78%

The Chronic Absenteeism rate for 16-17 was 21.9%. This marks a slight increase.

Expected

Actual

Metric: 5) Six distinct and different newsletters sent home, one at each term with grade reports.

Baseline: 6

17/18: 6

Six Rivers has produced newsletters at the conclusion of each term, thus 6 newsletters have been sent home. One was sent home via email the others were sent home in the mail along with the report cards.

Metric: 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.

Baseline: 10

17/18: 10

At this point in the school year, at least thirty-five emails have been sent to parents containing updates, announcements, and other important information.

Metric: 7) Parent Advisory Committee Dates listed on website. Agendas posted to website 2 days prior to meetings

Baseline: Posted by October 1

17/18: Posted by October 1

While some agendas and minutes are posted on the Six Rivers website, they were not placed on the site prior to the meeting.

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All stakeholders are consistently and regularly informed about Six Rivers.	Communication with the Six Rivers community of stakeholders has been maintained in the following ways: • Six Rivers hosts parent information or back to school events Regular emails have been sent to parent groups containing news and announcements. On average 5 emails are sent each month. • The Six Rivers website has been maintained an updated to including important information for the larger community. In particular, this is a resource for the families of students interested in attending Six Rivers and parents seeking information about the school. • Periodically, the auto-dialer is used to communicate important reminders to all parents. • A link to the daily bulletin for	Amount See Goal 1, Action A Source Budget Reference	Amount See Goal 1, Action A Source Budget Reference

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	students and parents of Six Rivers is available on the home page of the Six Rivers website. • The Six Rivers Facebook page is regularly updated to celebrate student success and provide announcements about upcoming events. • The parents of students receiving honor roll or attendance awards receiving mailing announcing their accomplishments.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Provide consistent and regular opportunities for stakeholders to give input on the school's progress.	Monthly meetings of the Parent Advisory Committee have been held in 2017-18. Involved parents provide feedback for LCAP and WASC plans as well as Six Rivers' events. All meetings are open to the public and are announced to the entire Six Rivers community via email. Public input is regularly part of the agenda.	Amount See Goal 1, Action A Source Budget Reference	Amount See Goal 1, Action A Source Budget Reference

Action 3

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Recruitment and outreach will accurately highlight the unique structure and important traditions of SRCHS.	Recruitment events were revised in 2017 to more effectively highlight the program, structure, and traditions at Six Rivers. A team of students presented to students at each of the feeder schools where they accurately presented Six Rivers college prep curriculum. In addition, staff hosted two parent information nights to provide a materials and answer questions.	Amount See Goal 1, Action A Source Budget Reference	Amount See Goal 1, Action A Source Budget Reference

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Communicate, interact with, and forge relationships more effectively with the community.	In 2017-18 Six Rivers reached out to the business community to support student learning in the following ways: • Three local businesses interested in supporting student learning have provided prizes for the "Buccaneer" drawing that are held each week. Students who are "caught doing the right thing" by teachers and staff can be recognized with a "Buccaneer." • Ten local businesses purchased ads in the Six Rivers' Art Calendar. This service-learning project was designed and marketed by seniors. The ads paid for the production costs of the calendars. Each month featured art created by Six Rivers Students. Calendars were sold to the community and the proceeds went to the senior class for their trip. • Dozens of businesses and	Amount See Goal 1, Action A Source Budget Reference	Amount See Goal 1, Action A Source Budget Reference

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	individuals provided items for the senior class' effort to raise money for their senior trip through a silent auction. • The local newspaper regularly prints pictures and a description of students who have been recognized as Pirates of the Month. • Dozens of local business and parents contributed to the effort to produce a dinner for the Six Rivers' community at our Winter Performance. • Partnerships with Cal-SOAP, HSU, CR have been very helpful for preparing student college opptunities.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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.

All of our actions were implemented this year. We have an updated web presence, in the form of both a website and a Facebook page. Guardians receive mailers with school newsletters 6 times per school year at a minimum, and guardians are emailed every few weeks, though this is not yet on a consistent schedule. In addition, all stakeholders have the opportunity to give feedback to our school via the Parent Advisory Committee meetings that occur monthly, and our community connections have increased in a variety of ways.

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

These actions were effective, though there is still room for improvement. While Action 1 references "consistently and regularly" informing stakeholders, our actual outcome was much higher than the minimum of 10 parent emails sent. Instead, 35 parent emails were sent over the course of the year, as of the end of April. The feed back from the parents is that sometimes, there is not enough communication, but then at others there is too much communication. The preference from the stakeholders was for there to be a "consistent" outreach of communication in order to ensure that the information is not overloaded, or too sparse.

Action 2, while met, could also improve. While the parents were given the opportunity to provide feedback through a district survey, less than 10% participated. In addition, our monthly PAC meetings, a great place to provide feedback to our school, were at times rescheduled, and the meeting dates were not pre-posted on the websites for all dates. This is an area to improve.

However, even with a few areas in need of improvement, the overall actions were highly successful, with all expected outcomes met with the exception of one. Our chronic absenteeism rate his slightly increased, but all other metrics were met or exceeded.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in the budgeted expenditures and the actual expenditures are a result of three developments in 2017: negotiated settlements that increased compensation for both certificated and classified staff, increased health care costs, and increased costs of retirement benefits.

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.

We have made significant changes to this goal. As we reflected on our progress and actions this year, and as we move forward with MTSS, we feel that communication is inherently embedded in our other goals and actions, and as such we have adjusted this goal. Our modified goal three will focus on developing an integrated education framework that features inclusive policy and practice and fosters family and community engagement. As such, our expected outcomes and metrics have changed. We have removed outcome 1, 2, 5, 6, and 7. Expected outcome number 3 will remain, and number 4 has moved into Goal #2.

In addition, our actions have changed. Action 2 has been folded into Action 1. Action 3 found so much success this year that we had 50 students apply to fill our 28 spots in the freshman class. As such, we have retired Action 3, as it is no longer necessary. Action 4 has been embedded into our Goal #2, Action #2 so it is no longer a part of this goal.

Goal 4

Six Rivers will improve academic achievement for high needs populations.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric: 1) Percent of high needs students who meet or exceed SBAC standards will maintain or improve.

The percent of high needs students who meet or exceed the SBAC standards improved in both ELA, at 60%, and math, at 33.3%.

Baseline: 33.46% = ELA
20.17% = Math

17/18: 33.46% = ELA
20.17% = Math

Expected

| | |
Actual

Expected

Metric: 2) Early Assessment Program (EAP) test results for the high needs population will remain the same or improve.

Baseline: 33.46% = ELA
20.17% = Math

17/18: 33.46% = ELA
20.17% = Math

Metric: 3) D/F list for high needs population will remain the same or improve.

Baseline: 45.83%

17/18: 45.83%

Metric: 4) Graduation rates for high needs will remain the same.

Baseline: 100%

17/18: 100%

Actual

The percent of high needs students who meet or exceed the EAP standards improved in both ELA, at 60%, and math, at 33.3%.

The number of high needs students on the D/F list improved, dropping to 36.47%.

Graduation rates maintained at 100% of the high needs students.

Expected

Actual

Metric: 5) Develop a model to track college readiness through A-G progress.

Baseline: Develop the model
Baseline UC/CSU Eligible: 27.27%

17/18: Determine baseline

We are currently setting up A-G tracking in the new darta system, Synergy. In addition, the percentage of high needs students who are UC/CSU eligible increased to 33.3%.

Metric: 6) Dropout rates for high needs will remain the same or improve.

Baseline: 0%

17/18: 0%

Dropout rates maintained at 0%.

Metric: 7) Number of high needs students who take the AP/IB exam or passed a dual enrollment class will remain the same or improve.

Baseline: 2015-16,
AP =
Dual En. =

17/18: AP =
Dual En. =

42% of students enrolled in an AP class took the test.

Expected   **Actual**

Metric: 8) Students reclassified fluent English proficient will remain the same or improve.

Baseline: 2015-16, No EL Students

17/18: Establish a Baseline

No EL students this year.

Metric: 9) All EL students will be tested on the CELDT with the overall average improvement improving or remaining the same.

Baseline: 22.6%

17/18: 22.6%

No EL students this year.

Metric: 10) EL students will have access to CCSS materials in the EL Study Skills and EL Development classes.

Baseline: 100%

17/18: 100%

Maintained at 100%

Expected

Actual

Metric: 11)All students who are on the D/F lists that are chronically absent will improve or maintain.

Baseline: 2015-16, 11.46%

17/18: 11.46%

Improvement occurred in this area, with students who are on the D/F lists that are chronically absent reducing to 6.73%

Metric: 12) Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students.

Baseline: Broad course of study offered

17/18: Broad course of study offered

Maintained. All students have access to all courses of study.

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 1

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**

| 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. | This past year, staff evaluated and reflected on the teaching strategies that best make learning accessible, while analyzing the current knowledge and skill gaps of our high needs populations. A survey of the staff was given to determine PD wants and needs to best address our students' learning and skill gaps. In-house PD opportunities were provided focused on differentiated instruction.

The use of a title 1 aide for mathematics and chemistry continues. In addition, Cal-SOAP tutors work with our high needs students during study skills. | Amount
a) 21,510
b) 2,796
c) 10,347
d) 0
e) 0

Source
LCFF Supplemental/Conc. (0001)
Special Ed (contribution to 6500)

Budget Reference
a) Certificated Salaries
b) Classified Salaries
c) Employer Benefits
d) Materials and Supplies
e) Services | Amount
a) 21,349
b) 2,230
c) 10,166
d) 0
e) 0

Source
LCFF Supplemental/Conc. (0001)
Special Ed (contribution to 6500)

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

SRCHS staff will identify the needs of incoming students in order to effectively support them.	This year, we have focused on developing a method for sharing information about student needs, and keeping the data updated regularly when changes have been made. When new students arrive, IEP's/504's are shared with the staff and added to the digitally shared folder. When incoming students and families meet with the principal, a four year plan is developed based on parent and student academic goals.	Amount See Goal 4, Action 1 Source Budget Reference	Amount See Goal 4, Action 1 Source Budget Reference

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

SRCHS staff will reevaluate the needs of current students in order to effectively support them.	The staff of SRCHS uses the D/F list to drive discussion of student concerns during meetings after every term. In addition, more informal discussions take place as needed at staff meetings. Furthermore, students are provided with opportunities to self-reflect and assess their own learning progress through the digital portfolio, the science classes, the math classes, senior project, study skills, and drama.	Amount a) 29,762 b) 0 c) 14,930 d) 0 e) 1,739 Source LCFF (0000) LCFF Supplemental/Conc. (0001) Budget Reference a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services	Amount a) 30,081 b) 0 c) 14,959 d) 0 e) 1,739 Source LCFF (0000) LCFF Supplemental/Conc. (0001) Budget Reference a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services

Action 4

Planned Actions/Services　　　**Actual Actions/Services**　　　**Budgeted Expenditures**　　　**Estimated Actual Expenditures**

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

Implementation of a Student Success Coordinator to help with organizing testing for AP students, student scheduling, UC/CSU readiness. In addition, Senior Project works on both college and career readiness. All students have the opportunity to take CTE courses in multiple pathways.

Amount
See Goal 1, Action A

Source

Budget Reference

Amount
See Goal 1, Action A

Source

Budget Reference

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |

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.

We were successful in implementing all actions, though at varying degrees. While all staff had access to professional development, not all staff took advantage of that. In addition, while all incoming students were accessed for their needs, and data was shared with the staff, it was primarily focused on students with IEP's and 504's, which is only a portion of our students with high needs. In addition, while the staff identifies students on the D and F list at each term, and engages in informal and formal discussions about students of concern at our staff meetings, these conversations focus more on identifying students than evaluating needs in order to properly support.

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

The actions within this goal have been identified as successful, as all expected outcomes and metrics have been met. Overall student achievement increased, as measured by the ELA and Math SBAC scores. In addition, the EAP scores improved, and the number of students on the D and F list reduced.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In 2017-18, health issues impacted the ability of the Six Rivers instructional aide to come to school. Unfortunately, we were not able to fill this role for an extended time. As a result expenditures for this position actually declined.

However, in 2017 daily expenditures for classified employees increased as a result of increased costs for salaries and benefits.

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.

As our district and school moves towards full implementation of MTSS, we have embedded this goal into our Goal #1, as we work to support all students. All of the current actions have been embedded into Actions 2 and 3 of Goal #1. All metrics remain, but have been shifted to other Goals.

Stakeholder Engagement

LCAP Year: 2018-19

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?

The LCAP and WASC goals and Action Plans for Six Rivers are regular elements for discussion for the staff at Six Rivers at the weekly staff meetings and the weekly collaboration during the common prep. During these times staff has evaluated and reflected upon progress, made plans to implement elements of the action plans, and considered revisions that could improve Six Rivers' progress toward the achievement of our goals. In addition, a number of activities and events have been organized at both the district and school level to reach out to stakeholders. Including:

• October 24, 2017: Six Rivers Parent Advisory Committee Meeting- This public meeting included 4 members of PAC, an administrator, student representative, and teacher representative. At this meeting the team Review of the Six Rivers LCAP Action Plans from the previous year and provided feedback.
• November 28, 2017: Input on Six Rivers Events This public meeting included 4 members of PAC, an administrator, student representative, and teacher representative. At this meeting the team Review of the Six Rivers LCAP Action Plans from the previous year and provided feedback.
• December 5, 2017: District Stakeholder Meeting. Participants included 1 board member, 2 students, 5 parents, 1 community member, 5 teachers, and 10 staff members.
• January 16, 2018: Six Rivers Parent Advisory Committee Meeting- This public meeting included 4 members of PAC, an administrator, student representative, and teacher representative. Reflection on LCAP/WASC Action and Goals 1 and 2
• February 1, 2018: LCAP Study Session. Participants included 5 board members, 1 community member, and 8 staff members.
• Jan 31 - Feb 1, 2018: SUMS Grant MTSS Training 1
• March 19 - 20, 2018: SUMS Grant MTSS Training 2
• March 21, 2018: Leadership Team feedback review and writing team.
• March 21, 2018: Six Rivers Parent Advisory Committee Meeting- This public meeting included 4 members of PAC, an administrator, student

representative, and teacher representative. Reflection on LCAP/WASC Action and Goals 3 and 4
• April 9, 2018: Leadership Team writing meeting
• April 24, 2018: Six Rivers Parent Advisory Committee Meeting- This public meeting included 4 members of PAC, an administrator, student representative, and teacher representative. Review Six Rivers LCAP. Parents provided feedback and guidance.
• April 25, 2018: Stakeholder Meeting. Participants included *****
• *Note - LCAP Update was a standing agenda item in the 2017-18 board meetings
• BARGAINING UNITS were invited to the following
• December 5, 2017: Stakeholder Meeting
• February 1, 2018: LCAP Study Session
• March 14, 2018: Faculty/Staff Survey
• LCAP Update at each board meeting
• COMMUNITY MEMBERS were invited and participated in the following
• December 5, 2017: Stakeholder Meeting
• February 1, 2018: LCAP Study Session
• March 14, 2018: Parent survey
• May 16, 2018: Six Rivers Parent Advisory Committee Meeting- This public meeting included 4 members of PAC, an administrator, student representative, and teacher representative LCAP and Six Rivers Handbook

Impact on LCAP and Annual Update

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

Last year Six Rivers' stakeholders collectively agreed to make the discussion and work to implement LCAP goals a systematic ongoing effort. To this end there has been regular meaningful conversations and work on the LCAP amongst stakeholders. This will most significantly reflected by significant reorganization of the goals of our LCAP to match the district's and Six Rivers' emphasis on Multi-Tiered Systems of Supports. While the vast majority of actions will continue into the future, they will be organized under just three goals. The first goal will focus on academic achievement of all students. The second is focused on social emotional supports and fostering an effective learning environment. Finally, the third will focus on implementing the systematic structure elements that will support the first two goals.

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 1

Inclusive, effective, engaging and rigorous academic instruction and support for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

The percent of students who met or exceeded the 2017 SBAC ELA assessments was 73% which we would like to see maintained or improved. The percent of students who met or exceeded the 2017 SBAC Math assessment was 46% which we would like to improve. In addition, the number of students who were UC/CSU eligible was 26.08% which we would like to see improve.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rates	100%	Maintain or improve	Maintain or improve	Maintain or improve
Drop Out Rates	0%	Maintain or improve	Maintain or improve	Maintain or improve
Interim assessments participants	84 total Interim Block Assessments (IBA), includes duplicated students who took more than one IBA.	Implement Interim Comprehensive Assessment (ICA) and establish a baseline for participation in each of the following grade levels: 9, 10, 12.	Maintain or improve	Maintain or improve
Interim assessments: students near or above standard	29.8%	Maintain or improve	Maintain or improve	Maintain or improve
Students will meet or exceed standards in ELA SBAC and Math SBAC test Scores	73% - ELA 46% - Math	Maintain or improve	Maintain or improve	Maintain or improve

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students will meet or exceed standards EAP Scores	73% - ELA 46% - Math	Maintain or improve	Maintain or improve	Maintain or improve
UC/CSU eligible graduates	26.08%	Maintain or improve	Maintain or improve	Maintain or improve
D/F List Semester 2 grades	36.47%	Maintain or decrease	Maintain or decrease	Maintain or decrease
Overall GPA above a 2.0	86%, Spring Semester 2017	Maintain or improve	Maintain or improve	Maintain or improve
AP test participants	42% of those enrolled in AP courses	Maintain or improve	Maintain or improve	Maintain or improve
Dual Enrollment pass rate	100%	Maintain or improve	Maintain or improve	Maintain or improve

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassification rate of English Language Learners	No EL Students	Establish baseline when we have EL students	Maintain or improve	Maintain or improve
Overall average percent of students improving on the CELDT	No EL Students	Establish baseline when we have EL students	Maintain or improve	Maintain or improve
Overall average percent of students improving on the ELPAC	No EL Students	Establish baseline when we have EL students	Maintain or improve	Maintain or improve
Number of students participating in College & Career Center Activities	As of March 14, 2017: 698 Students District Wide	As of March 14, 2018: 874 Students District Wide	Maintain or improve	Maintain or improve
Common prep focused on cross curricular development	0 meetings per month	At least 1 common prep meeting per month	Maintain or improve	maintain or improve

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of properly credentialed and appropriately assigned teachers will remain at 100%	100%	100%	Maintain	Maintain
Percentage of students who have access to broad courses of study through our partnership with Arcata High	100%	100%	Maintain	Maintain

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 #1

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Modified	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Multidisciplinary Common Core State Standards curriculum to support student engagement and understanding: Create and implement at least one multidisciplinary integrated project that supports the CCSS.	Reflect and revise implementation from previous year. Include assessments on ESLR's. Create and implement another multidisciplinary integrated project that supports the CCSS.	Reflect and revise implementation from previous year. Include assessments on ESLR's.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	a) 431,717 b) 58,475 c) 211,323 d) 22,384 e) 44,876	a) 474,566 b) 59,254 c) 232,489 d) 235,543 e) 45,333	a) 474,566 b) 59,254 c) 232,489 d) 235,543 e) 45,333
Source	LCFF (0000,1400) Lottery (1100,6300) Title I (3010) College Readiness (7338)	LCFF (0000,1400) Lottery (1100,6300) Title I (3010) College Readiness (7338)	LCFF (0000,1400) Lottery (1100,6300) Title I (3010) College Readiness (7338)
Budget Reference	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Modified	New	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
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.	This action is folded into Goal 1, Action 3.	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	NA	

Year	2017-18	2018-19	2019-20
Source	See Goal 1, Action 1	NA	
Budget Reference	See Goal 1, Action 1	NA	

Action #3

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Modified	Modified	Modified

2017-18 Actions/Services

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.

2018-19 Actions/Services

Reflect on current curriculums in all courses and purchase new curriculum as needed. Provide training to staff with new curriculum as requested.

Purchase 35 additional chromebooks

Provide instructional aides for courses and students as decided by

2019-20 Actions/Services

Purchase new curriculums if needed for courses identified in previous year. Provide training to staff with new curriculum as requested.

Purchase 35 additional chromebooks

Provide instructional aides for courses and students as decided by the staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) 0 b) 500 c) 50 d) 0 e) 1,592	a) 0 b) 500 c) 50 d) 0 e) 2052	a) 0 b) 500 c) 50 d) 0 e) 2052
Source	LCFF (0000)	LCFF (0000)	LCFF (0000)

Year	2017-18	2018-19	2019-20
Budget Reference	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services

Action #4

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

Students to be Served	**Location(s)**
N/A	N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**

| Modified | Modified | Modified |

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| Implement a study skills program that supports student achievement in their CP and AP classes. | Reflect on curriculum. Revise as needed. Maintain small class sizes, settings, and services. | Implement iterated curriculum. |

Budgeted Expenditures

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

Action #5

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

Students to be Served

Location(s)

| All Students | All Schools |

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	Reteach Differentiated Instruction and incorporate Universal Design Learning while continuing to build capacity for implementation.	Refine skills and continue to implement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	See Goal 1, Action 1	See Goal 1, Action 1

Year	2017-18	2018-19	2019-20
Source	NA	See Goal 1, Action 1	See Goal 1, Action 1
Budget Reference	NA	See Goal 1, Action 1	See Goal 1, Action 1

Action #6

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

Students to be Served

Location(s)

All Students	All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	Increase use of interim assessments, including Interim Comprehensive Assessments (ICA). Research and implement test taking strategies, including the use of these strategies during interim assessments.	Evaluate and revise

Budgeted Expenditures

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

Develop and maintain an inclusive, safe, and productive learning environment that addresses the social, emotional, and behavioral needs of the whole student.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

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 2016-17 was 6.73%
The 2016-17 attendance rate was 89.25%, with chronic absenteeism being 21.9%
The percent of the student body who were expelled in 2016-17 was 0%
The percentage of students who felt connected to the school was 100%, with 91% feeling safe or very safe at school.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension rate for unduplicated students	6.73% of student body	Maintain or improve	Maintain or improve	Maintain or improve
Expulsion Rates	0%	Maintain or improve	Maintain or improve	Maintain or improve
Attendance rates for excused, unexcused, cut and uncleared	89.25%	Maintain or improve	Maintain or improve	Maintain or improve
Chronic Absenteeism	21.90%	Maintain or improve	Maintain or improve	Maintain or improve
Overall school connectedness rating of "high" or "moderate"	100%	Maintain	Maintain	Maintain
Student perception of "feeling safe or very safe at school"	91%	Maintain or improve	Maintain or improve	Maintain or improve

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 #1

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Modified	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Review, revisit, and maintain opportunities	Implement revised community building	Evaluate and refine community building

for Six Rivers community building through school wide activities and projects.	activities. Seek feedback from stakeholders. Continue to seek feedback from students and staff through annual surveys.	activities. Continue to seek feedback from students, staff, and stakeholders staff through annual surveys.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) 0 b) 2,880 c) 2,605 d) 0 e) 0	a) 0 b) 2,938 c) 2,617 d) 0 e) 0	a) 0 b) 2,938 c) 2,617 d) 0 e) 0
Source	LCFF (0000)	LCFF (0000)	LCFF (0000)
Budget Reference	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Regularly connect students to services and resources.

2018-19 Actions/Services

Develop an outreach calendar by year in school to ensure all students are connected with relevant resources.

Establish a process for supporting students in crisis.

2019-20 Actions/Services

Utilize and incorporate outside resources as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a) 0 b) 3,448 c) 2,777 d) 0 e) 22,759	a) 0 b) 3530 c) 2,800 d) 0 e) 75,271	a) 0 b) 3530 c) 2,800 d) 0 e) 75,271
Source	LCFF (0000) Lottery (1100) Prop. 39 (6230)	LCFF (0000) Lottery (1100) Prop. 39 (6230)	LCFF (0000) Lottery (1100) Prop. 39 (6230)
Budget Reference	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services

Action #3

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain a safe learning environment that focuses on student learning.	Gather and evaluate student and stakeholder feedback through evaluations about the learning environment, including self-reflections and peer evaluations.	Revise processes for teaching the school wide norms

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 2, Action 1	See Goal 2, Action 1	See Goal 2, Action 1

Source	See Goal 2, Action 1	See Goal 2, Action 1	See Goal 2, Action 1
Budget Reference	See Goal 2, Action 1	See Goal 2, Action 1	See Goal 2, Action 1

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	Research, participate in professional development and clarify our use of discipline practices that reflect a restorative mindset	Establish strategies for implementation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	See Goal 2, Action 1	See Goal 2, Action 1
Source	NA	See Goal 2, Action 1	See Goal 2, Action 1
Budget Reference	NA	See Goal 2, Action 1	See Goal 2, Action 1

Action #5

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

Students to be Served	Location(s)
N/A	N/A

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

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

NA

2018-19 Actions/Services

Provide universal social/emotional supports and interventions in all classrooms: Professional Development

2019-20 Actions/Services

Build and implement staff capacity for universal social/emotional supports and interventions

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	See Goal 2, Action 2	See Goal 2, Action 2
Source	NA	See Goal 2, Action 2	See Goal 2, Action 2

| Budget Reference | NA | See Goal 2, Action 2 | See Goal 2, Action 2 |

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

Integrated education framework that features inclusive policy and practice and fosters family and community engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4

Local Priorities:

Identified Need:

As we move into full implementation of MTSS, we have the need to for this goal in order to provide the foundation for successful implementation of our first and second goals.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

All students will have access to standards aligned materials as approved in the annual board resolution of sufficiently aligned materials, including ELD standards.	100%	100%	Maintain	Maintain
SWIFT-FIA Assessment	NA	Establish baseline	Maintain or improve	Maintain or improve
LEA Assessment	NA	Establish baseline	Maintain or improve	Maintain or improve
The Facilities Inspection Tool (FIT) will have a "Good" rating	94%	91%	Maintain or improve	Maintain or improve

Maintain the number of presentations to parent groups (e.g. LCAP Stakeholder meetings)	11	13	Maintain or improve	Maintain or improve
SWIFT-FIT Assessment (Fidelity of Implementation Tool)	NA	Establish baseline	Maintain or improve	Maintain or improve

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 #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
All stakeholders are consistently and regularly informed about Six Rivers.	Outreach to school board to get a student rep on the school board Develop a sustainable system for the 4-year plan implementation	Refine and implement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	See Goal 1, Action 1	See Goal 1, Action 1

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

Action #2

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Modified	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide consistent and regular opportunities for stakeholders to give input on the school's progress.	This action is folded into Goal 3 Action 1	N/A

Budgeted Expenditures

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

Action #3

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

Retired.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	NA	
Source	See Goal 1, Action 1	NA	

Budget Reference	See Goal 1, Action 1	NA	

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Communicate, interact with, and forge relationships more effectively with the community.	Folded into Goal 2, Action 2.	N/A

Budgeted Expenditures

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

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
New	New	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
NA	Analyze data and use data to raise awareness for areas of improvement	Develop and implement an effective system to inform instruction

Budgeted Expenditures

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

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

NA

2018-19 Actions/Services

Recognition/reward system at the site for students and staff: Reflect on and revise awards for students and staff.

2019-20 Actions/Services

Refine and implement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	See Goal 2, Action 1	See Goal 2, Action 1
Source	NA	See Goal 2, Action 1	See Goal 2, Action 1
Budget Reference	NA	See Goal 2, Action 1	See Goal 2, Action 1

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| New | New | Unchanged |

| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |

| NA | Develop and publish protocols to access and implement interventions and supports | N/A |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	See Goal 1, Action 2	
Source	NA	See Goal 1, Action 2	
Budget Reference	NA	See Goal 1, Action 2	

Action #8

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	New	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
NA	NA	Research and begin conversation about common assessment and grading practices

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	See Goal 1, Action 1
Source	NA	NA	See Goal 1, Action 1

Budget Reference	NA	NA	See Goal 1, Action 1

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 4

RETIRED: Six Rivers will improve academic achievement for high needs populations. THIS GOAL IS RETIRED IN 2017-18. ACTIONS FOLDED INTO GOALS 1-3 STARTING IN 2018-19.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

NA

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NA	NA	NA	NA	NA

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 #1

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
New	Unchanged	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
All actions have been folded into Goals #1,	N/A	N/A

#2, and #3.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA		
Source	NA		
Budget Reference	NA		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

$84,950

Percentage to Increase or Imporve Services

10.49%

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.

In 2017-18 the number of hours of the Special Education aide was increased to 4 hours each day. In 2018-19 the aide will continue to be on campus for 4 hours each day.

In addition, the connection to career and college services were enhanced. Cal-SOAP tutors and were on campus for more hours and the support from Talent Search for SED students was enhanced.

Finally, our Title 1 aide expanded his role to include support of students in Chemistry.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

$84,950

Percentage to Increase or Imporve Services

10.49%

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.

For 2018-19 we have secured the services of a former student to serve as our special education aide. In 2017-18 our aide experienced health issues that forced us to go without (because there were no subs) for long stretches of time. Simply having an aide everyday will increase expenditures and more importantly improve services for our special education students.