# LCFF Budget Overview for Parents

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).
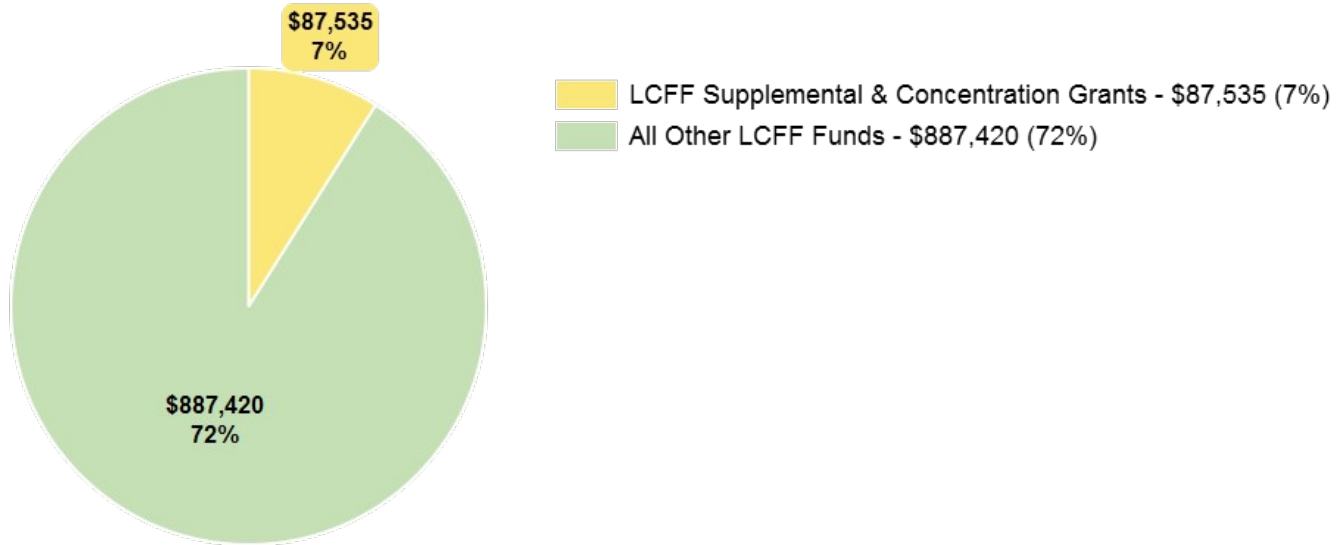
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source
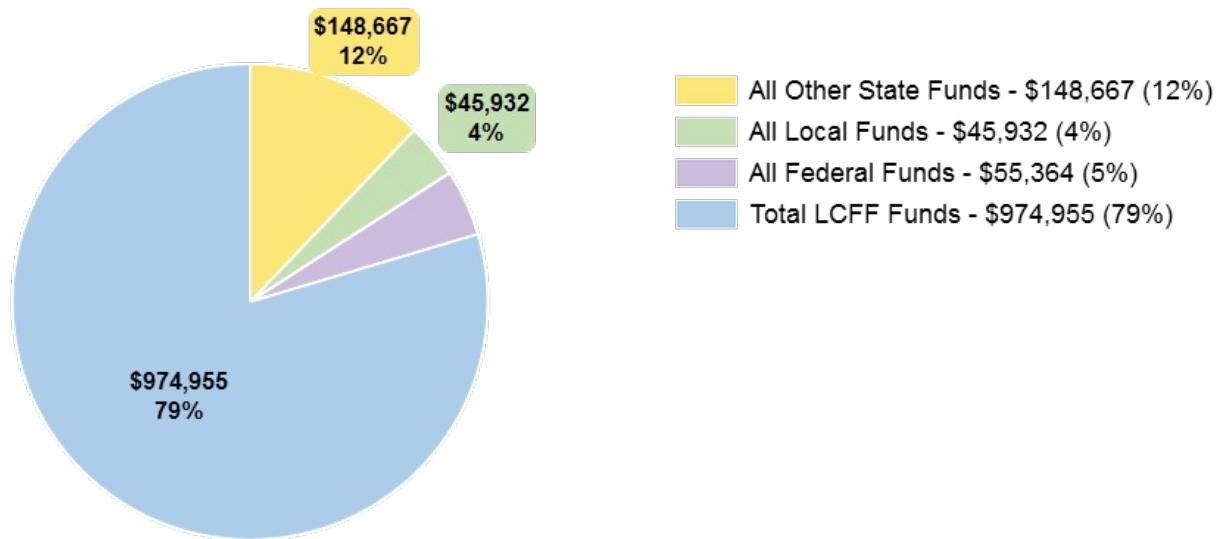
Source	Funds	Percentage
All Other State Funds	$148,667	12%
All Local Funds	$45,932	4%
All Federal Funds	$55,364	5%
Total LCFF Funds	$974,955	79%

Breakdown of Total LCFF Funds

- **LCFF Supplemental & Concentration Grants** - $87,535 (7%)
- **All Other LCFF Funds** - $887,420 (72%)

Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$87,535	7%
All Other LCFF Funds	$887,420	72%

These charts show the total general purpose revenue Six Rivers Charter High expects to receive in the coming year from all sources.

The total revenue projected for Six Rivers Charter High is $1,224,918, of which $974,955 is Local Control Funding Formula (LCFF), $148,667 is other state funds, $45,932 is local funds, and $55,364 is federal funds. Of the $974,955 in LCFF Funds, $87,535 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures
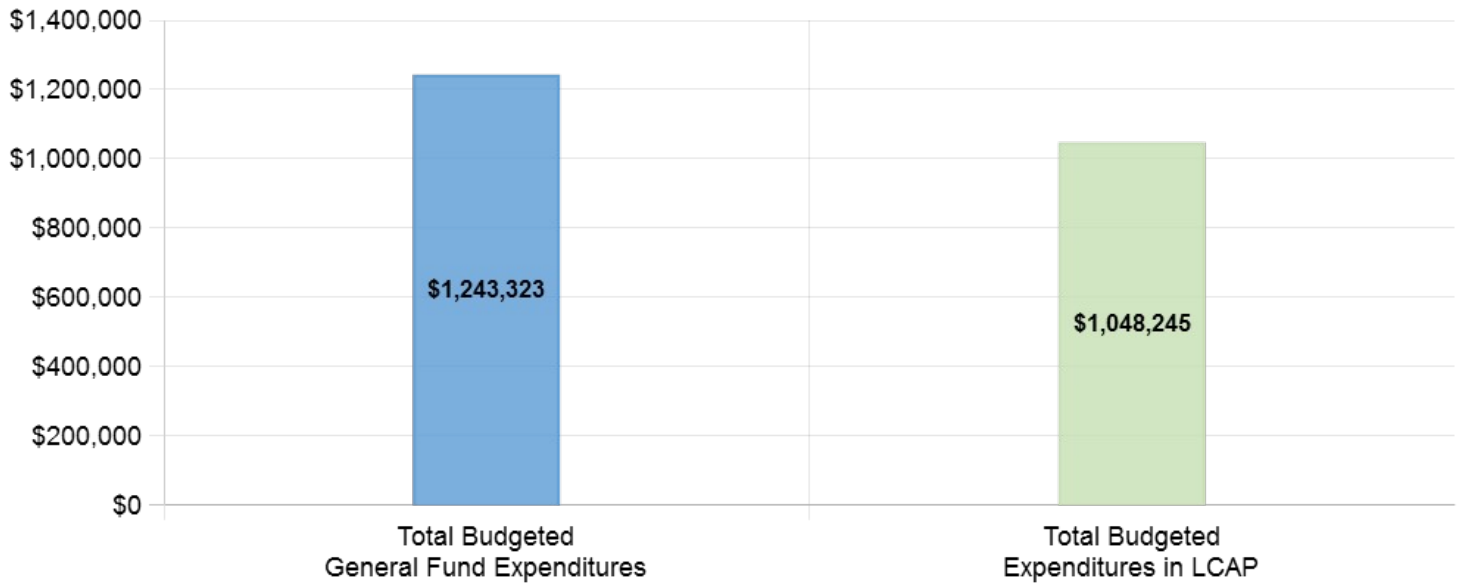
Source	Funds
Total Budgeted General Fund Expenditures	$1,243,323
Total Budgeted Expenditures in LCAP	$1,048,245

This chart provides a quick summary of how much Six Rivers Charter High plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Six Rivers Charter High plans to spend $1,243,323 for the 2019-20 school year. Of that amount, $1,048,245 is tied to actions/services in the LCAP and $195,078 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Administration for Fiscal Services (Function 7200) $6460
Grant funds received intended to be expended district wide (Function 1000) $125000
Fiscal Software (Function 7700) $2433
Amount of indirect paid back to NoHum for services (Function 9300) $54296
Technology Services (Function 1000) $6889

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Six Rivers Charter High is projecting it will receive $87,535 based on the enrollment of foster youth, English learner, and low-income students. Six Rivers Charter High must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Six Rivers Charter High plans to spend $87,535 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students
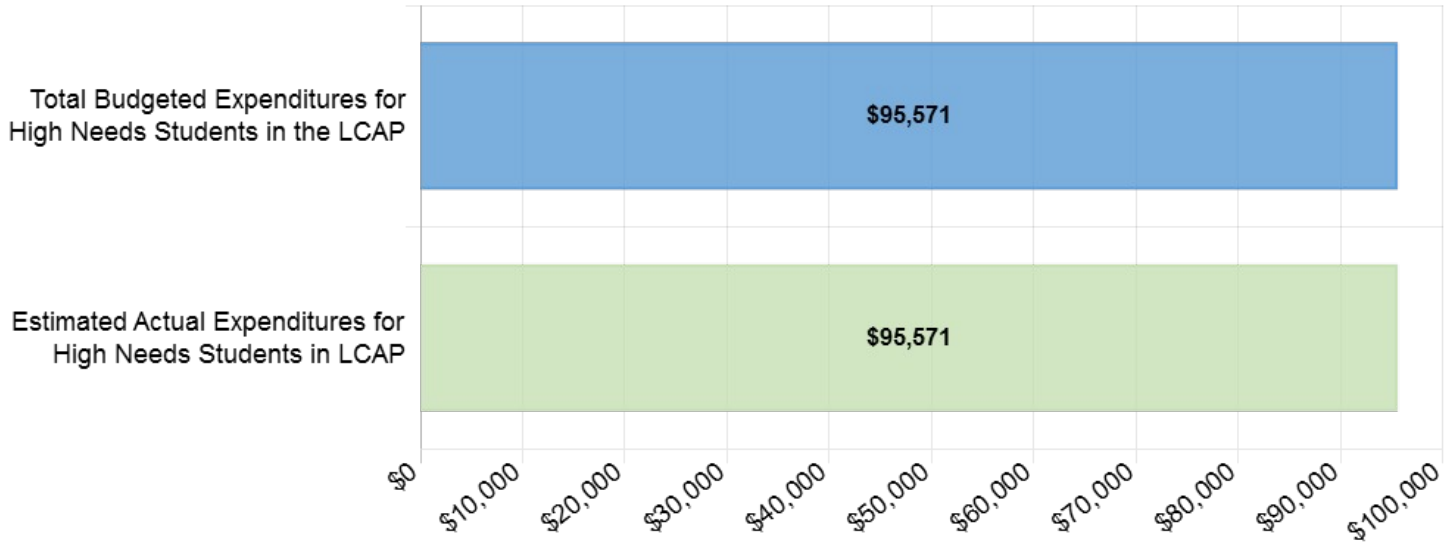
Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$95,571
Estimated Actual Expenditures for High Needs Students in LCAP	$95,571

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

In 2018-19, Six Rivers Charter High's LCAP budgeted $95,571 for planned actions to increase or improve services for high needs students. Six Rivers Charter High estimates that it will actually spend $95,571 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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	707-825-2428

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 California School Dashboard, 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

Because the small size of our school Six Rivers does not have enough data to constitute a major subgroup. Nevertheless, staff examines progress in all areas and has made the effort to utilize interim exams to monitor individual as well as program growth over time.

The most significant progress made over the past two years has been reflected in suspension rates. Six Rivers utilizes MTSS strategies to directly teach the school norms, recognize exemplary students, and restorative practices for correction. The result has been a reduction in suspensions. In 2018-19, systems for monitoring student data for discipline was implemented.

Referring to the California School Dashboard, 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 California School Dashboard, 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

While there are no performance gaps as indicated by the Dashboard,

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed:

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

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:

Annual Measurable Outcomes

Expected	Actual
Maintain or improve	2017-18 Graduation Rates decreased by 3.8% from 100% to 96.2%. This outcome was not met.
Maintain or improve	2017-18 Drop Out Rate maintained from 0% to 0%. This outcome was met.

Expected	Actual
Maintain or improve	2018-19 Interim Assessment Participants, as of April 30th 2019, increased from 84 total IBAs in March of 2018 to 240 ELA IBAs and 297 Math IBAs in April of 2019. This outcome was met.
Maintain or improve	2018-19 Interim assessment students near or above standard, as of April 30th 2019, increased from 29.8% total to 59.6% for ELA and 47.4% for Math. This outcome was met.
Maintain or improve	2017-18 students who meet or exceed standards on the SBAC/CAASPP tests decreased by 10% in ELA from 73% to 63%, and decreased by 9% in Math from 46% to 37%. This outcome was not met.
Maintain or improve	2017-18 students who meet or exceed standards EAP scores decreased by 10% in ELA from 73% to 63%, and decreased by 9% in Math from 46% to 37%. This outcome was not met.
Maintain or improve	2017-18 UC/CSU eligible graduates increased by 31.62% from 26.08% to 57.7%. This outcome was met.

Expected	Actual
Maintain or decrease	2017-18 D/F semester 2 grades increased from 36.47% to 38.8% of the student population with one or more D/F. This outcome was not met.
Maintain or improve	2017-18 overall GPA above a 2.0 in spring semester decreased from 86% to 75.5%. This outcome was not met.
Maintain or improve	2017-18 AP test participants increased from 42% of the students enrolled AP courses to 100% of students enrolled in AP courses taking the test. A baseline percentage of students taking AP test compared to student population is established at 1.4% of the grade 10-12 students. This outcome was met.
Maintain or improve	2017-18 Dual Enrollment pass rate is not applicable for the 2017-18 school year as no students were involved in dual enrollment. This outcome is not applicable.
Maintain or improve	2017-18 Reclassification rate of English Language Learners is not applicable this year, as there were no EL students to reclassify. This outcome is not applicable.

Expected	Actual
Maintain or improve	2017-18 overall average percent of students improving on the CELDT is not applicable this year, as there were no EL students who took the CELDT. This outcome is not applicable.
Maintain or improve	2017-18 overall average percent of students improving on the ELPAC is not applicable this year, as there were no EL students who took the ELPAC. This outcome is not applicable.
Maintain or improve	2017-18 number of students participating in College & Career Center Activities, as of March 14th, increased from 698 to 874 students district wide. This outcome was met.
Maintain or improve	2017-18 common prep focused on cross curricular development increased from 0 common prep meetings per month to on average, 1 common prep meeting per week. This outcome was met.
Maintain	2017-18 properly credentialed teachers maintained itself at 100%. This outcome was met.

Expected	Actual
Maintain	2017-18 continued to provide a broad course of study that includes all the state required subject areas for all students, including unduplicated and exceptional needs students. This outcome was met.

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
Reflect and revise implementation from previous year. Include assessments on ESLR's. Create and implement another multidisciplinary integrated project that supports the CCSS.	During the 2018-19 school year, we reflected and revised our development and implementation of the digital portfolio. Through team discussions, SRCHS staff realized that in order to fully implement the portfolio as we would like to see it implemented, we needed to create a portfolio rubric, which then lead to the discussion of needing a cross-curricular writing rubric. Our discussions also lead to	a) 474,566 b) 59,254 c) 232,489 d) 235,543 e) 45,333 Source LCFF (0000, 1400) Lottery (1100, 6300) Title 1 (3010) College Readiness (7338) Budget Reference a) Certificated Salaries	There was a data entry error in the 2018-19 LCAP where the "Estimated Actual Expenditures" for 2017-18 was input as "Budgeted Expenditures" for 2018-19. Therefore, our template numbers don't match. The values below represent what the "Budgeted Expenditures" for 2018-19 should have read: a) 429,159 b) 22,776 c) 219, 142 d) 29,977

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	establishing a need to develop an assessment for the SLO's. By the end of the 2018-19 school year, we have a draft version of a rubric for assessing SLO's in all classes. Specific classes worked together to integrate cross curricular projects or references. English and Social Sciences developed a cross-curricular academic lexicon, and Math and Theatre Arts implemented cross curricular projects used to design for the school play. In addition, the SRCHS team reflected and revised the implementation of our scaffolded service learning project. We decided to begin implementation in the 9th grade year in English 1. However, due to maternity leave, the initiation of this action did not take place, and we pushed implementation in the 9th grade year to the 2018-19	b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services	e) 13,086 f) 0 g) 17,971 Below are our "Estimated Actual Expenditures": a) 503, 753 b) 25,117 c) 232,400 d) 34,464 e) 51,032 f) 0 g) 17,971 Source LCFF (0000, 1400) Ind. Study (0002) Donations (0015) Lottery (1100, 6300) Title 1 (3010) Special Ed. (3310, 6500) College Readiness (7338) Budget Reference a) Certificated Salaries b) Classified Salaries c) Employer Benefits

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	school year.		d) Materials and Supplies e) Services f) Capital Equipment g) Other Outgo (Ind. Study Cost)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
This action is folded into Goal 1, Action 3.	This action is folded into Goal 1, Action 3.	NA	NA

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Upon reflection during the 2018-19 school year, no courses needed new curriculum purchased during this school year. As such, no training for new curriculum was provided. Teachers continued to expand their instruction within the current curriculum. We continue to reflect on the need for new curriculum annually, as updates to textbooks and resources are	a) 0 b) 500 c) 50 d) 0 e) 2052 Source LCFF (0000) Budget Reference a) Certificated Salaries b) Classified Salaries	See Goal 1, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	identified periodically. During the 2018-19 school year, we purchased an additional 35 Chromebooks. The old Chromebooks were archived and stored, and the new Chromebooks were set up in room 700. The 2018-19 school year saw the expansion in the focus of our Title 1 aide to include both Math and Science, specifically chemistry. This continues to be a necessary support for our students. In addition, we hired a new part time special education aide. Students work well with her, and she provides the support needed in classes.	c) Employer Benefits d) Materials and Supplies e) Services	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Reflect on curriculum. Revise as needed. Maintain small class	For the 2018-19 school year, our study skills program continued to	See Goal 1, Action 1	See Goal 1, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
sizes, settings, and services.	be an asset to our program. At the onset of this second year of teaching the study skills curriculum, we realized that the study skills curriculum is essential for freshmen students, and that differentiated and adapted curriculum is needed for those students who have already received the curriculum in the previous years. As such, each study skills instructor teaches a modified version of the curriculum, based on the group needs in the specific class. In this way, our study skills program provides the necessary skills to all incoming Freshmen, and provides scaffolded implementation to students in grades 10-12 based on the needs of the students each year In addition, we renewed our Charter this year. Within our Charter, we continued to set a maximum enrollment near 100		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	students in order to maintain our small class sizes, settings, and services. Our average class size by class period is about 22 students, when outliers are removed. While our class sizes by sections are much smaller, we believe that an actual count of students in the room during each class period is a more accurate portrayal of class size than sectional class sizes, as some class periods contain more than one section. Our median (middle of the data set) class size is 23, and our mode (number that appears most often) class size is 27. All of these class sizes are below the state average of 30 students.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Reteach Differentiated Instruction and incorporate Universal Design Learning while continuing to build	During the 2018-19 school year, our staff participated in training focused on Differentiated	See Goal 1, Action 1	See Goal 1, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
capacity for implementation.	Instruction (DI) over the course of 1 full Professional Development (PD) day, and 5 mini-PD focus hours throughout the school year. Throughout this process, we decided to table specific instruction in Universal Design Learning until the following year. While DI is a large component of Universal Design Learning (UDL), we quickly realized that the staff needed to focus on DI primarily this year, and move into UDL the following year.		

Actual Actions/Services (continued):

The following dates are a summary of the PD our staff focused on in relation to DI.

District PD, Full Day August 22, 2018: Reviewed Differentiated Instruction by Content, Process, Product, and Learning Environment; Introduced Restorative Practices; Introduced Journey Mapping, an approach to help foster

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	relationships and promote appropriate behavioral/social/emotional education. Mini-PD, October 19, 2018: Review differentiation by Content, Process, and Product. Introduced DI by Student Variance: Readiness. Mini-PD, October 22, 2018: Review DI by Student Variance: Readiness. Introduced DI by Student Variance: Interest Mini-PD, November 5, 2018: Review DI by Student Variance: Readiness and Interest. Introduced DI by Student Variance: Learner Profile. Mini-PD, February 25, 2019: Reviewed DI by Teacher Variance (Content, Process, Product, and Learning Environment) and DI by Student Variance (Readiness, Interest,		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Learner Profile). Self-Evaluated DI Lesson Plan according to lesson plan rubric. Mini-PD, May 6, 2019: Summary of all PD throughout the year in terms of DI by Teacher and Student Variance. Peer-critiqued and evaluated DI lesson plan of peer to provide collegiate feedback for improvement. All staff completed at least one lesson plan with DI integrated into the lesson plan, and submitted to our administrator by December 21. All staff revised at least one lesson plan with DI integrated into the lesson plan, and submitted to our administrator by June 1.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase use of interim assessments, including Interim	After implementing the ICA during the 2017-18 school year,	See Goal 1, Action 1	There was a data entry error in the 2018-19 LCAP where the a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Comprehensive Assessments (ICA). Research and implement test taking strategies, including the use of these strategies during interim assessments.	our staff came to the conclusion that the amount staff time needed to hand score the assessments was not worth the value of the assessment data. As such, we adjusted our implementation in the 2018-19 school year. All of our grade 9 and 10 students took at least 4 Interim Block Assessments (IBA) in each content area, and many students completed 6 IBAs during our testing week. We continue to use IBAs in our math classes as non-standardized assessments of progress, and we need to establish a way to differentiate the scores from standardized vs. non-standardized test takings. We plan to disaggregate the standardized assessment data to our staff at either our end of the year staff retreat in the 2018-19 school year, or at the the start of the 2019-20 school year.		budgetary item was incorrectly associated with the action item. In addition, a data entry error in the 2018-19 LCAP input the "Estimated Actual Expenditures" for 2017-18 as "Budgeted Expenditures" for 2018-19 Therefore, our template numbers don't match. The values below represent what the "Budgeted Expenditures" for 2018-19 should have read: a) 52,538 b) 3,082 c) 26,686 d) 0 e) 1,739 f) 0 g) 0 Below are our "Estimated Actual Expenditures": a) 37,155 b) 3,036 c) 20,597 d) 0 e) 1,739 f) 0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	While at least one staff member attended training on the test taking strategies offered for the CAASPP tests in regards to UDL, there is a need to share this information in a formal way with the entire staff in order to best support our students while testing.		g) 0 Source LCFF (0000) Suplemental/Concentration (0001) Budget Reference a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services f) Capital Equipment g) Other Outgo (Ind. Study Cost)

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 few years. While significant progress was made on action #1, and specific projects were built, implemented, and reflected upon, such as the school wide portfolio and the cross-curricular writing rubric, 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, we plan to continue reflect upon current curriculums and revise as necessary, including the purchase of relevant textbooks and materials for those courses that are identified as needing revision. In addition, to maintain a functioning 1-to-1 technology platform, our purchase of 35 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.

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 some of our metrics and outcomes were met, there were other areas where we did not meet our goals. Specifically, our graduation rate declined, our CAASPP achievement decreased in both our Math and ELA tests scores and EAP scores, our D and F list percentage increased, and our overall GPA above a 2.0 decreased. Aside from these areas, our implementation of our actions was successful in maintaining a 0% dropout rate, increasing the use of Interim Assessments and their corresponding scores, an increase in UC/CSU eligible graduates, an increase in AP test participants, an increase in College and Career Center activity participation, and an increase in common prep meetings. We 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 folded into Action #1. Action #3 continues to provide our school with up-to-date technology and curriculum. Action #4 is always an ongoing discussion for our staff, in regards to the benefits and drawbacks for study skills curriculum. We feel our current approach, with specific curriculum for the Freshmen class, and scaffolded implementation for the grades 10-12 is mostly successful in implmentation. However, we still need to discuss how best to support students and to increase student work production while in that class.

Overall, Goal #1 reflects a Six Rivers goal of many years: to improve engagement and rigor in order to support student learning. Recent WASC self-study findings and metric outcomes continue to indicate a need to improve academic instruction and support for all students using methods such as differentiated instruction and formative assessments. Student success is central to the Six Rivers Vision and Schoolwide Learner Outcomes. A focus on improving instruction to meet the needs of all students is supported by faculty surveys, the school climate survey, LCAP data, state assessment data, as well as discussions and recommendations from the WASC self study participants and stakeholders.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Within Goal 1, Actions 1, 3, and 5, we had differences of over 10% between our Budgeted Expenditures and Estimated Actual Expenditures in areas related to classified salaries, materials/supplies, and service/operating. The salary differences are due to negotiations, and the materials/supplies and service/operating differences are due to prop 39.

Within Goal 1, Actions 6, we had differences of over 10% between our Budgeted Expenditures and Estimated Actual Expenditures in areas related to certificated salaries and employer benefits. These salary differences and employer benefits are due to a reduction in course offerings due to demand.

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 made no changes to Goal number 1 for the 2019-20 school year, but we did add additional ways of assessing growth towards our goal and actions to achieve our goal. All of our current outcomes are essential to measure growth towards Goal 1, however we also decided to add an additional metric, Outcome #19: The distance from level 3 (met standard) in ELA SBAC and Math SBAC test scores. In addition, after analysis of our progress and discussions among staff and stakeholders, we added two additional actions, Action #7, which focuses on the development of robust common formative/summative assessments, and Action #8, which focuses on the implementation of academic advisories.

Action #7 was added to address our need to asses our students of our Schoolwide Learner Outcomess (SLOs), as well as a way to address the gap

in our ELA SBAC scores, specifically as it related to writing scores. As there was a deficite in our students writing scores, we decided to work on writing across all content areas, and began the development of our schoolwide cross-curricular writing rubric.

Action #8 was added to address our need for a cohesive way to implement many schoolwide initiatives in regards to career and college readiness, such as tracking and updating 4-year plans, SAT/ACT prep, implementing schoolwide survey's, and the devleopment of student academic portfolios.

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:

Annual Measurable Outcomes

Expected	Actual
Maintain or improve	2017-18 suspension rate of unduplicated students decreased by 3.83% from 6.73% of the student body to 2.9% of the student body. This outcome was met.
Maintain or improve	2017-18 expulsion rate maintained at 0%. This outcome was met.

Expected	Actual
Maintain or improve	2017-18 Attendance rates for excused, unexcused, cut and uncleared increased by 3.59% from 89.25% attendance to 92.84% attendance. This outcome was met.
Maintain or improve	2017-18 chronic absenteeism rate increased by 3.8% from 21.9% chronic absenteeism to 25.7% chronic absenteeism. This outcome was not met.
Maintain	2017-18 overall school connectedness rating decreased from 79% of our grade 11 students to 22.5% of our grade 9 and 11 students. This outcome was not met.
Maintain or improve	2017-18 student perception of "feeling safe or very safe at school" decreased by 11% from 91% of our grade 11 students only to 80% of our grade 9 and 11 students. This outcome was not met.

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

Planned Actions/Services

Implement revised community building activities.

Seek feedback from stakeholders.

Continue to seek feedback from students and staff through annual surveys.

Actual Actions/Services

At the start of the 2018-19 school year, our staff implemented the revised community building activities based off of student, stakeholder, and staff feedback in the previous year, including common prep, staff meetings, Parent Advisory Committee meetings, and schoolwide surveys. First, our staff improved the launch of the school year through the community night that takes place the week prior to school starting. In the 2018-19 school year, Six Rivers implemented a back to school BBQ and community night that has a component for new students prior to the BBQ. This start of the year community night was much more successful than in years past, as evidneced by the turnout of both new and returning students. Throughout the year, slight changes to our community events made it more accessible for guardians to

Budgeted Expenditures

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/Supplies
e) Service/Operating

Estimated Actual Expenditures

There was a data entry error in the 2018-19 LCAP where the "Estimated Actual Expenditures" for 2017-18 was input as "Budgeted Expenditures" for 2018-19. Therefore, our template numbers don't match. The values below represent what the "Budgeted Expenditures" for 2018-19 should have read:
a) 12,387
b) 0
c) 5,808
d) 0
e) 0
f) 0
g) 0

Below are our "Estimated Actual Expenditures":

a) 12,872
b) 0
c) 5,574
d) 0
e) 0
f) 0
g) 0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	attend events at both SRCHS and AHS, for those students who have classes at AHS. The staff coordinated with AHS's Back to School Night, instead of hosting a separate Six Rivers Report Card Night, so that our parents have the opportunity to visit with AHS instructors, and our staff who work for both locations do not have double duty. In addition to these start of the year community events, Six Rivers staff members continue to host traditional community building activities, including a community building field trip to Patrick's Point, a schoolwide Winter/Fall showcase, award ceremonies and schoolwide achievement acknowledgements every term, a kick off assembly and breakfast for CAASPP testing, a schoolwide fieldtrip to remove invasive species, and class specific fieldtrips by grade level, including HSU fieldtrips for		Source Special Education (6500) Budget Reference a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials/Supplies e) Service/Operating f) Capital Equipment g) Other Outgo (ind.study cost)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	sophomores, Junior College Trip to colleges in the Bay Area, and a Senior Class Trip. Other key elements of the coordinated efforts to build community include Six Rivers' effort to build connected curriculum, academic awards, and student activities. Throughout the year, SRCHS staff continually seek the feedback of our students after events to revise them for future events. As such, our term awards ceremonies were revised after the first term to be more student centered, and to provide more of a community feel. We continue to seek the feedback of our students, stakeholders, and staff as we reflect and revise schoolwide community events.		

Action 2

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

Planned 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.

Actual Actions/Services

During the 2018-19 school year, our focus in this action changed slightly. We were successful in establishing a process for supporting students in crisis, and out of this came our suicide protocols. This process has been successfully implemented throughout the year as needed.

While we did not yet develop an outreach calendar by year in school to ensure all students are connected with relevant resources, we focused instead on improving the connection of students with the college and career preparation services provided by Cal-SOAP and Trio, and our own College and Career Center. We still plan to develop an outreach calendar by year in school, but that action has been moved into the 2020-21 school year while we focus on fostering and building the outreach connections that we already have across all grade levels.

Budgeted Expenditures

a) 0
b) 3530
c) 2,800
d) 0
e) 75,271

Estimated Actual Expenditures

See Goal 2, Action 1

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

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Gather and evaluate student and stakeholder feedback through evaluations about the learning environment, including self-reflections and peer evaluations.	During the 2018-19 school year, we gathered and evaluated student and stakeholder feedback through school developed and district developed evaluations about the learning environment. We implemented a SRCH specific schoolwide survey at the start of the year to our students, and then followed up with a district developed survey. We plan to administer the district developed survey, with our additional questions added on to the end of the survey, at the end of the year as well. While individual classes have students self-reflecting and doing peer evaluations, they tend to be more content based than learning environment based.	See Goal 2, Action 1	See Goal 2, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	There is a need to implement the self-reflections and peer evaluations about the learning environments, and to do this in a more holistic approach so that the data is relevant and utilized by all staff.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Research, participate in professional development and clarify our use of discipline practices that reflect a restorative mindset	While we initially started the year with professional development that was an introduction to restorative practices, as a district we came to the conclusion that our professional development (PD) time this year should continue to focus on Differentiated Instruction (DI), and that PD in restorative practices would be tabled until the 2019-20 school year. This decision was made by the district MTSS leadership team, including representatives from all district sites, as we wanted to	See Goal 2, Action 1	There was a data entry error in the 2018-19 LCAP where the "Estimated Actual Expenditures" for 2017-18 was input as "Budgeted Expenditures" for 2018-19. Therefore, our template numbers don't match. The values below represent what the "Budgeted Expenditures" for 2018-19 should have read: a) 10,533 b) 0 c) 5,243 d) 0 e) 0 f) 0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	ensure successful implementation of all parts of the MTSS plan. In order for that to occur, more PD and implementation time was needed for DI. This action will be addressed in the upcoming 2019-20 school year in more detail. Even though we have tabled this action to the next school year, SRCHS began implementing discipline practices that reflect a restorative mindset through the development and use of our Behavioral Intervention Form. In addition, we evaluated the effect of our previous detention system and found it to be ineffective. As such, we began implementation of Rule School in the 2018-19 school year. We have began collecting data on this form of restorative discipline practice and will be evaluating its effects next year.		g) 0 Below are our "Estimated Actual Expenditures": a) 11,081 b) 0 c) 4,642 d) 0 e) 0 f) 0 g) 0 Source Supplemental/Concentration (0001) Budget Reference a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials/Supplies e) Service/Operating f) Capital Equipment g) Other Outgo (ind.study cost)

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide universal social/emotional supports and interventions in all classrooms: Professional Development	During the 2018-19 school year, our school focused on building and implementing staff capacity for universal social/emotional supports and interventions, with a focus on Tier 1 supports. The Instructional Coach was trained in the identification of Tier 1 social/emotional supports and interventions, and then in turn shared, retaught, and discussed the Tier 1 supports with the staff during Monday mini PD days. SRCHS staff were successful in implementing a Behavior Intervention Form that emphasizes Tier 1 supports within the classroom. However, more time is needed for all staff to fully understand what Tier 1 supports are and how best to implement them within the individual classes. As such, schoolwide PD in regards to Tier 1, and perhaps Tier 2, supports will be built into the PD schedule	See Goal 2, Action 2	See Goal 2, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	for the 2019-20 school year. In addition, the staff of SRCHS is currently working to develop a plan for implementing journey mapping with all incoming freshmen and transfer students during the 2019-20 school year, and to create a method to organize and share the journey maps with our staff.		

| 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 and implemented throughout the year. In addition, the process of reflection has continued to be 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, we were not successful in establishing a calendar for outreach and connections, and as such would like to keep this as an action item next year. In addition, the continued turnover of the technology and health instructors has hindered the plan to ensure all of our 9th grade students are connected to a wealth of resources. This remains an area to check back on to ensure this is happening yearly. We continued this year to do a great job of connecting students to academic resources, such as CalSOAP and TRiO, though we would like to reflect on the implementation of the academic supports within the study skills 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 of the learning environment.

Action #4 saw a surface level implementation this year, as through reflection and revision throughout the year, we decided as a district to move full implementation of this action into the following year. Even though this action has been tabled until next year, we still saw success in the development and implementation of our Behavioral Intervention Form (BIF) and our Rule School. We look forward to disaggregating the data we have collected through this past school year to reflect and revise our implementation.

Action #5 focused on building a capacity for understanding of Tier 1 supports, and we have identified that this is still an area of need within our staff. We did have successes, however, in that our BIF is focused on Tier 1 supports, and in addition as a staff we have decided to implement Journey Mapping next year with freshmen and transfer students.

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 most metrics. We show a few areas that declined, and that is in chronic absenteeism, feeling "safe" or "very safe" at school, and the feeling of school connectedness. There are a few things to note here in terms of the data used for outcomes 5 and 6, specifically referencing the data from the California Healthy Kids Survey (CHKS). In regards to the feeling of "safe" or "very safe" at school, please note the change in the additional grade level assessed during the 2018-19 school year to include both grades 9 and 11 instead of grade 11. In regards to the feeling of school connectedness: (1) The change from grade 11 assessment only to both grades 9 and 11; (2) While our LCAP data from last year states 91% reporting strongly agree, when referencing back to the California Healthy Kids Survey (CHKS) the report shows only 79% reporting "strongly agree" in the 2016-17 school year. Either way, this still is a decrease, though not as drastic. As we are a small school with small sample sizes, we have deemed it essential to assess all four years of our students in order to get an accurate picture of the school climate. Our data set for the next year will include data from all 4 grade levels. Currently, this data is an important piece of information to consider as we move forward and work to ensure that all students feel safe and connected at school. As such, we will continue to implement our reflect and revise our actions in order to see positive growth in our learning environment.

We did see success in our suspension rate, which decreased by 3.83% from 6.73% of the student body to 2.9%. In addition, our attendance rate increased by 3.59% from 89.25% attendance to 92.84% attendance. These positive strides show that our work towards the actions in this goal are making progress, though we still have room for improvement.

A safe, respectful, learning environment allows students to focus on the learning. The staff is proud that the supportive learning community provided by Six Rivers has become a hallmark. Stakeholders have identified that continued efforts to maintain and enhance the learning environment and the sense of community should continue to be a top priority. Best practices show that supporting students socially and emotionally leads to better behavior and greater academic success for all students. Teachers and staff will be trained to implement building relational capacity, restorative justice, and universal social/emotional supports and interventions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Within Goal 2, Action 4, we had differences of over 10% between our Budgeted Expenditures and Estimated Actual Expenditures in areas related to employer benefits. The employer differences are due to negotiations.

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 made no changes to Goal 2 for the 2019-20 school year, nor did we add additional metrics or actions. All of our current outcomes are essential to measure growth towards Goal 2, and all of our actions are still necessary as we work towards achieving our goal.

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:

Annual Measurable Outcomes

Expected	Actual
Maintain or improve.	2017-18 all students will have access to standards aligned materials as approved in the annual board resolution of sufficiently aligned materials, including ELD standards, maintained at 100%. This outcome was met.
Maintain or improve	2017-18 SWIFT-FIA Assessment (Fidelity Integrated Assessment) set a baseline at 21%. This outcome was met.

Expected	Actual
Maintain or improve	2017-18 LEA Assessment set the baseline at 33.33%. This outcome was met.
Maintain or improve	2017-18 The Facilities Inspection Tool (FIT) will have a "Good" rating decreased by 3% from 94% to 91%. This outcome was not met.
Maintain or improve	2017-18 maintain the number of presentations to parent groups (e.g. LCAP Stakeholder meetings) increased from 11 to 15. This outcome was met.
Maintain or improve	2017-18 SWIFT-FIT Assessment (Fidelity of Implementation Tool) was not applicable this year. We were not selected for implementation. This outcome is not applicable.

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
Outreach to school board to get a	This action is to support all	See Goal 1, Action 1	There was a data entry error in

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
student rep on the school board Develop a sustainable system for the 4-year plan implementation	stakeholders being consistently and regularly informed about Six Rivers. We have reached out to the school board to try to get a student rep on the board, but it has not been successful. Instead, we have focused on developing other ways to communicate to our stakeholders that include the following: Consistently updating the synergy website based gradebook, be that by day, week, month, or term, with consistency left up to the teacher's discretion; Maintaining an updated mobile friendly website; Consistently communicating via standard mail, email, and student produced publications, including the swashbuckler and the school update that goes out with each term; Improving and ensuring internal communication with all staff. In addition, as the 2018-19 school year has progressed, the development of the Pirate Parent group has		the 2018-19 LCAP where the a budgetary item was incorrectly associated with the action item. In addition, a data entry error in the 2018-19 LCAP input the "Estimated Actual Expenditures" for 2017-18 as "Budgeted Expenditures" for 2018-19 Therefore, our template numbers don't match. The values below represent what the "Budgeted Expenditures" for 2018-19 should have read: a) 31,434 b) 41,341 c) 44,379 d) 750 e) 18,730 f) 0 g) 0 Below are our "Estimated Actual Expenditures": a) 32,280 b) 43,679 c) 45,357 d) 750 e) 16,789

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	helped to foster communication and support with our stakeholders.		f) 0 g) 0 Source LCFF (0000) Lottery (1100) Title 1 (3010) Special Ed. (6500) Budget Reference a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials and Supplies e) Services f) Capital Equipment g) Other Outgo (Ind. Study Cost)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Retired.	Retired.	NA	NA

Action 3

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

Folded into Goal 2, Action 2.	Folded into Goal 2, Action 2.	NA	NA

Action 4

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Analyze data and use data to raise awareness for areas of improvement	During the 2018-19 school year, we worked consistently to analyze existing data streams, and to establish baselines for new data streams. This included creating a survey specific to SRCHS students and guardians to track perception data about the school, developing a system for tracking and updating data in order to foster conversations and raise awareness for areas of improvement. This system involves annually updating our WASC community profile and progress report, and discussing new trends at the start of the school year. Data that we currently track and will revisit in the fall includes CAASPP test scores, D and F lists, CA Dashboard information, and our LCAP metrics. In addition to data	See Goal 1, Action 1	See Goal 3, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	tracking, the 2018-19 school year saw the development and implementation of our SPSA and a plan to update it yearly. Our staff developed a method for the systematic sharing of documents in regards to SPSA in a Team Drive so that all of our staff have access to the material. This process also brought about the implementation of consistent file naming.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
This action is folded into Goal 3 Action 1	This action is folded into Goal 3, Action 1.	NA	NA

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recognition/reward system at the site for students and staff: Reflect on and revise awards for students	Throughout the 2018-19 school year, we have continued to reflect and revise our recognition	See Goal 2, Action 1	See Goal 3, Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
and staff.	and reward system at the site for both students and staff. We continue to have student recognition where we acknowledge Pirates of the Term and have elective share outs approximately every 6 weeks. We have a Fall Semester awards ceremony that highlights student achievement based on GPA, and we have a schoolwide award for increased attendance rate that takes the entire schools attendance rate into account, not individual students. Our staff receives recognition from the Pirate Parent group, Pirate Council, and other staff members for Day of the Teacher, Administrative Assistance Day, and Administrator Day. We continue to evaluate how we recognize our staff throughout the school year.		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop and publish protocols to access and implement interventions and supports	This action is still a work in progress. We have identified the Suicide Protocols, and have successfully implemented those when needed. We have established and implemented the Behavior Intervention Form, and followed up with Rule School for intervention and support as needed. Our focus this year, however, was on developing the protocols, and we have moved publishing the protocols to the following school year.	See Goal 1, Action 2	See Goal 3, Action 1

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NA	NA	NA	NA, This Action will begin implementation in the 2019-20 school year

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.

These actions were effective, though there is still room to improve. Action #1, while not fully implemented at the specific stated goal, is effectively implemented, with the underlying goal of stakeholder communication and involvement being met, even if the specific goal for how to achieve this was not met. While stakeholders are most definitely receive consistent and regular communication, we do not have a student on the school board. However, we have developed appropriate ways to reach our stakeholders, including website outreach, emails, snail mail, articles in newspapers, phone calls, and community meetings, to name a few.

Actions #2, #3, #5, and #8 are not applicable.

Action #4 was the main focus of this year as we went through our WASC self-study. Through this process, we have developed a process to continue to analyze data, and to use data to drive decisions at our school. Our data based discussions this year lead to the development of a common writing rubric, an academic lexicon, and the behavior intervention form. While this is just the surface of the wealth of information that data analysis can provide us, we are excited to continue focusing our decisions on data, and to have conversations as a cohort about how best to support our students through through the use of data analysis.

Action #6 has been thoroughly implemented, and consistently revised while implementing, so as to provide acknowledgement, recognition, and rewards through our revised processes after each implementation. We continue to reach out to our stakeholder community to support our recognition and rewards ceremonies, and to invite the community to be a part of these.

Action #7 is still a work in progress, though it has been initiated. Some protocols have been established, and we will continue to develop more as identified by need. In addition, there is a need to publish the protocols.

An integrated framework is essential to focus the collective efforts of the school community toward increased students success. This is the foundation for Multi-Tiered Support Systems, a direction our district is headed to support the learning of all students. While decisions may often be based on data, it has been clear in current self-study findings that this is still a priority either due to a lack of understanding as to how the data is used for certain decisions, or a need for a systematic approach to data decision making. This is part of the larger framework of the school, which includes protocols for interventions and supports, family and community engagement, as well as several other features that support an inclusive student learning environment. The growth targets are addressed in our LCAP, and also directly supported by the results of the School Climate Survey, self-study groups, as well as staff, community, and student informal feedback.

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 to be successful, as most outcomes were met, with the exception of the Facilities Inspection Tool, which dropped to 91%. In addition, systems have been developed and put into place foster inclusive policy and family and community engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Within Goal 3, Actions 1, 4, 6, 7, and 8, we had differences of over 10% between our Budgeted Expenditures and Estimated Actual Expenditures in areas related to service/operating. The service/operating differences are due to prop 39.

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 made no changes to Goal 3 for the 2019-20 school year, nor did we add additional metrics. However, we did adjust one action, and add additional actions to achieve our goal. All of our current outcomes are essential to measure growth towards Goal 3. In terms of our previous actions, for some reason what was previously Action #4 in the 2018-19 school year is not Action #5. We believe this is due to an inputting error last year, and an error in deleting an Action. We did add two additional actions to Goal 3 in order to support the achievement of our goal: Action #9, develop new teacher and start of school year orientation, including training/review of the SRCHS Google Drive Folder, SPSA review with SWOT correlations, PD Goals in regards to SPSA, Common Rubric implementation, and Common Naming Schemes for Shared Documents; and Action #10, School Safety and Positive Climate. Through Action #10 administration will work with staff to revise and implement the school safety and positive climate plans including professional development for classified and certificated staff. In the 2019-20 school year, our focus will be the following in regards to Action #10:

1. Annually the Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration.

2. Annually the Comprehensive Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration.

3. Incident Command System (ICS) will be used in the event of a school emergency. Professional development will be provided to ensure staff readiness.

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:

Annual Measurable Outcomes

Expected	Actual
NA	NA

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 actions have been folded into Goals #1, #2, and #3.	All actions have been folded into Goals #1, #2, and #3	NA	NA

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.

Not Applicable. Please read analysis for Goals #1, #2, and #3.

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

Not Applicable. Please read analysis for Goals #1, #2, and #3.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not Applicable. Please read analysis for Goals #1, #2, and #3.

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.

Not Applicable. Please read analysis for Goals #1, #2, and #3.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

The LCAP Action Plan has been updated based on current critical needs with active input by stakeholders. Our site has continually gathered feedback from stakeholders through surveys such as the school climate survey, as well as continually analyze schoolwide data to monitor the plan. The objective is that the LCAP Action Plan is a living document to be continually reviewed and updated in order to guide our educational objectives, which are currently in alignment with both the district LCAP goals and Six Rivers Charter High School's WASC goals. School community groups such as staff, faculty, administrators, parents, and students have had ample invitations to partake in the LCAP goal setting process.

The unification of the WASC and LCAP plan into our Schoolwide Plan for Student Achievement (SPSA), has resulted in an ongoing systematic process of reflection, revision, and planning involving a multitude of stakeholders.

At Six Rivers, all staff members have had regular opportunities to provide input, share priorities, and revise the WAS/LCAP action plan at weekly staff meetings, as well as weekly meetings during common prep. During this time math and drama teacher, Melanie Zapper, has served as Instructional Coach and Student Success Coordinator. In this role, Melanie has orchestrated professional development activities for staff, prepared student data for analysis by stakeholder groups, prepared activities for stakeholder meetings, and created stakeholder surveys. Though our staff is small, the comprehensive work they have completed has effectively moved our school forward toward achieving the elements of our action plans. The LCAP/WASC goals and Action Plan for Six Rivers is regular elements for discussion for the staff at Six Rivers at the weekly staff meetings and the weekly collaboration during the common prep.

An active set of parent leaders form the Parent Advisory Committee (PAC) at Six Rivers. This group takes part in monthly public meetings to provide oversight and input. Other methods of accessing stakeholder input include student and parent surveys initiated by both Six Rivers and the district,

LCAP stakeholder meetings, student input through student leadership and input gathered by the district.

During these times the 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: Parent Advisory Committee (PAC)
This public meeting included 4 members of PAC, an administrator, a student representative, and a 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: PAC
At this meeting, the team Review of the Six Rivers LCAP Action Plans and provide feedback and input on Six Rivers Events.

December 5, 2017: District Stakeholder Meeting
Participants included 1 board member, 2 students, 5 parents, 1 community member, 5 teachers, and 10 staff members. District LCAP was discussed.

January 16, 2018: PAC Meeting
Reflection on LCAP/WASC Action and Goals 1 and 2

February 1, 2018: District LCAP Study Session
Participants included 5 board members, 1 community member, and 8 staff members

Jan 31 - Feb 1, 2018: MTSS District Team
SUMS Grant MTSS Training 1

March 14, 2018: Survey
Parent/Faculty/Staff Survey

May 16, 2018: PAC Meeting
LCAP revision and discussion of Six Rivers Handbook

March 19 - 20, 2018: MTSS District Team
SUMS Grant MTSS Training 2

March 21, 2018: District Leadership Team
LCAP feedback review and writing.

March 21, 2018: PAC Meeting
Reflection on LCAP/WASC Action and Goals 3 and 4.

April 9, 2018: District Leadership Team
LCAP reflection and writing

April 24, 2018: PAC Meeting
Review Six Rivers LCAP. Parents provided feedback and guidance.

April 25, 2018: District LCAP Stakeholder Meeting
Input focused on the actions needed to achieve district/school goals.

May 2018: Common Preps
Completed progress report and community profile analyzed by staff.

June 8, 2018: PAC Meeting
The Year in Review

September 18, 2018: PAC Meeting
Initial PAC meeting educated 4 Parents, 1 student, 1 teacher, an administrator and public about their role and connection to WASC and LCAP

October 16, 2018: PAC Meeting
Review of elements of WASC and the revision of the ESLRs into SLOs, the WASC timeline, and elements of Goal 1 of the Action Plan

November 15, 2018: PAC Meeting
Input was collected on Communication elements connected to Six Rivers and how they connected to the action plan

December 3, 2018: SRCHS Stakeholder Meeting
Parents, Students, Staff, and district leaders gathered to reflect on the progress of SRCHS in regards to Self Study Criteria.

December 13, 2018:PAC Meeting
The committee continued to provide specific input for our self -study. The activity was led by WASC leader Melanie Zapper.

January 17.2019: PAC Meeting
PAC Team reviewed elements of the action plan for Goal 2 and provided feedback

January 2019: Staff Meetings
Weekly updates of Self Study, strengths and critical areas analysis, trend analysis, action plan revision.

January 31, 2019: PAC Meeting
Reviewed elements of the WASC Self-Study and prepared for the visitation of the WASC team by reviewing the action plan.

February 28, 2019: FIA Reflection
Staff completed the FIA for the second time to evaluate progress toward action plan goals.

March 7, 2019
PAC Meeting
The team contributed through discussion of the lessons from WASC self-study for upcoming WASC visit and subsequent writing of LCAP.

March 17-20, 2019: WASC Visitation
Multiple stakeholder groups including students, parents, board members, district leadership, and staff provided input to the WASC visitation team which was included in their detailed report of progress toward action plan goals.

March 25, 2019: Staff Meetings

Reviewed feedback from WASC Visitation team and its impact on the LCAP/WASC action plan.

*Note - Staff meetings occur once a week when school is in session.

**Note- Common Prep meetings take place typically once a week. The agenda is created by teachers and is focused on elements of our LCAP/WASC Action Plan, including curricular issues, planning school events, and the culture.

***Note - LCAP Update was a standing agenda item in the 2017-18 board meetings

Impact on LCAP and Annual Update

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

In 2017-18, staff and parents examined and revised the Expected School-Wide Learning Results utilizing the Vision Statement as the principal guide. The resulting ESLRs reflected our Vision closely and were structured in such a way that they could be utilized to guide the development of student projects. In 2018-19, staff returned to examine the ESLRs and revise them into the School-wide Learning Outcomes (SLO). We believe the completed product will serve Six Rivers as well as we continue to work towards our vision.

Six Rivers is committed to the collection and analysis of data. With the merged plans for WASC and LCAP, data will be collected and analyzed each year to measure growth toward identified metrics through testing data, surveys, and additional benchmarks. Data will continue to be analyzed and plans will be developed during weekly staff meetings and common preps. In addition, these times will be utilized to determine other data or metrics that will be useful in measuring student achievement as well as the learning environment.

Not only has the Vision Statement for Six Rivers, been the core element in the creation of goals and action plans focused on curricular objectives, but it has also been important in the implementation and direct instruction of our school norms. The Pirate Code has three expectations for Six Rivers Students, "Chart your course, pull together, and pull your weight." Using these norms as the guiding principles Six Rivers has recognized "Pirates of the Term" since 2017 as examples of individuals meeting norms. In 2018-19 term assemblies were added to the school calendar as well as student nominations of Pirates of the Term. In addition, teachers award "Buccaneers" to students who demonstrate elements an aspect of the Pirate Code during the school day.

In 2018-19 a parent support group, Pirate Parents was established following recommendations from stakeholders. This group has been pivotal in supporting school activities and student learning. Finally, the Parent Advisory Committee has been essential in providing input on school activities and

the effectiveness of communication.

The LCAP/WASC action plan has emerged as a living document which guides the continual review of progress toward goals. Ongoing professional development is provided at staff meetings to achieve action plan 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:

This goal reflects a Six Rivers WASC Goal of many years: to improve engagement and rigor in order to support student learning. Recent self-study findings continue to indicate a need to improve academic instruction and support for all students using methods such as differentiated instruction and formative assessments. Student success is central to the Six Rivers Vision and Schoolwide Learner Outcomes. A focus on improving instruction to meet the needs of all students is supported by faculty surveys, the school climate survey, LCAP data, state assessment data, as well as discussions and recommendations from focus groups and departments.

Specific data, based on our outcomes and metrics, is as follows. The percent of students who met or exceeded the 2018 SBAC ELA assessments dropped from 73% to 63%, and the percent of students who met or exceeded the 2018 SBAC Math assessment dropped from 46% to 37%, both of which we would like to improve. In addition, our D and F list percentage increased by 2.33% while our overall GPA above a 2.0 at the end of the spring semester decreased by 10.5%. We would like to see a decrease in D and F grades, and an increase in overall GPAs above a 2.0 at the end of the spring semester.

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 graduation rate of 96.2%
Drop Out Rates	0%	Maintain or improve	Maintain or improve	Maintain dropout rate of 0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 assessment participation rate of 240 ELA Interim Assessment Blocks and 297 Interim Assessment Blocks. Maintain or improve IAB participation to 100% of all freshmen and sophomores enrolled in SRCHS, taking 4 ELA and 4 Math IABs each.
Interim assessments: students near or above standard	29.8%	Maintain or improve	Maintain or improve	Maintain or improve students near or above standard from 59.6% of ELA and 47.4% of Math IABs.
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 SBAC scores of students who met or exceed standards from: 63% - ELA 37% - Math

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 students who met or exceed EAP standards from: 63% - ELA 37% - Math
UC/CSU eligible graduates	26.08%	Maintain or improve	Maintain or improve	Maintain or improve UC/CSU eligible graduates at 57.7%
D/F List Semester 2 grades	36.47%	Maintain or decrease	Maintain or decrease	Maintain or decrease D and F list percentage at 38.8%
Overall GPA above a 2.0	86%, Spring Semester 2017	Maintain or improve	Maintain or improve	Maintain or improve overall GPA above a 2.0 at 75.5%
AP test participants	42% of those enrolled in AP courses	Maintain or improve	Maintain or improve	Maintain or improve 100% of students enrolled in AP courses taking the AP test.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Dual Enrollment pass rate	100%	Maintain or improve	Maintain or improve	Establish baseline for Dual Enrollment pass rate as it is currently not applicable.
Reclassification rate of English Language Learners	No EL Students	Establish baseline when we have EL students	Maintain or improve	Set baseline when EL students are present
Overall average percent of students improving on the CELDT	No EL Students	Establish baseline when we have EL students	Maintain or improve	Set baseline when EL students are present
Overall average percent of students improving on the ELPAC	No EL Students	Establish baseline when we have EL students	Maintain or improve	Set baseline when EL students are present
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 number of students participating in College & Career Center Activities, as of March 14th 2019 at 1892.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 common prep focused on cross curricular development, meeting at least 1 common prep meeting per week.
Percentage of properly credentialed and appropriately assigned teachers will remain at 100%	100%	100%	Maintain	Maintain percentage of properly credentialed and appropriately assigned teachers at 100%
Percentage of students who have access to broad courses of study through our partnership with Arcata High	100%	100%	Maintain	Maintain percentage of students who have access to broad courses of study through SRCHS classes and our partnership with Arcata High at 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The distance from level 3 (met standard) in ELA SBAC and Math SBAC test Scores	From 2016-17 school year +37.3 pts - ELA +6.8 pts - Math	N/A	N/A	Maintain or improve the distance from level 3 (met standard) in ELA SBAC and Math SBAC test Scores: + 19.3 pts - ELA - 47.4 pts - Math

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 of multidisciplinary integrated real world project (Academic Portfolio) from previous year. Make sure digital portfolio includes an "About Me" page, "Career Investigation" page, and other student interests. (For use to identify student interests, learner profile, etc.) Increase implementation to include other Math levels. Implement academic lexicon in all classes. Implement scaffolded service learning project in the 10th grade: Data collection in math class: LSRL, Table, Graph. Students evaluate the data and ask, "Is this relevant and worth creating a project to address?" Revise problem/solution as needed.

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) 480,944.00 b) 24,037.00 c) 201,018.00 d) 36,168.00 e) 17,127.00 f) 0.00 g) 1,306.00
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) Low Performing Block Grant (7510) State Special Education (6500) Federal Special Education (3310)
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/Supplies e) Service/Operating f) Capital Equipment g) Other Outgo

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 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.	This action is folded into Goal 1, Action 3.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	NA	NA
Source	See Goal 1, Action 1	NA	NA
Budget Reference	See Goal 1, Action 1	NA	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	**2018-19 Actions/Services**	**2019-20 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.	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	Implement DOK levels in the previously completed course of study. As a SRCHS team, we will work to produce or revise a single course of study, which emphasizes all components of inclusive, effective, engaging, and rigorous teaching, common core state standards, and our SLOs. Implement coaching cycles to collect data on teacher time vs. student time and levels of student engagement. Include student assessments during the observation. Organize data for analysis as a staff. Purchase 35 additional chromebooks. Begin discussion of appropriate use of technology for educational purposes, including discussions on current research in regards to screen time, student engagement, etc. Provide instructional aides for courses and

students as decided by staff and stakeholders.

Implement Career Exploration in Freshman Tech course.

Include the exploration in the academic digital portfolio.

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	See Goal 1, Action 1
Source	LCFF (0000)	LCFF (0000)	See Goal 1, Action 1
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	See Goal 1, Action 1

Action #4

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

Students to be Served

N/A

Location(s)

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

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

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

2018-19 Actions/Services

Reflect on curriculum. Revise as needed. Maintain small class sizes, settings, and services.

2019-20 Actions/Services

Implement iterated study skills curriculum. Ensure all study skills teachers are teaching the modified curriculum as needed by the student population in their class. Continue to explicitly teach study skills to the freshmen

as outlined in the curriculum.

Begin the discussion of how to address academic defiance in study skills.

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

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

Reteach Differentiated Instruction and incorporate Universal Design Learning while continuing to build capacity for implementation.

2019-20 Actions/Services

Refine skills and continue to implement DI and incorporate UDL. Incorporate formative assessments as a means to guide DI. Provide PD in regards to types of feedback, focusing on Evaluative vs. Descriptive. Analyze formative assessments as a team and provide descriptive feedback for learning. Focus on feedback for writing across content.

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

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

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 use of Interim Assessments Blocks (IABs). Explore UDL equity based access to test taking, including Universal Access, Designated Supports, and Accommodations for grades 10 and 11.

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 #7

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

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

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Robust Common Formative/Summative Assessments: Implement cross-curricular writing rubric in all content areas. Develop an Academic Portfolio rubric for use in all core content areas of SRCHS. Include assessment of SLO's in the rubric.

Budgeted Expenditures

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

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
N/A	N/A	Academic Advisories Implemented: Implement Academic Advisories. Utilize this process to: Teach/reteach schoolwide behavior norms (pirate code) and SLOs; Implement schoolwide surveys; Update and track 4-year plans with students; connect students to resources for College and Career Readiness; and work on schoolwide portfolio.

Budgeted Expenditures

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

Action #9

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Teachers explore how their curriculum can help students increase CTE pathway options Students and staff check in monthly regarding student direction/plan

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	a) 26,663.00 b) 0.00 c) 11,901.00 d) 0.00 e) 0.00 f) 0.00 g) 0.00
Source	N/A	N/A	LCFF (0000)
Budget Reference	N/A	N/A	a) Certificated Salaries b) Classified Salaries e) Employer Benefits d) Materials/Supplies e) Service/Operating f) Capital Equipment g) Other Outgo

(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:

A safe respectful learning environment allows students to focus on the learning. The staff is proud that the supportive learning community provided by Six Rivers has become a hallmark. Stakeholders have identified that continued efforts to maintain and enhance the learning environment and the sense of community should continue to be a top priority. Best practices show that supporting students socially and emotionally leads to better behavior and greater academic success for all students. Teachers and staff will be trained to implement building relational capacity, restorative justice, and universal social/emotional supports and interventions.

In order for students to meet acceptable standards of academic performance and college and career readiness it is essential that students attend school and learn in a safe and nurturing environment. While our overall attendance rate increased from the previous year by 3.59%, during the 2018-19 school year our chronic absenteeism rate increased from 21.9% to 25.7%. Coupled with a drop in the students perception of feeling safe, from 100% to 80%, and the overall school connectedness rating having a significant drop, from 91% to 22.5%, our site and stakeholders have identified the need for this goal. In addition, our site would like to continue to see the improvement in our suspension rate of unduplicated students dropping, as it did this past

year from 6.73% to 2.9%.

Expected Annual Measureable Outcomes

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 decrease suspension rate of unduplicated students at 2.9% of student body.
Expulsion Rates	0%	Maintain or improve	Maintain or improve	Maintain or improve expulsion rates of 0%.
Attendance rates for excused, unexcused, cut and uncleared	89.25%	Maintain or improve	Maintain or improve	Maintain or improve attendance rates for excused, unexcused, cut, and uncleared absences at 92.84%.
Chronic Absenteeism	21.90%	Maintain or improve	Maintain or improve	Maintain or decrease chronic absenteeism rate of 25.7%

Overall school connectedness rating of "high"	100%	Maintain	Maintain	Maintain or improve overall school connectedness rating of "high" at 22.5% for grades 9 and 11
Student perception of "feeling safe or very safe at school"	91%	Maintain or improve	Maintain or improve	Maintain or improve student perception of "feeling safe or very safe at school" at 80%

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

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

Review, revisit, and maintain opportunities for Six Rivers community building through school wide activities and projects.

2018-19 Actions/Services

Implement revised community building activities.

Seek feedback from stakeholders.

Continue to seek feedback from students and staff through annual surveys.

2019-20 Actions/Services

Evaluate and refine community building activities.

Continue to seek feedback from students, staff, and stakeholders staff through formal and informal discussions and 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) 12,949.00 b) 0.00 c) 5,218.00 d) 0.00 e) 381.00 f) 0.00 g) 0.00
Source	LCFF (0000)	LCFF (0000)	Classified Staff Development Grant (7311) State Special Education (6500)
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/Supplies e) Service/Operating f) Capital Equipment g) Other Outgo

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	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Regularly connect students to services and resources.	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.	Reintegrate collaboration with Career and College Center, Librarian, Nurse, and Crisis Counselor in Tech/Health curriculum. Utilize and incorporate outside resources as needed. Improve connection of students with the college and career preparation services provided by Cal-SOAP and Trio.

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	See Goal 2, Action 1
Source	LCFF (0000) Lottery (1100) Prop. 39 (6230)	LCFF (0000) Lottery (1100) Prop. 39 (6230)	See Goal 2, Action 1
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	See Goal 2, Action 1

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.	Maintain a safe learning environment that focuses on student learning by continuing to provide instruction and support through: Pirate Code; Communicating Student Accomplishments; Equity Instruction and Discussion; and Pirate Council Meetings for School Improvement. The plan to achieve the above stated actions includes: Revising the processes for teaching the school wide norms based on Behavior Intervention Form (BIF) data.

Revise student survey. Continue to gather |

and evaluate student and stakeholder feedback through evaluations about the learning environment, including self-reflections and peer evaluations.

Discuss equity. Define Equity as a staff and as a community with our students. Incorporate equity into our term assemblies: Use this time to seek student feedback on our school environment and curriculum as a collective group. Explicitly teach our students what equity is and how it is implemented in our school

Once a month, hold a pirate council meeting that is specifically for our students to give suggestions or raise concerns or questions about our school.

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	**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	Research, participate in professional development and clarify our use of discipline practices that reflect a restorative mindset	Utilize discipline practices that reflect a restorative mindset: Establish strategies for implementation. Staff participate in professional development and clarify our use of restorative practices, reflect and revise our current practices, begin to collect and organize data for analysis of our current restorative practices (BIF).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	See Goal 2, Action 1	a) 43,767.00 b) 3,035.00 c) 18,628.00 d) 0.00 e) 5,145.00 f) 0.00 g) 17,971.00
Source	NA	See Goal 2, Action 1	LCFF (0000) Supplemental Concentration (0001) Independent Study (0002)

Budget Reference	NA	See Goal 2, Action 1	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials/Supplies e) Service/Operating f) Capital Equipment g) Other Outgo

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

Actions/Services

Select from New, Modified, or Unchanged	**Select from New, Modified, or Unchanged**	**Select from New, Modified, or Unchanged**

for 2017-18

New

for 2018-19

Modified

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. Review Tier 1 supports. Focus on Tier 2 supports.

Implement Journey Mapping with all incoming freshmen and transfer students.

Budgeted Expenditures

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

(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:

An integrated framework is essential to focus the collective efforts of the school community toward increased students success. This is the foundation for Multi-Tiered Support Systems, a direction our district is headed to support the learning of all students. While decisions may often be based on data, it has been clear in current self-study findings that this is still a priority either due to a lack of understanding as to how the data is used for certain decisions, or a need for a systematic approach to data decision making. This is part of the larger framework of the school, which includes protocols for interventions and supports, family and community engagement, as well as several other features that support an inclusive student learning environment. The growth targets are addressed in our LCAP, but also directly supported by the results of the School Climate Survey, self-study groups, as well as staff, community, and student informal feedback.

As we move into full implementation of MTSS, we have the need for this goal in order to provide the foundation for successful implementation of our first and second goals. In addition, we would like to see improvement in our SWIFT-FIA, as we have set a baseline of 21% this past year.

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 all students having access to standards aligned materials as approved in the annual board resolution of sufficiently aligned materials, including ELD standards, at 100%.
SWIFT-FIA Assessment	NA	Establish baseline	Maintain or improve	Maintain or improve SWIFT-FIA Assessment (Fidelity Integrated Assessment) score of 21%.
LEA Assessment	NA	Establish baseline	Maintain or improve	Maintain or improve LEA Assessment at 33.33%
The Facilities Inspection Tool (FIT) will have a "Good" rating	94%	91%	Maintain or improve	Maintain or improve the Facilities Inspection Tool (FIT) "Good" rating of 91%

Maintain the number of presentations to parent groups (e.g. LCAP Stakeholder meetings)	11	13	Maintain or improve	Maintain or improve the number of presentations to parent groups (e.g. LCAP Stakeholder meetings) at 15
SWIFT-FIT Assessment (Fidelity of Implementation Tool)	NA	Establish baseline	Maintain or improve	Set baseline, if chosen, for the SWIFT-FIT Assessment (Fidelity of Implementation Tool).

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
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	Develop a sustainable system for the 4-year plan implementation (Advisories) Explore methods to improve outreach and communication to school board. Refine and implement all other forms of communication. Put all volunteer opportunities in the parent/student handbook. Have sign up sheets available at all community events.

Have chromebooks available for stakeholder surveys at all community events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	See Goal 1, Action 1	a) 38,547.00 b) 42,331.00 c) 43,146.00 d) 750.00 e) 9,510.00 f) 0.00 g) -1,306.00
Source	See Goal 1, Action 1	See Goal 1, Action 1	LCFF (0000) Title I (3010) Lottery (1100) Special Special Education (6500)
Budget Reference	See Goal 1, Action 1	See Goal 1, Action 1	a) Certificated Salaries b) Classified Salaries c) Employer Benefits d) Materials/Supplies e) Service/Operating f) Capital Equipment g) Other Outgo

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	This action is folded into Goal 3 Action 1

Budgeted Expenditures

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Recruitment and outreach will accurately highlight the unique structure and important traditions of SRCHS.	Retired.	Retired.

Budgeted Expenditures

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

Budgeted Expenditures

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

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

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

Analyze data and use data to raise awareness for areas of improvement

2019-20 Actions/Services

Collect and analyze data from both perceptual surveys and achievement data of SLOs through varied forms (ie, writing rubric, portfolio rubric, SLO rubric). Develop and implement an effective system for data analysis and disaggregation to inform instruction. Create a way to track students who are both SWD and SED.

Update Community Profile with data yearly. Utilize SPSA at start of year to align with previous year's SWOT process. Revisit SPSA throughout year and at end of year to reflect. Identify PD needs and set professional goal in regards to SPSA. Update progress report annually.

Create and implement a career- and college-readiness survey. Include the best way to reach the student after graduation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	See Goal 1, Action 1	See Goal 3, Action 1

Source	NA	See Goal 1, Action 1	See Goal 3, Action 1
Budget Reference	NA	See Goal 1, Action 1	See Goal 3, 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	Recognition/reward system at the site for students and staff: Reflect on and revise awards for students and staff.	Refine and implement recognition/reward system at the site for students and staff. Continue to seek feedback from students and staff and revise as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	See Goal 2, Action 1	See Goal 3, Action 1
Source	NA	See Goal 2, Action 1	See Goal 3, Action 1
Budget Reference	NA	See Goal 2, Action 1	See Goal 3, 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	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
NA	Develop and publish protocols to access and implement interventions and supports	Publish and implement protocols to access interventions and support, including, but not limited to, Tier 1 and Tier 2 supports, Behavior Intervention Forms (BIFs), and Suicide Protocol.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	See Goal 1, Action 2	See Goal 3, Action 1

Source	NA	See Goal 1, Action 2	See Goal 3, Action 1
Budget Reference	NA	See Goal 1, Action 2	See Goal 3, Action 1

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 of grading practices for Differentiated Classes. Evaluate and refine common assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	NA	NA	See Goal 3, Action 1
Source	NA	NA	See Goal 3, Action 1
Budget Reference	NA	NA	See Goal 3, Action 1

Action #9

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

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

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Develop new teacher and start of school year orientation that includes training and review of the following:
SRCHS Google Drive Folder and Team Folder
SPSA and relation to SWOT from previous year
PD Goals based on SPSA
Common Rubrics
Common Naming Schemes for Shared Documents

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	N/A	N/A	See Goal 3, Action 1
Source	N/A	N/A	See Goal 3, Action 1
Budget Reference	N/A	N/A	See Goal 3, Action 1

Action #10

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 |

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Administration will work with staff to revise and implement the school safety and positive climate plans including professional development for classified and certificated staff.

Annually the Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration.

Annually the Comprehensive Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration.

Incident Command System (ICS) will be used in the event of a school emergency. Professional development will be provided to ensure staff readiness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	a) 0.00 b) 3,900.00 c) 2,698.00 d) 0.00 e) 2,411.00 f) 0.00 g) 0.00
Source	N/A	N/A	LCFF (0000)
Budget Reference	N/A	N/A	a) Certificated Salaries b) Classified Salaries e) Employer Benefits d) Materials/Supplies e) Service/Operating f) Capital Equipment g) Other Outgo

(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,	All actions have been folded into Goals #1,	All actions have been folded into Goals #1,

| #2, and #3. | #2, and #3. | #2, and #3. |

Budgeted Expenditures

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

Percentage to Increase or Improve Services

$84,950

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.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$87535

9.86%

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

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

The Supplemental/Concentration funding for 2019-2020 is estimated at $87,535 which Six Rivers is budgeting to spend to serve students in the English Learner, Foster Youth, and Low Income subgroups. Six Rivers is using these funds for a variety of purposes.

In Goal 1, Action 4, Six Rivers will implement study skills courses to support students enrolled in AG courses. During the study skills courses, Six Rivers will provide a Resource Teacher as a coteacher, an instructional aide, and CALSoap Tutors to support the educational needs of unduplicated pupils. In addition, a Title 1 Math and Science Aide will be available to support students specifically in regards to math and science. Unduplicated pupils will be served with the reduction of students to teacher ratio within these courses.

In Goal 2, Action 5, Six Rivers will build staff capacity for social/emotional supports and interventions. The focus is to raise awareness regarding researched based best practices (see links below) for interacting with students who have experienced trauma. Staff will be provided strategies that will be used to implement both Tier 1 and Tier 2 social, emotional, and behavioral practices, laying the foundation of a common understanding of Tier 1 supports and beginning implementation of Tier 2 supports.

Six Rivers is demonstrating increased or improved services of 9.86% by offering four sections of Study Skills classes in our master schedule. We are implementing MultiTiered System of Support (MTSS) that incorporates components of Response to Intervention (RTI) and Positive Behavior Intervention Strategies (PBIS).

- California Department of Education MultiTiered System of Support (http://www.cde.ca.gov/ci/cr/ri/index.asp)
- Florida Department of Education Bureau of Exceptional Education and Student Services (http://www.fldoe.org/academics/exceptionalstudentedu/)