Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Graduation Rates **19-20** Maintain or improve graduation rate of 96.2% **Baseline** 100%	2018-19 graduation rate increased by 3.8% to 100%. 2019-20: CALPADS valueshows a decrease by 11.11% to 88.89%. However, The graduating class of 2020 has data errors in the California Longitudinal Pupil Achievement Data System (CALPADS). This is due to 343 students' (district wide) grade levels in 2016-17 showing as 10th grade when they should have been listed as 9th grade, thus in CALPADS they repeated the 10th grade in both 2016-17 and 2017-18. The Graduation Cohort metric requires students to complete high school in four years after they start in the 9th grade. Through the course of many file uploads and communication with the California Department of Education and the Fiscal Crisis and Management Assistance Team (FCMAT) the graduation rate was found to be 100%. This outcome was met.
Metric/Indicator Drop Out Rates	2018-19 Drop Out rates maintained at 0%. 2019-20 Drop Out rates maintained at 0%.

Expected	Actual
19-20 Maintain dropout rate of 0% **Baseline** 0%	This outcome was met.
Metric/Indicator Interim Assessments participants **19-20** 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. **Baseline** 84 total Block Assessments (IBA), includes duplicated students who took more than one IBA.	2018-19 Interim Assessment Participants, as of January 25, 2020, increased from 240 ELA IBAs and 297 Math IBAs in April of 2019 to 245 ELA and 304 Math IBAs in January 2020. 2019-20 Interim Assessment Participants, as of Febraury 8, 2021, decreased from 245 total ELA IBAs and 304 Math IBAs in January of 2020 to 0 ELA IBAs and 20 Math IBAs, though these were all non-standardized. School moved to an online environment on March 16th, 2020, affecting our ability to implement our IBA's during our planned testing week in April. This outcome was not met.
Metric/Indicator Interim assessments: students near or above standard **19-20** Maintain or improve students near or above standard from 59.6% of ELA and 47.4% of Math IABs. **Baseline** 29.8% **Metric/Indicator**	2018-19 Interim assessment students near or above standard, as of January 21, 2020, increased from 59.6% to 62.4% in ELA, but decreased from 47.4% to 40.1% in Math. 2019-20 Interim assessmment students near or above standard, as of February 8, 2021, decreased from 62.4% to Not Applicable in ELA, but increased from 40.1% to 75% in math. School moved to an online environment on March 16th, 2020, affecting our ability to implement our IBA's during our planned testing week in April. This outcome was not met. 2018-19 students who meet or exceed standards on the SBAC/CAASPP tests:

Expected	Actual
Students will meet or exceed standards in ELA SBAC and Math SBAC test Scores **19-20** Maintain or improve SBAC scores of students who met or exceed standards from: 63% - ELA 37% - Math **Baseline** 73% - ELA 46% - Math	ELA decreased by 1% from 63% to 62% Math increased by 9% in from 37% to 46%. Not Met in ELA Met in Math 2019-20 SBAC and CAST tests were not administered due to the COVID-19 Crisis.
Metric/Indicator Students will meet or exceed standards EAP Scores **19-20** Maintain or improve students who met or exceed EAP standards from: 63% - ELA 37% - Math **Baseline** 73% - ELA 46% - Math	2018-19 students who meet or exceed standards on the EAP scores: ELA decreased by 1% from 63% to 62% Math increased by 9% in from 37% to 46%. Not Met in ELA Met in Math 2019-20 SBAC and CAST tests were not administered due to the COVID-19 Crisis.
Metric/Indicator UC/CSU eligible graduates **19-20** Maintain or improve UC/CSU eligible graduates at 57.7% **Baseline** 26.08%	2018-19 UC/CSU eligible graduates decreased by 7.7% from 57.7%. to 50.0%. 2019-20 UC/CSU eligible graduates in CALPADS shows 0%. The graduating class of 2020 has data errors in the California Longitudinal Pupil Achievement Data System (CALPADS). This is due to no one entering the information in an employee transition year during Covid-19 restrictions. Further analysis of studdent data found UC/CSU eligible graduates to be 32%.

Expected	Actual
	This outcome was not met.
Metric/Indicator D/F List Semester 2 grades **19-20** Maintain or decrease D and F list percentage at 38.8% **Baseline** 36.47%	2018-19 D/F semester 2 grades increased by 3.5% from 38.8% to 42.3% of the student population with one or more D/F. 2019-20 D/F semester 2 grades decreased by 2.3% from 42.3% to 40% of the student population with one or more D/F This outcome was met.
Metric/Indicator Overall GPA above a 2.0 **19-20** Maintain or improve overall GPA above a 2.0 at 75.5% **Baseline** 86%, Spring Semester 2017	2018-19 overall GPA above a 2.0 in spring semester decreased by 9.2% from 75.5% to 66.3%. 2019-20 overall GPA above a 2.0 in spring semester increased by 16.7% to 83%. Please note, this semester students were allowed to opt into a Pass/Credit/No Credit option that would not affect their GPA. Additionally, students who were passing at Term 4 were not allowed to drop into the failing range. Our overall GPA above a 2.0 is potentially inflated due to these quantifiers. This outcome was met.
Metric/Indicator AP test participants **19-20** Maintain or improve 100% of students enrolled in AP courses taking the AP test. **Baseline** 42% of those enrolled in AP courses	2018-19 AP test participants decreased from 100% of the students enrolled AP courses who took the test to 50% of students enrolled in AP courses taking the test. The percentage of students taking AP tests compared to student population in grades 10--12 increased from 1.4% to 6%. 2019-20 AP test participants decreased from 50% of the students enrolled in AP courses who took the test to 28.6% of students enrolled in AP courses taking the test. The percentage of students taking AP tests compared to student population in grades 10--12 students decreased from 6% to 3%. This outcome was not met.

Expected	Actual
Metric/Indicator Dual Enrollment pass rate **19-20** Establish baseline for Dual Enrollment pass rate as it is currently not applicable. **Baseline** 100% **Metric/Indicator** Reclassification rate of English Language Learners **19-20** Set baseline when EL students are present **Baseline** No EL Students **Metric/Indicator** Overall average percent of students improving on the CELDT **19-20** Set baseline when EL students are present **Baseline** No EL Students	2018-19 Dual Enrollment pass rate is not applicable for the 2018-19 school year as no students were involved in dual enrollment. 2019-20 Dual Enrollment pass rate is not applicable for the 2019-20 school year as no students were involved in dual enrollment. This outcome is not applicable. 2018-19 Reclassification rate of English Language Learners is not applicable this year, as there were no EL students to reclassify. 2019-20 Reclassification rate of English Language Learners is not applicable this year, as there were no EL students to reclassify. This outcome is not applicable. This test is retired.
Metric/Indicator Overall average percent of students improving on the ELPAC **19-20** Set baseline when EL students are present **Baseline** No EL Students	2018-19 overall average percent of students improving on the ELPAC is not applicable this year, as there were no EL students who took the ELPAC. 2019-20 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.

Expected	Actual
Metric/Indicator Number of students participating in College & Career Center Activities **19-20** Maintain or improve number of students participating in College & Career Center Activities, as of March 14th 2019 at 1892. **Baseline** As of March 14, 2017: 698 Students District Wide	2018-19 number of students participating in College & Career Center Activities, as of March 14th, 2019, increased from 874 to 1892 students district wide. 2019-20 number of students participating in College & Career Center Activities, as of March 14th, 2020, decreased from 1892 to 0 students recorded district wide. This outcome was not met.
Metric/Indicator Common prep focused on cross curricular development **19-20** Maintain or improve common prep focused on cross curricular development, meeting at least 1 common prep meeting per week. **Baseline** 0 meetings per month **Metric/Indicator** Percentage of properly credentialed and appropriately assigned teachers will remain at 100% **19-20** Maintain percentage of properly credentialed and appropriately assigned teachers at 100% **Baseline** 100%	2018-19 common prep focused on cross curricular development happened on average once per week. 2019-20 common prep focused on cross curricular development stared the year at once per week, then reduced to zero during our negotiations, then returned to once a week until distance learning went into effect, when we stopped meeting for a common prep. As such, our average is below once per week. This outcome was not met. 2018-19 properly credentialed teachers maintained itself at 100%. 2019-20 properly credentialed teachers maintained itself at 100%. This outcome was met.
Metric/Indicator Percentage of students who have access to broad courses of study through our partnership with Arcata High **19-20**	2018-19 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.

Expected	Actual
Maintain percentage of students who have access to broad courses of study through SRCHS classes and our partnership with Arcata High at 100% **Baseline** 100% **Metric/Indicator** The distance from level 3 (met standard) in ELA SBAC and Math SBAC test Scores **19-20** 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 **Baseline** From 2016-17 school year +37.3 pts - ELA +6.8 pts - Math	2019-20 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. 2018-19 distance from level 3 (met standard) in ELA SBAC increased from +19.3 pts to +37.4 pts Math SBAC increased from -47.4 pts to -24.5 pts. This outcome was met. 2019-20: SBAC and CAST tests were not administered due to the COVID-19 Crisis.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	1000-1999: Certificated Personnel Salaries LCFF 480,944.00 2000-2999: Classified Personnel Salaries Lottery 24,037.00 3000-3999: Employee Benefits Title I 201,018.00	1000-1999: Certificated Personnel Salaries LCFF 483389.00 2000-2999: Classified Personnel Salaries Lottery 23774.00 3000-3999: Employee Benefits Title I 232696.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	4000-4999: Books And Supplies MHS Block Grant 36,168.00 5000-5999: Services And Other Operating Expenditures Special Education 17,127.00 6000-6999: Capital Outlay Special Education 0.00 7000-7439: Other Outgo Special Education 1,306.00	4000-4999: Books And Supplies MHS Block Grant 14666.00 5000-5999: Services And Other Operating Expenditures Special Education -28894.00 6000-6999: Capital Outlay Special Education 0.00 7000-7439: Other Outgo Special Education 980.00
This action is folded into Goal 1, Action 3 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.	NA See Goal 1, Action 1	NA See Goal One, Action One

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	See Goal 1, Action 1	See Goal One, Action One
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.	See Goal 1, Action 1	See Goal One, Action One
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.	See Goal 1, Action 1	See Goal One, Action One
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.	See Goal 1, Action 1	See Goal One, Action One
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.	See Goal 1, Action 1	See Goal One, Action One

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers explore how their curriculum can help students increase CTE pathway options

Students and staff check in monthly regarding student direction/plan | 1000-1999: Certificated Personnel Salaries LCFF 26,663.00

2000-2999: Classified Personnel Salaries LCFF 0.00

3000-3999: Employee Benefits LCFF 11,901.00

4000-4999: Books And Supplies LCFF 0.00

5000-5999: Services And Other Operating Expenditures LCFF 0.00

6000-6999: Capital Outlay LCFF 0.00

7000-7439: Other Outgo LCFF 0.00 | 1000-1999: Certificated Personnel Salaries LCFF 26930.00

2000-2999: Classified Personnel Salaries LCFF 703.00

3000-3999: Employee Benefits LCFF 14025.00

4000-4999: Books And Supplies LCFF 0.00

5000-5999: Services And Other Operating Expenditures LCFF 8434.00

6000-6999: Capital Outlay LCFF 0.00

7000-7439: Other Outgo LCFF 601.00 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented in at least some form. Here are some of the changes that were made.

For Action 1, the staff decided not to further develop the academic lexicon, and as such it was not implemented in any classes. The scaffolded service learning project was not implemented this year as it was to be implemented during our state testing blocks. As state testing was cancelled, the math portion of the service learning project was not completed. However, funds were used to support the planning of and implementation ideas for the scaffolded service learning project in future years.

For Action 3, as a staff we decided not to focus on rewriting Courses of Study, but rather to delve deeply into providing differentiated instruction and Tier I and II supports within each course. As such, we did not implement DOK levels in a previously completed course of study, nor did we revise an additional course of study. Instead, all staff worked to embed differentiated instructions, Tier I, and Tier II supports into their current curriculums.

For Action 5, most faculty implemented formative assessments within their courses as a means to guide differentiated instruction, though the analysis of formative assessments as a team did not take place this year. There was no staff-wide PD offered in regards to types of feedback, however the instructional coach had ongoing conversations with staff about the benefits and drawbacks of both evaluative and descriptive feedback in coaching conversations. Funding for this action supported other elements within the action, such as the development of the cross curriculuar writing rubric and the development of common assessments of the SLO's.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

For Action 1, we were successful in reflecting on and revising the implementation of the academic portfolio. The plan was to have all students work on the portfolio in their English class during our CAASPP testing week. However, with Crisis Learning occurring from a distance, and state testing cancelled for the year, we did not have the opportunity to implement it this year, though we do have our revised implementation plan. Through our Tech class, our freshmen students successfully began their digital portfolio, including a "Career Investigation" page and student interests. The "About Me" page was slated to be completed during the same time the portfolio was implemented, and as such did not happen this year.

Successes in Action 3 included revising coaching cycles at the start of the year to meet the needs of the staff. Instead of full cycles, faculty and the instructional coach meet bi-weekly to reflect on their current practice, provide differentiation and UDL support, reflect on the implementation of Tier I supports in the previous two weeks, and to set a goal for Tier I supports for the next two weeks. During the 2019-20 school year, we purchased an additional 35 Chromebooks. The old Chromebooks were archived and stored. Discussion on appropriate use of technology for students in classes took place at the start of the year, and a consistent policy was established. The policy stated that all students should put their devices away in their backpack during class. Additionally, all school devices that are used in class are for educational purposes only. However, we did not extend the conversation to look at appropriate use of technology by teachers as educational tools, nor did we discuss current research involving screen time and student engagement. By the end of the 2019-20 school year, all of our courses were currently being run virtually through Distance and Crisis Learning. As such, all of our courses included ample screen time and used technology for delivery of content instructions.

We continue to seek the feedback of our students and stakeholders in regards to instructional aides. We have a math and science Title I Aide who supports our students primarily in Chemistry and Integrated Maths I and II. We have a special education aide who continues to be a much needed support for our students. Additionally, our students are receiving tutoring and academic counseling from TRiO, Indian Education Program, peer tutoring, and Talent Search. Through our Tech class, our freshmen students began their digital portfolio, including a "Career Investigation" page. We will continue to implement this within the freshmen tech course.

For Action 4, our study skills program continued to be an asset and a success. We continue to implement the full study skills curriculum in the freshman study skills class. All other study skills courses are differentiated for the current class, as they are multiple grade levels and have varying needs. Curriculum is adapted in a class by class basis.   In this way, our study skills program provides the necessary skills to all incoming Freshmen, and provides differentiated implementation to students in grades 10--12 based on the needs of the students in each class. Academic defiance in study skills is currently addressed through the Behavioral Intervention

Form, as well as focused conversations about the purpose of study skills, and reevaluating schedules for students who do not need the course.

For Action 5, progress has been made during faculty meetings to expand the common language and deepen the understanding of UDL and DI. Additionally, the district wide August PD days included a session on "Starting Out Right: Differentiated Instruction & the First Weeks of School" delivered by Instructional Coaches and Administration. A district team was trained at the California Assessment Conference in October 2019. The Testing Coordinator and an Instructional Coach provided extensive CAASPP Proctor trainings which included components of formative and summative assessments with strategies to use the interim assessment to effect teaching practices. Departments that participated in the trainings included ELA, Math, and Special Education. In addition, the Instructional Coach works with faculty and staff as a thinking partner to establish goals for professional growth. Through professional development, collaborative conversations, and classroom observations, coaches help teachers examine student centered data (which can include student work time, student engagement surveys, formative assessments, and the tasks students are asked to engage in) in order to help teachers reflect on and then strategically improve their practice in ways that directly impact student learning. Most faculty implement formative assessments within their courses as a means to guide differentiated instruction, though the analysis of formative assessments as a team did not take place this year. There was no staff-wide PD offered in regards to types of feedback, however the instructional coach had ongoing conversations with staff about the benefits and drawbacks of both evaluative and descriptive feedback in coaching conversations. As stated previously under Action 3, we have a math and science Title I Aide who supports our students primarily in Chemistry and Integrated Maths I and II. The Title I Aide works with students in the classroom setting, as well as one-on-one. We have a special education aide who continues to be a much needed support for our students. Additionally, our students are receiving tutoring and academic counseling from TRiO, Indian Education Program, peer tutoring, and Talent Search.

For Action 6, IABs were used within courses in a non-standardized way. As a staff we revised which IABs we would assign to grades 9 and 10 during our testing week. However, the testing week was scheduled to take place after our school went to distant learning, and as such were not implemented. During the March 4th Interim Proctor Training, the District Special Education Department worked on understanding the accommodations and how this understanding translates to the Designated Supports that the general education teacher can assign. Discussion occurred about working with the general education faculty to assist with assigning the appropriate supports. The English, Math, and Special Education departments completed Interim Proctor training during the Spring semester. These extensive trainings included test taking strategies, Universal Access, Designated Supports, and Accommodations. Additionally, staff were trained in ways to use the interim assessment results to inform teaching.

For Action 7 progress was made on the development of a cross-curricular writing rubric, but it is incomplete. The development of the rubric for the Academic Portfolio was tabled until another year, as we are not assessing Portfolios in the current senior class.

For Action 8, academic advisories were implemented at the start of the year. However, the plan for what was included in advisories would not work in the short time frame when advisories took place. As such, we decided to revise our content and approach. Advisories focused on behavior norms (pirate code), SLOs, and community development. Schoolwide surveys were implemented using a schoolwide Google Classroom titled "Six Rivers Community Classroom." The Student Success Coordinator (SSC) digitized

our registration process. Through this process, all students updated their 4-year plans and self assessed graduation requirements and UC readiness while planning courses for the next year. Students were connected to college and career readiness through content classes, such as Senior Project and Health/Tech, as well as through Academic Advisories. The schoolwide portfolio was initially implemented in Tech. We planned to revise and update it during our testing block, however that did not happen this year due to Covid-19 and Distance/Crisis Learning.

For Action 9, various meetings occurred throughout the school year with Career Technical Education staff to increase understanding of the importance of the pathways, the current pathways reported, the pathway requirements and to make adjustments to the existing pathways. Counselors met wit the Data Coach to assist students in completing pathways. Once each site updated the CTE Pathway Map, this was shared with the academic counselors to provide guidance in placing students in classes that would complete pathways.

In summary, while our successes are many, as evidenced above, our primarmy challenge was in dealing with the Covid-19 pandemic, and the transition to distance/crisis learning, affecting our ability to complete all of our actions.

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: Priority 1: Basic (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Suspension rate for unduplicated students **19-20** Maintain or decrease suspension rate of unduplicated students at 2.9% of student body. **Baseline** 6.73% of student body	2018-19 suspension rate of unduplicated students increased by 2.9% from 2.9% of the student body to 5.8% of the student body. 2019-20 suspension rate of unduplicated students decreased by 4.1% from 5.8% of the student body to 1.7% of the student body. This outcome was met.
Metric/Indicator Expulsion Rates **19-20** Maintain or improve expulsion rates of 0%. **Baseline** 0%	2018-19 expulsion rate maintained at 0%. 2019-20 expulsion rate maintained at 0% This outcome was met.
Metric/Indicator Attendance rates for excused, unexcused, cut and uncleared **19-20** Maintain or improve attendance rates for	2018-19 Attendance rates for excused, unexcused, cut and uncleared increased by 0.56% from 92.84 % attendance to 93.4% attendance.

Expected	Actual
excused, unexcused, cut, and uncleared absences at 92.84%. **Baseline** 89.25% **Metric/Indicator** Chronic Absenteeism **19-20** Maintain or decrease chronic absenteeism rate of 25.7% **Baseline** 21.90% **Metric/Indicator** Overall school connectedness rating of "high" **19-20** Maintain or improve student perception of "feeling safe or very safe at school" at 80% **Baseline** 100%	2019-20 attendance rates fro excused, unexcusedd, cut, and uncleared increased by 1.83% from 93.4% to 95.23% This outcome was met. 2018-19 chronic absenteeism rate decreased by 5.5% from 25.7% chronic absenteeism to 20.2% chronic absenteeism. 2019-20 chronic absenteeism rate decreased by 8.9% frrom 20.2% to 11.3% This outcome was met. 2018-19 overall school connectedness rating increased by 7,7%, from 22.5% of our grades 9 and 11 students to 30.2% of our grades 9, 10, 11, and 12 students. 2019-20: The survey was not administered This outcome was not met.
Metric/Indicator Student perception of "feeling safe or very safe at school" **19-20** Maintain or improve student perception of "feeling safe or very safe at school" at 80% **Baseline** 91%	2018-19 student perception of "feeling safe or very safe at school" decreased by 7.5% from 80% of our grades 9 and 11 students 72.5% of our grades 9, 10, 11, and 11 students. 2019-20: The survey was not administered This outcome was not met.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Evaluate and refine community building activities. Continue to seek feedback from students, staff, and stakeholders staff through formal and informal discussions and surveys.	1000-1999: Certificated Personnel Salaries Site Grants 12,949.00 2000-2999: Classified Personnel Salaries Special Education 0.00 3000-3999: Employee Benefits Special Education 5,218.00 4000-4999: Books And Supplies Special Education 0.00 5000-5999: Services And Other Operating Expenditures Special Education 381.00 6000-6999: Capital Outlay Special Education 0.00 7000-7439: Other Outgo Special Education 0.00	1000-1999: Certificated Personnel Salaries Site Grants 13006.00 2000-2999: Classified Personnel Salaries Special Education 2386.00 3000-3999: Employee Benefits Special Education 6403.00 4000-4999: Books And Supplies Special Education 0.00 5000-5999: Services And Other Operating Expenditures Special Education 0.00 6000-6999: Capital Outlay Special Education 0.00 7000-7439: Other Outgo Special Education 0.00
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.	See Goal 2, Action 1 See Goal 2, Action 1 See Goal 2, Action 1 See Goal 2, Action 1 See Goal 2, Action 1	See Goal Two, Action One See Goal Two, Action One See Goal Two, Action One See Goal Two, Action One See Goal Two, Action One
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:	See Goal 2, Action 1	See Goal Two, Action One

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.		
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).	1000-1999: Certificated Personnel Salaries LCFF 43,767.00 2000-2999: Classified Personnel Salaries LCFF 3,035.00 3000-3999: Employee Benefits LCFF Supplemental and Concentration 18,628.00 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0.00 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 5,145.00 6000-6999: Capital Outlay Independent Study 0.00	1000-1999: Certificated Personnel Salaries LCFF 24,027.00 2000-2999: Classified Personnel Salaries LCFF 111.00 3000-3999: Employee Benefits LCFF 12765.00 4000-4999: Books And Supplies LCFF 52.00 5000-5999: Services And Other Operating Expenditures LCFF 0.00 6000-6999: Capital Outlay Independent Study 0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	7000-7439: Other Outgo Independent Study 17,971.00	7000-7439: Other Outgo Independent Study 5359.00
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.	See Goal 2, Action 1	See Goal Two, Action One

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented in some form, though not all elements of each action were completed.

For Action 3, we did not discuss equity as a staff or with our students. At this time, we had not yet defined equity as a staff or as a community, nor participated in equity trainings. Without trainings to inform our practice, we opted to table all discussions on equity until the 2020-21 school year. We also did not hold a Pirate Council meeting once a month that is specifically for our students to give suggestions or raise concerns or questions about our school. Instead, funding for this action was used towards other elements of the action, such as maintaining our safe learning environment, revising how we teach schoolwide norms, and gathering student and stakeholder feedback.

For Action 4, our focus continued with Tier 1 supports, and also at times the development of Tier 3 supports. We did not, however, focus on Tier 2 supports. Funding instead was used to fully develop and implenet Tier 1 and 3 supports for students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

For Action 1, our staff implemented revised community building activities based on student, stakeholder, and staff feedback from the previous year, including common prep, staff meetings, and Parent Advisory Committee meetings. Our staff revised and improved the launch of the school year through the community night that takes place the week prior to school starting. In the 2019-20 school year, Six Rivers continued to implement a back to school potluck and community night, with revisions to include new placement of food, a parent to give the toast, and a more formalized presentation for new students. The event was successful, and positive feedback was received from students and stakeholders. We continued to schedule our events to complement those of Arcata High to improve

attendance of guardians at both SRCHS and AHS events, for those students who have classes at AHS. The staff coordinated with AHS's Back to School Night, so that our parents had 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 at the start of the year. This year, after much reflection on travel time, the staff decided to take the fieldtrip to Redwood Park. While there are areas to improve for next year, this new location for community building was a success. As a community we reflected on the previous award ceremonies and schoolwide achievement acknowledgements every term. Student and staff feedback guided us towards holding the academic achievement awards at the end of the semester only, instead of each term. We continue, however, to hold end-of-term community events to come together as a schoolwide community, celebrate Pirates of the Term, and for students to share out about the electives. Additionally, our community events included a schoolwide Winter/Fall Fundraiser and Community Dinner, a schoolwide field trip to the Minor Theatre to celebrate the schoolwide achievement of exceeding our goal for Food for People, and would have included more if we did not move to distance learning. 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, stakeholders, and staff as we reflect and revise schoolwide community events.

For Action 2, our Health/Tech program brought in many school based and external resources to connect with students. From our school site, the School Nurse, Librarian, and Crisis Counselor were reintegrated into the curriculum. Additionally, the School Psychologist Intern came in multiple times to work on communication and interpersonal skills. The course did not bring in the Career and College Center, however the CC&C was heavily integrated into Senior Project this year. External resources that were brought into the Health/Tech class include a former Red Cross employee for developing family safety plans, and a local hospital pharmacist to discuss prescription drug safety and addiction resources. Additional resources that we consistently link all of our students with on a case-by-case basis include the school crisis counselor, school nurse, school psychologist, and the Carrer and College Center. Additionally, throughout the year, we have utilized outside resources as needed. These resources include Indian Education Program, Wild Rivers, Two Feathers, Student Resource Officer, California Student Opportunity and Access Program (Cal-SOAP), TRIO Talent Search, Special Education Local Plan Area (SELPA), Department of Health and Human Services (DHHS), Humboldt County Office of Education (HCOE), and Redwood Coast Regional Center (RCRC). Our connection with Cal-SOAP and TRiO has had positive effects on our students. We have brought in TRiO to multiple grade levels to give presentations and connect students to resources. Additionally, Cal-SOAP tutors have worked one-on-one and in small groups within each of our study skills classes.

For Action 3, we successfully continued to teach the schoolwide norms through a variety of methods.   Freshmen students received initial instruction in the Health/Tech class to teach schoolwide norms. Our primary schoolwide method of instruction and review is through the term award ceremonies, and the discussion of the Pirate of the Term. All school related community events discuss the schoolwide norms as they apply to the given situation. The student survey was revised and implemented in the Fall. Evaluations about the learning environment include surveys, PAC meetings, Staff Meetings, Community Events, and informal discussions with stakeholders and students. Pirate Council meetings continued to be open to the SRCHS public. However there was not a specific meeting held for our students to give suggestions or raise concerns.

One challenge this year was in incorporating equity into our term assemblies. We had not yet defined equity as a staff and a community, nor participated in equity trainings. We had not explicitly taught our students what equity is. Without trainings to inform our practice, we opted to table all discussions on equity until the 2020-21 school year. There was a grassroots movement among the students, however, and a position on our Pirate Council is titled Equity Chair. The student who holds this position worked to begin conversations from the ground up between students about equity. Additionally, within some courses teachers spent time discussing equity.

For Action 4, we successfully provided professional development that included Restorative Mindset with Dr. Martha Merchant, who was the district wide guest speaker at the start of the school year. Work with Dr. Merchant continued throughout the year with site visits, including virtual meetings once we moved to distance/crisis learning. One quarter of the SRCHS staff attended a Positive Behavioral interventions and Support (PBIS) conference in October which provided a framework for working within the site PBIS team upon return. The Director of Student Services and the Grant Writer attended an additional conference in Washington DC where they learned even more about Restorative Mindset. PD was provided to the staff by the district instructional coaches around the use of restorative circles and restorative questions, though not all staff implemented them during the year. There was a request for future trainings in this area.
Behavior Intervention Forms (BIFs) are currently being collected and tracked for data analysis of the effects of our current restorative practices. The data will be analyzed annually. When a BIF is completed, students attend Rule School, a discipline strategy based in restorative practices.

For Action 5, our Instructional Coach worked biweekly with staff to reflect on Tier 1 supports being implemented in classrooms, and to discuss Tier 1 supports they would like to try. Our focus this year stayed on Tier 1, through, as staff needed a stronger foundation before moving to Tier 2. Faculty and staff have participated in trainings including Trauma Informed Care, Crisis Pervention Institution, and suicide prevention. Dr. Martha Merchant has been working with the administrative team as well as site teams to raise awareness of social/emotional supports that are needed and strategies to provide support. She specifically has been focusing on Tier 1 supports during whole faculty presentations. Dr. Martha Merchant shared Tier 1 strategies at the district wide opening day professional development. Our school has been working with Dr. Merchant throughout the school year including classroom observations, and small group and large group trainings around trauma informed care, which includes Tier 1 supports. Staff met with County Instructional Coach Dina Macdonald to be trained in Journey Mapping. A sample Journey Mapping took place with a student in a fishbowl approach, where the staff being trained observed the Journey Mapping.

A challenge in this area, however, was due to circumstances outside of our control at the start of the 2019-20 year involving negotiations. As such, journey mapping was not implemented during this year due to time constraints.

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: Priority 3: Parental Involvement (Engagement)
                      Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator All students will have access to standards aligned materials as approved in the annual board resolution of sufficiently aligned materials, including ELD standards. **19-20** 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%. **Baseline** 100%	2018-19 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%. 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, maintained at 100%. This outcome was met.
Metric/Indicator SWIFT-FIA Assessment **19-20** Maintain or improve SWIFT- FIA Assessment (Fidelity Integrated Assessment) score of 21%. **Baseline** NA	2018-19 SWIFT-FIA Assessment (Fidelity Integrated Assessment) increased by 40%, from 21% to 61%. 2019-20 SWIFTFIA Assessment (Fidelity Integrated Assessment) increased by 10% from 61% to 71% This outcome was met.
Metric/Indicator LEA Assessment	2018-19 LEA Assessment increased by 12% from 33.33% to 45.33%.

Expected	Actual
19-20 Maintain or improve LEA Assessment at 33.33% **Baseline** NA	2019-20 LEA Assessment decreased by 16% from 45.33% to 29.33% This outcome was not met.
Metric/Indicator The Facilities Inspection Tool (FIT) will have a "Good" rating **19-20** Maintain or improve the Facilities Inspection Tool (FIT) "Good" rating of 91% **Baseline** 94%	2018-19: The Facilities Inspection Tool (FIT) will have a "Good" rating increased by 3.2% from 91% to 94.2%. 2019-20: The Facilities Inspection Tol (FIT) will have a "Good" rating decreased by 1.2% from 94.2% to 93%. This outcome was not met.
Metric/Indicator Maintain the number of presentations to parent groups (e.g. LCAP Stakeholder meetings) **19-20** Maintain or improve the number of presentations to parent groups (e.g. LCAP Stakeholder meetings) at 15 **Baseline** 11	2018-19 maintain the number of presentations to parent groups (e.g. LCAP Stakeholder meetings) decreased from 15 to 8. 2019-20 maintain the number of presentations to parent groups (e.g. LCAP Stakeholder meetings) maintained at 8. This outcome was met.
Metric/Indicator SWIFT-FIT Assessment (Fidelity of Implementation Tool) **19-20** Set baseline, if chosen, for the SWIFT--FIT Assessment (Fidelity of Implementation Tool). **Baseline** NA	2018-19 SWIFT--FIT Assessment (Fidelity of Implementation Tool) was not applicable this year. We were not selected for implementation. 2019-20: Not participating due to COVID-19 school closure This outcome is not applicable.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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	1000-1999: Certificated Personnel Salaries LCFF 38,547.00 2000-2999: Classified Personnel Salaries LCFF 42,331.00 3000-3999: Employee Benefits Title I 43,146.00 4000-4999: Books And Supplies Title I 750.00 5000-5999: Services And Other Operating Expenditures Lottery 9,510.00 6000-6999: Capital Outlay Lottery 0.00 7000-7439: Other Outgo Special Education -1,306.00	1000-1999: Certificated Personnel Salaries LCFF 37,986.00 2000-2999: Classified Personnel Salaries LCFF 42,743.00 3000-3999: Employee Benefits Title I 50,937.00 4000-4999: Books And Supplies Title I 1536.00 5000-5999: Services And Other Operating Expenditures Lottery 5,108.00 6000-6999: Capital Outlay Lottery 0.00 7000-7439: Other Outgo Special Education -980.00
This action is folded into Goal 3 Action 1	NA	NA
Retired.	NA	NA
Folded into Goal 2, Action 2	NA	NA
Collect and analyze data from both perceptual surveys and achievement data of Student Learner Outcomes (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 Students with Disabilities (SWD) and Socio-Economically Disadvantaged (SED). Update Community Profile with data yearly. Utilize Schoolwide Plan for Student Achievement (SPSA) at start of year to align with previous year's Strengths-Weaknessed-Opportunites-Threats (SWOT) process. Revisit SPSA throughout year and at end of year to reflect. Identify	See Goal 3, Action 1	See Goal Three, Action One

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development (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.		
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.	See Goal 3, Action 1	See Goal Three, Action One
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.	See Goal 3, Action 1	See Goal Three, Action One
Research and begin conversation of grading practices for Differentiated Classes. Evaluate and refine common assessments.	See Goal 3, Action 1	See Goal Three, Action One
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	See Goal 3, Action 1	See Goal Three, Action One
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.	1000-1999: Certificated Personnel Salaries LCFF 0.00 2000-2999: Classified Personnel Salaries LCFF 3,900.00 3000-3999: Employee Benefits LCFF 2,698.00 4000-4999: Books And Supplies LCFF 0.00	1000-1999: Certificated Personnel Salaries LCFF 0.00 2000-2999: Classified Personnel Salaries LCFF 3938.00 3000-3999: Employee Benefits LCFF 3272.00 4000-4999: Books And Supplies LCFF 0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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. | 5000-5999: Services And Other Operating Expenditures LCFF 2,411.00

6000-6999: Capital Outlay LCFF 0.00

7000-7439: Other Outgo LCFF 0.00 | 5000-5999: Services And Other Operating Expenditures LCFF 1867.00

6000-6999: Capital Outlay 0.00

7000-7439: Other Outgo LCFF 1867.00 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented at some level, though Action 7 was not fully implemented, as we have not yet published and implemented protocols to access interventions and support for Tier 1 and Tier 2 supports. Funding for this action instead was used to develop and implement protocols for Tier 1 supports for students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

For Action 1, a big success this year was the development of a sustainable system for the 4-year plan. The system has been developed, and it involves the SSC going in to each grade level twice a year to update the 4-year plan. The initial visits occur after the end of term 1. Grades 10-12 update their 4-year plans from the previous year, inputting their spring grades. Students work with the Student Success Coordinator (SSC) to analyze their UC readiness and HS graduation requirements, and then update their 4-year plan to suit their individual needs. Grade 9 students met with the SSC to learn about the difference between Social Promotion, Graduation Requirements, and Credit Analysis. Grade 9 students learn of the HS Graduation requirements, and UC entry requirements, and create a plan for their upcoming 4 years. All grades are revisited at the start of the spring semester to input grades from the fall, revise 4-year plans, and then use the 4-year plan to develop a schedule for the upcoming year. This past year, the SSC developed a digital form for registration. While the form still has flaws, it is a work in progress and is easier to follow and understand when inputting schedules than the previously student handwritten forms. This year, we were also successful in getting a Six Rivers Student Representative on the School Board. As such, each month the School Board gets both an update from our administrator about the goings on at school, and also an update from the student perspective. At the community event at the start of the year, we did have sign up sheets. While we had hoped to have chromebooks available for stakeholders at our meetings in order to gain more participation in our surveys, we realized that the timing is not right, as the surveys are not implemented until after we have had our primary community meeting. We look at this challenge as an opportunity to explore other ways for technology to be made available to stakeholders in order to access surveys. An additional challenge is the completion of the handbook, which each year becomes better

and more complete. However, due to time constraints on our limited teaching staff, the handbook has not yet been finalized. However, we adjusted our plan this year and offered volunteer opportunities through the ongoing Pirate Parents group.

For Action 5, successes included anallysis of Spring 2019 and Fall 2019 survey results by the SRCHS staff at staff meetings. SBAC results, as well as Interim Assessment Results for Math and ELA were analyzed by the staff during staff meetings as well. We did not fully develop the writing rubric, portfolio rubric, or SLO rubric, and therefore have no data to address within those achievement areas. The FIA was completed in the Fall and the Spring, and both demonstrated growth. An effective system for data analysis and disaggregation is still in development. Our current system utilizes the SSC for analysis and staff meetings for disaggregation, however there is not often the time to delve into the data in order to inform instruction. As such, this is still in progress. A system to track students who are both Students with Disabiolities (SWD) and Socio-Economically Disadvantaged (SED) was not developed this year due to time and COVID-19. We continue to want to analyze subgroups of students, including intersectional students, and will continue to develop ways to address this need. Upon further reflection and time/benefit analysis, it was decided not to update both the Community Profile and the Progres Report. The pertinent and relevant information from both of those can be found in the annual updates of the LCAP. As it is a duplication of information, it was worth the time saved not to update them on non-WASC years. At the end of the 2018-19 school year, the staff of SRCHS held a retreat where we reviewed the SPSA and planned for the upcoming year. This process included a SWOT analysis of our school. The SPSA was reviewed at the start of the 2019-20 school year, and each staff member was asked to create a professional goal or goals in order to move towards implementing the actions. The SPSA was reviewed mid-year within our staff meetings and during our main Stakeholder meeting held in January. During this time, staff and stakeholders discussed what was working, what was not, and ideas for the future. SRCHS staff identified PD needs in regards to the SPSA at the start of the 2019-20 school year. Professional goals were set in the Spring of 2019 for implementation in this school year. The development of a Career and College Readiness survey, including how best to reach students after graduation, iwas created and implemented with the senior class.

For Action 6, we have successfully continued to reflect on and revise our recognition 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 instead of individual students. We implemented this approach as a more equiable approach towards attendance. 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.

For Action 7, our successses include utilizing student tracking systems in faculty meetings to identify students who are struggling. Teachers were assigned specific students to provide one-on-one outreach to in attempts to build relationships and remove barriers for students. Referral for Tier 2 and 3 social/emotional supports have been put into place and will continue to be refined in 2020-21. There also exist challenges in this, as while these protocols exist, they have not been clearly published for staff and stakeholder access. This will remain something we work towards in the 2020-21 school year.

For Action 8, we successfulyy began research on grading practices, and participated in informal conversations. However, formal conversations were planned for Spring 2020 and did not happen due to Covid-19, and will be something to revist in a future year. Covid-19 and the school transition to Distance/Crisis Learning during the school closures has also sparked many more conversations on grading policy and grades in differentiated classrooms, specifically differentiating for trauma and its effect. While these are not the conversations we were hoping to have in regards to our classrooms, it has been a good process to begin this discussion as it relates to the classroom based program when we return. Progress was made on the development of a cross-curricular writing rubric, but it is incomplete. The development of the rubric for the Academic Portfolio was tabled until another year, as we are not assessing Portfolios in the current senior class.

For Action 9, our start of year orientation was successfully implemented this year. It included reviewing access to the Google Drive Folder, which had been reorganized for ease of access. The SPSA was reviewed in our start of year faculty meeting as a way to remind us of our goals as we moved forward with the school year. PD goals, which had been established in the spring of 2019, were reviewed for what was needed as we moved forward. As we did not have any completed common rubrics, those were not introduced at the start of year orientation. Additionally, no progress was made on a consistent naming scheme for documents. However, with the newly organized shared drive folder being utilized, most documents can easily be found there. One challenge was in the completion of the New Teachers Orientation. While this did not happen by the end of the 2019-20 school year, it did happen over summer prior to the start of the 2020-21 school year. As it is in its first iteration, there is room for reflection and changes moving forward.

For Action 10, monthly district-wide safety meetings were taking place. Revised safety plans were submitted in May 2020. Communication systems have been evaluated and improved through all the school closures in 2019-20. Campuses have conducted drills throughout the school year.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
COVID Funding	$1,049,173	$1,049,173	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

No differences.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Students who have expereinced learning losses began being identified after the first few weeks of school. During regular weekly staff meetings, staff would discuss students of concern, based on attendance, engagement, and learning gaps. These weekly conversations initially focused on attendance and access issues, and lead to administration support to provide students with hotspots or other supports needed to engage in curriculum online. As the weekly meetings continued with Students of Concern a primary feature, the staff would identify students who are struggling in multiple content areas, and as such the meetings would act as a form of triage for intervensions. At the end of Term 1, the D and F list was analyzed as a staff. Students with multiple Ds and Fs were targeted for intervention, including phone calls, emails, and guardain communication from our administration, always with a focus on re-engaging students and investigating what barriers are inhibiting student success. At the end of Term 2, analysis of the D and F list lead to staff taking on a case load of students to implement Tier 1 and 2 academic and behavioral supports, hoping to help these students find success with proper supports. As we headed into Term 3, and we were able to bring students onto campus for support, those students who were inhibited from learning due to internet access or learning environments were brought on to campus for the start of learning pods in December. The students that joined these pods were identified as needing additional support to access their curriculum and find success in their courses throuhg our weekly staff meetings and discussions of students of concerns, as wall as analysis of the D and F list form Term 2.

One of the challenges that was faced was appropriate space for students. When we first opened for learning pods, the amount of students allowed in the pods was minimal, only 3 students each day. As such, the students who attended could only come for one or two days a week in order to have enough space for all of the students who needed the additional support, about 12 that were identified and willing to come back on campus. After analysis by the school nurse, the amount of students apporved to be attending each day was increased to 6. Over the break, air filtration devices and filters were outfitted in the rooms where the pods take place, allowing the amount of students who attend in pods to double. The learning pods, in general, have been a success. Many students who were facing attendance issues for multiple reasons were now attending consistently. Students who were disengaged or non-responsive when participating from home found themselves more engaged and responsive when in the learning pods on campus. Students who would otherwise not participate vocally were now able to talk with their teacher over zoom, as the learning environment on campus was more condusive to engage verbally than at their homes. Currently, 19.8% of our classroom based program attend in pods (19/96). Learning pods are in the morning, from 8:45 until 12:45.

In addition to the learning pods, our freshmen students have been referred to the ACORN Program, offered through the district and located on Arcata High, for those freshmen students that have failed multiple courses in the first semester and are behind 15 or more units (3 or more classes). Students enrolled in teh ACORN Program participate on campus 5 days a week in socially distanced learning activities that not only address content standards in math, english, freshmen health/tech, and science, but also includes Social Emotional Learning, competency and skills-focused instruction and support from multiple agencies. The ACORN Program uses competency based instruction and project based learning to provide at risk students the opportunity to catch up to their classmates by the end of the 2020-21 school year.

One other support that our students have access to is Face -to-Face Student Support (F2F Student Support), an afternoon program offered from 1:30 - 4:00 on Mondays and Thursdays, to provide students with an opportunity to be on campus after lunch for their 3rd period class.

Throughout all of this time, staff have been available every Wednesday fro consistent office hours to assist students in small groups or one-on-one settings. Students who participate in the CTE program through Arcata High have had access to learning on campus in small groups, to access equipment not otherwise available at home.

When students are on campus, Personal Protective Equipment is in place and available. This includes, but is not limited to, a foam in and foam out station in each classroom and office space as well as disposable masks and social distancing.

As we move forward into April, we will be moving into Hybrid Instruction. Our students will be divded into two houses, House A and House B. When the time comes to bring one house on campus, our hybrid model, some students will be in the classroom, while others participate in synchronous learning which will be broadcast via Zoom from the classroom. Synergy or Google Classroom will be used to deliver curriculum during this hybrid model so students both on- and off-campus will have equal access to the curriculum. This also gives the flexibility to accommodate students who cannot come to campus for short periods of time due to illness, quarantining or underlying health conditions.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
COVID Funding	$1,049,173	$1,049,173	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

No differences.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:
Six Rivers Charter High School is started the school year with all students in a distance learning model. There were designated times for synchronous and asynchronous learning in the weekly bell schedule. There were four 65 minute synchronous blocks Monday and Tuesday, and three 90 minute synchronous blocks Thursday, and Friday delivered via Zoom. After feedback from students and staff, the required check ins on a Wednesday was changed from meeting with one teacher in the morning and one teacher in the afternoon to meeting with the 0-block instructor at 8:45, followed by office hours in all of their 7 classes. This change was made due to student confusion over the original schedule, and staff requests for a consistent check in time devoted to checking in. In the previous schedule, teachers would get many students who checked in just to check in, and would come at any time during the office hours, often times disrupting any small group or one-on-one support being given. These interruptions would decrease the time teachers had to meet in meaningful ways with those students coming to office hours for support. After seeking student and staff feedback, the schedule was changed to require students to check in once, consistently with their 0-block instructors at 8:45. Following this check in, students should complete 240 minutes of asynchronous work on Wednesdays, though they may be supported through teacher led office hours.

The Master Schedule was built so that students are placed into two houses or groups. The size of each house is roughly equivalent. This division will allow SRCHS to bring students back with half of the class, or even a quarter of the class at a time. In order to accommodate hybrid learning, our bell schedule will be adjusted slightly in April. On Monday and Thursday, four synchronous blocks of 55 minutes will take place, and on Tuesday and Friday three synchronous 80 minute blocks will take place. Our Wednesday

schedule will remain the same, with students checking in with their 0-block class at 8:45, followed by an asynchronous work day, with options for students to join office hours for support. While our synchronous class periods will be reduced by 10 minutes for each day compared to our full distance learning model, it will be expected that each class therefore offers 20 minutes of additional asynchronous work per week. To help support this, staff will also hold one hour of office hours each day in the afternoon, in addition to the Wednesday office hours. This support will be available to all students, regardless of whether students are on campus or learning from home, as office hours will be held virtually. When we begin our hybrid schedule this April, one House will be in the classroom, while the other House and full Distance Learning students will participate in synchronous learning which will be broadcast via Zoom from the classroom. Synergy or Google Classroom will be used to deliver curriculum during this hybrid model so students both on- and off-campus will have equal access to the curriculum. This also gives the flexibility to accommodate students who cannot come to campus for short periods of time due to illness, quarantining or underlying health conditions.

As we move into our hybrid learning, the focus has been on consistency. Consistency with where assignments have been assigned, where assignments are turned in, days assignments are assigned, days assignments are due, and assessments. This consistency will contribute to continuity of learning as students continue to follow protocols set forth at the start of the year, regardless of whether they join in person or continue learning from home. Additionally, our staff continues to focus on our Student Learner Outcomes, ensuring that our instruction via distance learning matches our in person instruction and educational goals. Our staff have continued to focus on our SLOs, regardless of instructional models. Our successes include: community building within our classes and as an entire school; opportunities for student voice in classes and in project choice; opportunities for students to give feedback to staff and peers; communication to family and guardians; use of breakout rooms to have a private moment, a check in, and to provide small group interactions and student-centered collaborative instruction; inter- and intra-personal skills, moving student from dependent to independent and interdependent; connecting our studies to real life and relevant applications, as well as connecting to the historical context of the situation; providing space for students to have social time, individual time, student centered time; the opportunity for students to self reflect in different contexts, such as group discussion, journal entry, etc; interdisciplinary connections; giving positive student feedback; modeling expected behavior. The staff of Six Rivers has excelled at bringing the quality instruction to distance learning, while continuing to focus on our student learner outcomes, making for a program that contains continuity of instruction, regardless of learning model.

Access to Devices and Connectivity:
At the start of the school year, every student at Six Rivers Charter High was issued a school chromebook, making our students and school one-to-one. Students who identified needing hotspots in the August survey were issued hot spots to support internet connectivity. There are a few students who live in areas that do not have cell service or other means of connectivity. For those students, paper packets were provided on a weekly basis, and the student was invited to stay at the school on Wednesdays during office hours to reach out to any instructors if support was needed. The drop off and pick up day for the packets was established on Wednesday so that the office hours could be utilized virtually from the school without an additional trip required.

As the school year continued, the staff would identify students whose attendance or engagement was hindered by connectivity issues. The administration would reach out to students to replace broken chromebooks, provide additional hotspots, or problem solve connectivity issues. While for most students, our proactive approach has been successful, there continue to be internet connectivity challenges based on student location, weather, and overall internet usage at pupils houses. We continue to engage in weekly discussions about students of concern, including those with internet connectivity or device issues, and our administration follows up to see what the students may need. For those students who continue to lack connectivity, we have invited students to campus for pods in order to have access to the internet provided on campus. This has been a successful strategy and support since late November.

During the week, the district technicians hold office hours every morning that are open for students if they are having tech issues or connectivity issues. Additionally, the tech work orders were open for students to complete if they needed additional support from district technicians.

Pupil Participation and Progress:
Attendance is encouraged to be taken within the first 15 minutes of class, but by the end of the period at the latest. Students who are marked as DN (Distance Learning Not Participating) receive a voice message, text, and email asking families to call the school to clear the absence. We have had great success in sending these out after the first 20 minutes of class, and have found that early phone calls are essential in supporting our students in getting online for classes, often before the period ends. For students who are marked as DN or DU (Distance Learning Uncleared) for three or more (60%) days in a week, further intervention and supports are provided. Our administrator reaches out to students and families to learn of any barriers to engagement, such as health, social services, or technology, and work with the family to remove the barriers. When needed, students are connected with crisis counselors on campus, or external resources, including but not limited to food, hot spots, and gas cards. Students who are still experiencing challenges to engagement and attendance have been invited to attend in pods on campus, and much success has been seen there.

After reviewing the original Wednesday schedule, the change was made to require all students to check in with their 0-block instructor from 8:45 - 9:00am, followed by optional office hours with staff. This optional office hours has been very successful in supporting student learning, for those students who choose to attend. Additionally, streamlining the attendance policy to be more consistent with the practices of the other class periods made it easier to determine which students were or were not checking in during the required time on Wednesday.

In terms of academic achievement, our staff continues to focus weekly discussions on students of concern. Analysis of the D and F list at the end of each term, and taking on a caseload approach, has ensured that all students with a D or an F are being reached out to by at least one staff member. These conversations focus on supports the student might need to be successful, as well as discussions of Tier 2 and 3 supports to implement. All students in our program have access to a study skills class, where students have time during the school day to complete assignments, to work one-on-one with teachers or aides, and to gain organizational skills to help with the difficulties of the distance learning environment.

At the end of each term, staff complete Weekly Engagement Reports, which include which students they had contact with via zoom classes and which students engaged with the assigned curriculum via completed assignments.

Distance Learning Professional Development:

Staff participated in three days of professional development the week prior to the start of the school year. The training included Youth Mental Health First Aid, Zoom, Google Classroom, Synergy, Distance Learning Strategies, and Attendance. The Director of Technology, the Data Systems Coordinator, and Instructional Coaches trained new teachers, ensuring they were comfortable with the technological requirements and procedures for launching a Zoom meeting, taking attendance, and setting up their grade books. The Data Systems Coordinator trained the entire secretarial staff on the distance learning attendance procedures, Informed K12 digital signing software, and Zoom meeting participation. A separate training for new secretaries was held as well.

Instructional Coaches and the technology team continue to work with staff daily to improve the access to Zoom class meetings and syncing Google Classroom with Synergy. This is occurring in scheduled meetings but mostly via open office hours in a teleconferencing environment.

Each Wednesday, during our staff meetings, there is time for staff to reflect and share distance learning strategies that are working well, as well as to spend time on discussing problems staff are facing, and brainstorm strategies to implement. Additionally, these meetings are being used to reflect on areas where staff need professional development. The administration and the instructional coaches have been working together to develop a plan to meet the needs of the staff, as identified in these meetings.

Additionally technology training in Nearpod, Edpuzzle, Turn It In, and Padlet were offered to staff after school, or during office hours. These technology platforms were identified as highly useful, and district licenses were purchased to support student learning and engagement. For each new technology platform, professional development was offered via zoom and recorded to be watched at a later time for those who missed the training, or who prefer asynchronous training.

In March, our district began district wide Equity Training that took place every Wednesday afternoon. While the focus of these trainings was on biases and the four dimensions of racism, it served as a pertinent reminder to the equity issues that face our students via distance and hybrid learning, and how race compounds those. As we work toward crafting hybrid lesson plans that are accessible to all students regardless of whether they be in person or learning from home, it is essential that we also craft equitable lessons that are representative of all of our students cultures, and actively anti-racist.   In addition to the Equity Trainings, our district has many Professional Learning Communitites (PLCs) that are working to address equity within and across our district. While these PLCs are optional, they are well attended.

Additionally in March, our Instructional Coaches began crafting asynchronous professional development to prepare staff for the implementation of hybrid learning. What began with weekly newsletters with hyperlinked resources to a myriad of resources in print, audio, and video format quickly evolved into a website that houses all hybrid learning resources that have been curated by our instructional coaches. The Instructional Coaches began inviting district departments onto campus, one at a time, to engage in PD geared towards how to set up and run a hybrid classroom. This took place over the course of three weeks, in order to meet the individual needs of each department. Time was built in to provide staff with opportunities to set up their space.

Staff Roles and Responsibilities:
While it has been a huge challenge to translate a full classroom based curriculum into full distance learning, our teachers have successfully risen to this challenge and continue to excel at their endeavors, as evidenced by student and guardian feedback. Teachers have had to adjust their teaching to the teleconferencing environment. This includes syncing their Google Classroom with Synergy if desired or serving curriculum up directly in the Synergy grade book platform. Teachers have learned how to schedule their Zoom meetings in Synergy so students can access it at the classroom meeting time via the StudentVUE portal to Synergy. Teaching in the online classroom presents additional learning opportunities for teachers as they manage student behavior online. The amount of time for classroom instruction has been reduced, as well as the overall meeting time for 4 of our 7 classes. This is requiring teachers to adjust their curriculum and instruction, to focus on that which is only absolutely necessary, and to utilize a variety of instructional strategies to enhance student engagement. Example: teachers will utilize breakout rooms in Zoom in order to facilitate small group learning within classroom periods. Teachers continue to focus on levels of student engagement and to plan their lessons to maximize participation and student collaboration, providing the much needed social outlet for students, as well as promote student academic success. Overall, our staff considers our transition to distance learning a success, though it continues to be an ongoing challenge.

As we moved to hybrid instruction, teachers were tasked with the challenge of providing an engaging curriculum that translates not only to in person instruction, but to students learning from home at the same time. This new experience posed a new set of challenges, and additional changes to roles and responsibilities of the teachers. These changes included, but are not limited to: verifying each student has a check in slip at the beginning of the day; cleaning all shared classroom spaces and supplies in between classes; enforcing masks, social distancing, and foaming in and out of the classroom. As we moved into hybrid learning, there were more challenges, and eventual success.

Custodians are continuing with training regarding safety protocols connected to cleaning and health/social distancing standards. The school nurse is a vital member of the safety team and is working, along with custodians, the Director of Student Services, and the Superintendent to ensure that all recommended safety standards are met. The Director of Student Services is writing necessary protocols with the input of the team.

Since the district did not need as many bus drivers at this time, a number of staff who generally work as bus drivers are taking the paraprofessional exam at the Humboldt County Office of Education in September so that they can be reassigned as Instructional Aides. The Director of Student Services is working with Instructional Aides and the Special Education Department to ensure that Aides can perform their duties virtually and then in a hybrid model when the time comes for that. During the Spring of the 2019-2020 school year, Instructional Aides received extensive training in all aspects of on-line instructional support.

Support for Pupils with Unique Needs:
Students with unique needs were addressed on a case by case basis. In the current year, we did not have any Life Skills, Special Day Class (SDC), or English Language Learners. Our students who are homeless or who have an Individual Education Plan (IEP) were provided additional supports as individually necessary. For example, a student with an IEP and no internet access was provided paper packets, and the student met virtually with the case carrier every Wednesday from the school when dropping off and picking up the new week's packet of work. Our homeless students were provided additional resources, including food, gift cards for groceries, and access to on campus learning in pods prior to opening up pods to the general school population. The Principal actively works to ensure that all students are engaged via the three-tiered engagement plan and prioritizes on-campus learning for those who present with a need.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
COVID Funding	$1,049,173	$1,049,173	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

No differences.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Pupil Learning Loss:
Six Rivers Charter High School along with the district has used data-based decision making to determine learning loss. Administration reviews weekly attendance reports, as well as engages in weekly conversations with all staff about students of concern to determine struggling pupils. Once identified as a student of concern for learning loss or attendance, the administration reaches out via phone call to connect with students to determine what barriers inhibit students from access and success. Six week progress reports were reviewed for Ds and Fs. After Term 2, each staff member took on a "caseload" of students with D's and F's to reach out to and identify Tier 2 or 3 supports that might be needed to help the students access the curriculum. Students for whom the Tier 2 or 3 supports were not enough were identified and brought on campus to participate in learning pods. For students who had significant learning loss, adjustments to schedules and prioritizing core classes have assisted in students in finding success by reducing the classes they are currently taking to be a more manageable amount for distance learning.

In addition, the district is engaged in the second year of a School Climate Transformation Grant that is geared towards providing tiered support for academics as well as social emotional needs. Remediation for target students has been provided as is appropriate. However, the focus for this year has been to keep students from falling further behind. Six Rivers Charter High School uses the district's strategies for remediating student learning via summer school, continuation school, and independent study credit recovery.

Finally, teachers are well aware of the learning loss that took place during the spring of the 2019-2020 school year and they have all taken into account the gaps that need to be filled prior to students being able to move forward. Remediation occurs within the classrooms as needed, and is targeted to key focus standards or topics essential for success in the current curriculum. Six Rivers

Charter High School continues to address this issue in ongoing discussions during Wednesday meetings. As our staff has been focused on Universal Design for Learning (UDL) and differentiated instruction over the past few years, teachers have been planning instruction that provides learning experiences while also working to fill in essential gaps, based on individual student learning needs.

Upon comparing summer school registrations from the past 7 years (2014 - 2020) to current registrations, there is no significant data trend showing excess students needing summer school. The data removed those students who took courses to advance (such as taking Math 1 as an entering freshman in order to be ready for Integrated 1, or taking World History in order for their schedule to fit) and was focused on those students who took summer school for remediation purposes only. While our numbers vary throughout the years (number of semester courses over summer ranging from 7 to 45), the average of the years prior to 2020 was 22 semester courses per summer. Over the summer of 2020, there were 15 semester courses registred. At our current point in this school year, our students are registered for 16 semester courses, based solely on first semester grades. While this will likely lead towards about double that after the second semester is finished, making the number higher than the average, it will still fall within the ranges of previous years. On strategy that should help reduce the numer of students who need summer school will be the use of the Credit Recovery course next year. In addition to the number of students currently slated to sign up for summer school we have 12 students registered for credit recovery to address their learning loss.

Pupil Learning Loss Strategies:
We pulled data to analyze for the three year trend by grading periods and analyzed our findings by grade level bands. Our first analysis looked at the total number of students in each grade level receiving a D and/or an F. This was compared to the average of the past three years by term. Our grade 9 students overall have improved in the number of students with D's and F's as compared to the past 3 years, while our grade 11 and 12 students have consistently increased the number of students with D and F grades by about 2.2% on average. Grade 10 varied by term. This may be due to the cohort of students, as we have small numbers (about 28 total in each class). Further analysis of cohort patterns was deemed necessary to get a true picture of learning loss.

A secondary analysis looked at the total number of courses that are receiving D or F grades in each grade level. This was compared to the average of the past three years by term. In this case, a more consistent pattern was visible. Thus far, each grade level increases the total number of courses with D and or F grades consistently, with the exception of two instances: Grade 11 in Term 1 was lower by 1.6 courses, and grade 9 in term 3 was lower by 2.3 courses. This data is disconcerting because even in instances where there were less students than previous years, there are more classes that have D and F grades. The data shows that while overall we have a reduction of the number of students with D and F grades, those that do have D and/or F grades have more courses they are receiving those grades in.

Based on this data, and specific analysis of the D and F list, as well as weekly staff-wide meetings when we discuss students of concern, we have implemented the following strategies that have been met with success: Individualized tutoring via the use of classroom aides and study skills, small group tutoring and homework support during office hours, study skills building, and small group face-to-face learning in pods.

Six Rivers Charter High School addressed the issue of accelerated learning by focusing on the schoolwide learner outcomes (SLOs), and developing focal content standards within each content area that support both the SLOs and the overall curricular goals. Our collective approach towards ensuring the SLOs continue to be at the forefront of our instruction has helped to guide the identification of these focus standards. The implementation of focus standards into each content area allows staff to focus on foundational learning needs as well as focus on vertical integration for success in future years. While students are receiving less overall content, the content they are receiving is of a quality that takes into account their learning loss from last year and their learning needs in order to be successful this year and in future years. Our staff continues to work towards UDL and differentiated instruction to address the individual learning needs of all students.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

This year has seen much success in monitoring and supporting the mental health and social and emotional well-being of students. Because our staff takes time each week to discuss students of concern, we can quickly identify any students who stand out consistently in multiple classes and are presenting as needing mental health support or social-emotional support. Working within the Sulti-Tiered System of Support (MTSS) framework, staff have been able to provide services at the appropriate tier for students in need, ranging from one-on-one check ins, referrals to crisis counselors or outside resources, providing additional necessary resources, such as food, or just sending an email to check in on them, letting students know they have caring adults looking out for them.

Within the curriculum and course time, staff have structures in place to support Social-Emotional Learning (SEL) and mental health. Staff spend time at the start of each class building community and checking in, allowing students the opportunity to engage in conversations with their peers about good things, to share areas that aren't going so well, and allowing teachers the time to check in on students individually within the first 5-15 minutes of class. Different staff have different approaches to checking on their students, but consistently all staff have structures in place to check in daily with students and to provide them with time to engage with their peers. Staff continue to hold community circles to provide students with the connections to their peers, and the opportunity to learn about the students in their classes. Additionally, within class periods staff provide brain breaks and discuss brain science to support students in developing social-emotional skills.

Students who are chronically absent, or who relate in the check in that they aren't doing well are sent a follow up email by staff to check on them. Chronic attendance issues are then addressed by the administration, oftentimes through providing support to the crisis counselor on campus or providing any needed resource such as food, a hotspot, or a location on campus to learn. Students who confide in staff that they are under mental duress are referred to the crisis counselor on campus, who in turn calls the student and/or guardian to check on them. Additionally, the crisis counselor has been available on campus to meet with students as needed and by appointment.

Six Rivers Charter High School continues to work with Humboldt Bridges to Success and students who have been referred will meet with program clinicians and case managers as is appropriate. Also, the school nurse has established protocols with Humboldt Open Door Clinic who will provide off-site clinician services for students/staff as is appropriate.

In addition to success there have been many challenges this year as well. The primary challenge has been in reaching out to students who are consistently absent and in providing them with the resources they need. Students who are not attending and who are not responding to emails or phone calls became the primary focus of outreach in order to provide the supports needed. An additional challenge originally was providing students with a functional learning environment, free of the stresses that might be present in the home. Now that pods are up and running, those students who have home environments that are not conducive for learning are working at school, an environment that allows them to see some of their peers each day as well as provides them with a focused and

quiet environment where they can work successfully. While there are still challenges that exist, primarily in trying to read between the lines without seeing the faces on your students each day to know how they are doing, our staff is doing everything possible to connect with each student on an individual level in order to help determine if their are mental health needs, or social-emotional needs, and to then provide them with the proper referral and support.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our pupil and family engagement has been successful. We are looking at attendance that is comparable, if not slightly better, than previous years. The numbers right now for attendance is at 96.18%, which is an improvement from last year overall. Our successes can be attributed to the tiered approach we have implemented and our consistent staff-wide discussions of students of concern.

Our administrative office has done a great job of reaching out to students when absent, providing technology support as needed to get students to class, and following up with student absences. There has been improvement as the year progressed in student attendance and engagement.

Family engagement and outreach continues to be a strong point for our school. With consistent emails, personal phone calls to families, updated website information, and active social media, our families have multiple forms of communication with them each week. The feedback from our stakeholders has been nothing but positive about our outreach efforts this year.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes in the food service program include the ability adapt to the everchanging requirements. Serving the community in a drive-thru model has been going well with the grab and go meals.

The change in staffing has been challenging for the Food Service Program. Recieivng food in a timely mannor due to the pandemic has also been challenging. With the grab and go meals, the quantity of food needing to be stored at particular times during the week has been challenging, especially with milk.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	COVID funding provided by the federal and state government.	$1,049,173	$1,049173	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

No differences.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The main lessons learned from implementing distance learning and learning pod programs is the importance of Universal Design for Learning, including inclusive, culturally relevant, student centered, and engaging curriculum and teaching so that all students can access the content and demonstrate understanding. Additionally, there is a need for social-emotional and learning and trauma informed care. While our vision has the "whole student" at the focus of our educational delivery, there has never been a more important time than now to work with our students where they are at, and to educate them holistically, both in content standards, schoolwide learner outcomes, and Social Emotional Learning (SEL) instruction. In order to fully support our students where ever they are at when they return to school next year, we will need to collect data about both the learning and the mental health of our students in order to inform supports. Frequent formative assessments must be used to guide instruction. Universal screening for mental health must take place, and the implementation of the SWIS database will help inform administration of patterns of need so that may target supports to address those needs.

As we move back to in-person learning, the development of community and increasing relational capacity will become very important. Again, while we have known that a welcoming learning community is beneficial for students, we have again learned how powerful those connections are during distance learning, and the effect that relationships have on the success of our students. One thing the pandemic made ever clear was the equity gaps that exist in our district. We will continue to build and develop our school community, working to ensure that all classrooms are safe spaces for all students, including our Black, Indigenous, and People of Color (BIPOC) students. The district is providing implicit bias training for staff, holding listening sessions, and updating policies and systems with an equity lens.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The revision of curriculum to include student learning outcomes, school norms, Universal Design for Learning, social emotional learning standards, multidisciplinary alignment, formative assessments, Common Core State Standards (CCSS), and equitable grading policies will address the pupil learning loss. In addition, increasing the number of students enrolled in A-G courses and CTE pathway options will improve student learning loss. For students with unique needs, the process of aligning the four year plans with Individual Transition Plans and Individualized Education Plans will address pupil learning loss. The four year plans of every student will be revisited and refined annually, while we work to maintain and support UC A-G readiness for all students to the extent that it is possible. Additionally, we have added a metric that measures credit deficiency for students behind by 15 or more credits (3 or more classes) in order to assess our program needs so that we may adaquatly support our at risk students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Six Rivers implemented a learning pod program to provide a classroom setting for at risk students in grades 9-12, refernced on our campus as "Learning Pods." This was not written in the actions or services, but was put into place as of the Spring of 2021. In addition, staff were all trained this school year on who to identify students who qualify as McKinney Vento.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Reflecting back on 2019-20 LCAPand 2020-21 Learning and Continuity and Attendance Plan, the 2021-24 LCAP includes much more emphasis viewing our systems through an equity lens. As such, our focus has increased in Universal Design for Learning and revising curriculum to be culturally relevant, include Schoolwide Learner Outcomes and behavior norms, formative assessments, SEL/trauma informed education, and equitable grading policies in order to determine and address learning loss. Tier 1 supports are emphasized through UDL and the implementation of school wide norms. Tier 2 and 3 levels of support will be identified via SWIS data, Universal Screening (Student Risk Screening Scales), attendance, grades, and credit deficiency. Enhancing student and family participation and involvement in decision making will be emphasized along with building health and wellness supports for all staff.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    o Continuity of Instruction,
    o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	1,049,551.00	989,687.00
	0.00	0.00
Independent Study	17,971.00	5,359.00
LCFF	656,197.00	662,710.00
LCFF Supplemental and Concentration	23,773.00	0.00
Lottery	33,547.00	28,882.00
MHS Block Grant	36,168.00	14,666.00
Site Grants	12,949.00	13,006.00
Special Education	24,032.00	-20,105.00
Title I	244,914.00	285,169.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,049,551.00	989,687.00
1000-1999: Certificated Personnel Salaries	602,870.00	585,338.00
2000-2999: Classified Personnel Salaries	73,303.00	73,655.00
3000-3999: Employee Benefits	282,609.00	320,098.00
4000-4999: Books And Supplies	36,918.00	16,254.00
5000-5999: Services And Other Operating Expenditures	34,574.00	-13,485.00
6000-6999: Capital Outlay	0.00	0.00
7000-7439: Other Outgo	19,277.00	7,827.00
	19,277.00	5,960.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	1,049,551.00	989,687.00
1000-1999: Certificated Personnel Salaries	LCFF	589,921.00	572,332.00
1000-1999: Certificated Personnel Salaries	Site Grants	12,949.00	13,006.00
2000-2999: Classified Personnel Salaries	LCFF	49,266.00	47,495.00
2000-2999: Classified Personnel Salaries	Lottery	24,037.00	23,774.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	2,386.00
3000-3999: Employee Benefits	LCFF	14,599.00	30,062.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	18,628.00	0.00
3000-3999: Employee Benefits	Special Education	5,218.00	6,403.00
3000-3999: Employee Benefits	Title I	244,164.00	283,633.00
4000-4999: Books And Supplies	LCFF	0.00	52.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	0.00
4000-4999: Books And Supplies	MHS Block Grant	36,168.00	14,666.00
4000-4999: Books And Supplies	Special Education	0.00	0.00
4000-4999: Books And Supplies	Title I	750.00	1,536.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,411.00	10,301.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	5,145.00	0.00
5000-5999: Services And Other Operating Expenditures	Lottery	9,510.00	5,108.00
5000-5999: Services And Other Operating Expenditures	Special Education	17,508.00	-28,894.00
6000-6999: Capital Outlay		0.00	0.00
6000-6999: Capital Outlay	Independent Study	0.00	0.00
6000-6999: Capital Outlay	LCFF	0.00	0.00
6000-6999: Capital Outlay	Lottery	0.00	0.00
6000-6999: Capital Outlay	Special Education	0.00	0.00
7000-7439: Other Outgo	Independent Study	17,971.00	5,359.00
7000-7439: Other Outgo	LCFF	0.00	2,468.00
7000-7439: Other Outgo	Special Education	1,306.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	799,164.00	777,304.00
Goal 2	107,094.00	64,109.00
Goal 3	143,293.00	148,274.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,049,173.00	$1,049,173.00
Distance Learning Program	$1,049,173.00	$1,049,173.00
Pupil Learning Loss	$1,049,173.00	$1,049,173.00
Additional Actions and Plan Requirements	$1,049,173.00	$1,049,173.00
All Expenditures in Learning Continuity and Attendance Plan	$4,196,692.00	$4,196,692.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,049,173.00	$1,049,173.00
Distance Learning Program	$1,049,173.00	$1,049,173.00
Pupil Learning Loss	$1,049,173.00	$1,049,173.00
Additional Actions and Plan Requirements	$1,049,173.00	$1,049,173.00
All Expenditures in Learning Continuity and Attendance Plan	$4,196,692.00	$4,196,692.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Six Rivers Charter High	Ron Perry Principal	rperry@nohum.k12.ca.us 707--825--2428

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Six Rivers Charter High School (SRCHS) is a small charter school located in Humboldt County in the City of Arcata, population 18,000 (2017 US Census Bureau). Humboldt County's 4,052 sq. miles has a population of about 135,558 (2019 census estimate), who demographically are characterized as 83.2% white, 1.5% Black or African American, 6.4% American Indian, 2.9% Asian, 0.3% Native Hawaiian or Other Pacific Islander, 12.1% Hispanic or Latino, and 19.1% below the poverty line. The median household income is $48,041. Humboldt County has 2 high school districts, 5 unified school districts, and 25 elementary school districts. SRCHS falls within 1 of the 2 high school districts and is accessible from any of the 25 elementary schools.

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 at 115, near the Charter ideal of 100 students.   In 2019, SRCHS collaborated 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), Agriculture and Natural Resources, Manufacturing and Product Development, 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.

95 students currently attend Six Rivers Charter High School in our classroom based program, with the breakdown by grade level of 26 freshmen, 23 sophomores, 23 juniors, and 23 seniors. Currently, 15 students are on our independent study program, with the breakdown by grade level of two freshmen, three sophomores, five juniors and five seniors, bringing our total program enrollment to 110 students. Six Rivers has maintained a graduation rate of 100% over the past several years. Though Six Rivers did not host any exchange students this year due to the pandemic, we are happy to welcome one exchange student in the fall of 2021. The presence of these global perspectives have enriched the cultural fabric of Six Rivers.

Interest in joining the Six Rivers learning community has increased over the past few years, resulting in a lottery for our incoming Freshmen class for the 2020-21 school year. During the open enrollment period nearly 40 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. Additionally, there is currently a waitlist for all grade levels, as interest in our program has exceeded open seats in all grades.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to COVID-19, there is no available data on the California Dashboard for the previous school year. Additionally, due to the small size of our school , in previous years Six Rivers did not have enough students within any given subgroup provide data based on subgroups. Nevertheless, staff examines local data including cmparisons of the D and F lists for the previous 4 years, students who are behind by 3 or more classes, cummulative GPA's over 2.0, and summer school enrollement over the course of the past 6 years. Through the analysis of local data and dashboard data, we ahve found three primary areas of success.

Our suspension rate has decreased significantly over the past four years. Six Rivers focuses on the delveopment of relationships with our students, and fostering a safe learning environment that students want to be a part of. Six Rivers utilizes MTSS strategies to directly teach the school norms, recognize exemplary students, reward schoolwide benchmarks, and implemnet restorative practices to ensure safe and healthy learning environments and relationships. In 2018--19, the Behavior Intervention Form for monitoring student data for discipline was implemented. In addition to monitoring data, the BIF provides staff and students with access to Tier 1, 2, and 3 supports to best meet the individual needs of a student at varying times. The implementation of tiered support has successfully led to lower suspension rates and improved relationships. At the same time, our attendance rate has continuously improved over the past 4 years, and our chronic absenteeism has significantly and continuously decreased over the past three years. This is a testament to the success of both the tiered behiavor and academic support provided to our students, as well as the foundational relationships that are built between students and staff, students and studnets, and staff and staff.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to COVID-19, there is no available data on the California Dashboard for the previous school year. Additionally, 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. Through the analysis of local data and the input of our stakeholders, we have identified two areas for improvement. One area where we have seen decline is in our graduates being UC/CSU ready. As that has been an area in decline over the past three years, we have implemented a sustainable registration process that includes the reevaluation four year plans with every student who attends our school. Students are all counceled to take courses that will keep their doorways open in term of college, and we are hoping that the annual reevaluation of four-year plans through the lens of college readinees will support more students being UC/CSU ready when they graduate. While academic counseling will provide the doorway to acceptance in the UC/CSU system, it is only the first step in addressing student readiness for college. In addition to providing more robust academic counseling for our students, we have identified the need to reevaluate and redesign our curriculum using Universal Design fro Learning and Culturally Relevant Teaching Strategies to ensure equitable access for all students to the curriculum. This plan to redesign of our curriculum will not only provide all students with equitable access to the curriculum, but it will also help to address our other identified area of need, the increase in students with D's and F's, as well as those students who are behind 3 or more classes. It is our hopes that by designing our curriuclum using UDL and culturally relevant practices that all of our studnets will find more success in their classes, leading to less D's and F's and less studnets behind credits.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The Six Rivers Charter High School LCAP is rooted in our school vision, which states "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." Our LCAP works to bring this vision to light, with three main goals that can be categorized as Academics, Social/Emotional, and Systems of Engagement. These three categories are consistent with the Multi-Tiered System of Support (MTSS) framework that works to support all students in their educational growth, both academically and holistically through Social/Emotional education and supports, while ensuring that systems exist to bring about these successes.

Our first goal that was lightly categorized as "Academics" in the previous paragraph is stated in full as, "Inclusive, effective, engaging and rigorous academic instruction and support for all students." Our second goal that was lightly categorized as "Social/Emotional" in the previous paragraph is stated in full as, "Inclusive social, emotional, and behavioral support for all students." Our third goal that was lightly categorized as "Systems of Engagement" in the previous paragraph is stated in full as, "Integrated educational framework that features inclusive policy and practice and fosters family and community engagement."

These three goals not only support the Six Rivers vision, but are also aligned with the MTSS framework as defined by the California Department of Education, "MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success."

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

During our most recent LCAP Stakeholder Meeting, it was brought to our attention the word "Stakeholder" is rooted in colonial practices, and as such we will be working with a different term in this document and in future meetings. We will be using the term "Interested Parties" instead.

The LCAP Action Plan has been updated based on current critical needs with active input by Interested Parties. Our site has continually gathered feedback from Interested Parties through surveys such as the school climate survey, as well as continually analyzed 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, guardians, and students have had ample invitations to partake in the LCAP goal setting process.

The unification of the Western Association of Schools and Colleges (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 Interested Parties. At Six Rivers, all staff members have had regular opportunities to provide input, share priorities, and revise the LCAP action plan during ongoing staff meetings. During this time, staff reflect on our progress by identifying Strengths, Weaknesses, and Areas for Growth with each goal. Staff give feedback on actions that have been successful, actions we need more time to work with, and actions that are ready to be retired. The Student Success Coordinator (SSC) provided student data for analysis and the instructional coach has provided professional development to support the LCAP Goals.

The revisions to the LCAP are then taken to our Parent Advisory Committee (PAC), an active set of parent/guardian leaders at Six Rivers, including student representation. This group takes part in monthly public meetings to provide oversight and input, with the LCAP being the foundation of each meeting. Feedback from the PAC is then taken back to the staff for analysis and synthesis.

At least once a year, a larger LCAP Interested Parties Meeting is held, which this past year included all Six Rivers faculty, staff, and administration, District Administration, School Board Members, 10% of our student population, and 9% of our guardian population, 40% of the school board (two board members), 71% of our California Teachers Association (CTA) staff (five out of seven total), 100% of our California School Employees Union (CSEA) staff (three out of three), and two administrators (one site, one district level). We ask all Interested Partieds involved to follow the same reflective process as the staff, by identifying strengths and areas for improvement. Intensive qualitative notes are taken during this session and the feedback is used to revise our LCAP Goals and Actions.

Other methods of accessing Interested Parties input include student and guardian surveys initiated by SRCHS and the district, LCAP, student input through student leadership, and input gathered by the district at ongoing School Board Meetings. Participation in our surveys includes 29% of our CTA staff, 33% of our CSEA staff, and 6% of our guardians. After synthesis and revision, the final LCAP is presented to the entire Staff, all seven CTA members, three CSEA members, and one site admin for any additional feedback before presenting it publicly at our PAC meeting. Our PAC members at this years presentation included our student government president, five guardians, with at least one guardian from each grade level, two CTA members, and our administrator. Once approved by our PAC, the LCAP is shared with the NHUHSD School Board for feedback and approval.

A summary of the feedback provided by specific stakeholder groups.

Overall feedback was positive, and Interested Parties provided multiple areas of strengths for Six Rivers Charter High. Accolades included the sense of community that is provided at our school, and the multiple and varying supports that are given to our students. The vision was referenced in many groups, specifically in how well Six Rivers works towards achieving the vision, with a focus on the whole student (academics as well as social/emotional). Overall, all Interested Parties had positive feedback, and the analysis of areas for growth helped to guide our current LCAP.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Aspects of the LCAP that were influenced by our Interested Parties can be seen in all three goals. Goal 1 input was that the guardians and students would like to see more diverse modes of presentation of academic material, as well as a desire for students to not only be given more holistic feedback for improvement, but also opportunities for self-reflection and goal setting. Additional input in regards to Goal 1 included requests to ensure that our Foster Youth, EL, and Low Income students are provided enough support for success in all of their classes.

Goal 3 input was two-fold. One area of input was in regards to communication. With parents/guardians, the request was to be more concise and to provide resources that are more easily accessible. The other area of input was in regards to our subgroups. Our Interested Parties would like to see our metrics adjusted to include LGBTQIA+ student subgroups wherever possible.

All of the above input was taken back to our LCAP and synthesized into our final document.

Goals and Actions

Goal

Goal #	Description
1	Inclusive, effective, engaging and rigorous academic instruction and support for all students.

An explanation of why the LEA has developed this goal.

This goal reflects a Six Rivers Goal of many years: to improve inclusivity and engagement in order to support student learning and understanding for all students. Recent self--study findings continue to indicate a need to improve academic instruction and support for all students using methods such as Universal Design for Learning (UDL), multidisciplinary curriculum, 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 metrics, 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 percentage of students who are A-G eligible graduates has been in decline for the past three years, dropping from 57.7% in 2018, to 50% in 2019, and 31.8% in 2020. This drastic drop is alarming, and we would like to ensure all of our students have access to higher education. This starts with a focus on inclusive, effective, engaging, and rigorous academic instruction for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rates (Priority 5)	2018-19: 100% 2019-20: 100%, adjusted from CALPADS error				Maintain or Improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Drop Out Rates (Priority 5)	2018-19: 0% 2019-20: 0%				Maintain or Improve
The distance from level 3 (met standard) in ELA SBAC and Math SBAC test Scores (Priority 4)	2018-19: +37.4 pts - ELA • 24.5 pts - Math 2019-20: N/A				Maintain or Improve
Students will meet or exceed standards on SBAC Tests (Priority 4)	2018-19: 62% - ELA 46% - Math 2019-20: N/A				Maintain or Improve
UC/CSU eligible graduates (Priority 8)	2018-19: 50% 2019-20:				Maintain or Improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Include SED Subgroup	31.8%, adjusted from CALPADS error (CALPADS states 0%, but this was an error due to staff transition during COVID-19) SED Subgroup 2019-20: 14.3% of grade 12 SED students adjusted from CALPADS error (see above)				
Percent of 9th - 11th grade students who are cumulatively down 3 classes or more at the conclusion of the Fall and Spring Semesters Include SED Subgroup	Need to establish baseline SED Subgroup: Need to establish baseline				Maintain or Improve
AP test participants (Priority 8)	2018-19:				Maintain or Improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	50% of those enrolled in AP courses OR 4 out of 66, or 6% of the total 11th and 12th graders 2019-20: 28.6% of those enrolled in AP courses at SRCHS OR 2 out of 67, or 3.0% of the total 11th and 12th graders				
Dual Enrollment pass rate (Priority 8)	2018-19: N/A 2019-20: N/A				Maintain or Improve
Reclassification rate of English Language Learners (Priority 4)	2018-19: No EL Students				Maintain or Improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-20: No EL Students				
Properly credentialed teachers (Priority 1)	2018-19: 100% 2019-20: 100%				100%
Provide a broad course of study that includes all the state required subject areas for all students, including unduplicated and exceptional needs students. (Priority 7)	2018-19: Yes 2019-20: Yes				Yes
Chronic Absenteeism (Priority 5)	2018-19: 20.2% 2019-20: 11.3%				Maintain or Improve
Percentage of students who have successfully	2018-19: NA				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completed both A-G and a CTE pathway Include SED Subgroup	2019-20: 24% of grade 12 students. SED Subgroup 2019-20: 14.3% of grade 12 SED students				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Universal Design for Learning (UDL)	UDL includes: 1) Engagement: Offers options and supports to stimulate motivation and sustained enthusiasm for learning 2) Representation: Presents information in different ways to support access and understanding. UDL reduces barriers to instruction so that all students can access the curriculum. 3) Action and Expression: Offers options and supports to all so everyone can create, learn, and share. Provides appropriate accommodations, supports, and challenges. 4) Utilizes culturally relevant and equitable materials and instructional strategies 5) Maintains equitable achievement expectations for all students including those with disabilities and students who are emerging bilinguals	$711,576.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Multidisciplinary/Thematic Curriculum	Develop curriculum that is Multidisciplinary/Thematic and infused with the following: 1) School Norms & Student Learning Outcomes 2) Cultural Relevance and Equity 3) Common Core State Standards (or appropriate standards) 4) Summative & Formative Assessment (common) 5) UDL (four components) 6) Equitable Grading Policies 7) Social Emotional Learning Standards/Trauma Informed 8) Multidisciplinary Alignment All funding for this action is included in Goal One, Action One.	$0.00	No
3	Robust Schoolwide Formative and Summative Assessments	PD, Coaching, and Work Time - Provide training, coaching, and work time to ensure that: In each course, formative assessment: 1) Monitors student learning 2) Incorporates robust opportunities for self-reflection 3) Provides detailed, actionable, and ongoing feedback 4) Helps students identify their strengths and weaknesses and target areas that need work 5) Helps faculty recognize where students are struggling in order to address learning gaps	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		6) Provides multiple opportunities to close the gap between current and desired performance		
		7) Leads up to summative assessments that are comprehensive, that provide an opportunity for students to review the content/goals of the entire unit or course, and demonstrate synthesized skills.		
		Schoolwide:		
		8) Create and align common assessments for Schoolwide Learner Outcomes and set specific agreed upon learning criteria by grade level.		
		9) Use information gathered from the results of common assessments to guide changes in teaching and curriculum		
		10) Consider specific groups' (students with IEPs, emergent bilinguals students and BIPOC students) performance on assessments and use the information gathered to target the needs of specific groups of students		
4	Improve Pathways to Post-Secondary Student Success	1. Increase the number of students enrolled in A-G courses. Utilize UDL to promote academic equity and access, with a focus on our nonduplicated students.	$313,068.00	No
		2. Explore options to increase the number of CTE pathways for students, including the Arts, Media, and Entertainment Sector. Make CTE classes A-G compliant wherever possible.		
		3. Align 4 year plans for ALL students (ITP* for IEPs). Revisit & refine 4 year plans at least once every year.		
		*ITP = Individual Transition Plan		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Inclusive social, emotional, and behavior instruction for all students

An explanation of why the LEA has developed this goal.

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. Interested Parties 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 1.83%, and during the 2019-20 school year our chronic absenteeism rate decreased from 20.2% to 11.3%, we would still like to see both of these metrics improve. 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 5.8% to 1.7%

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate of unduplicated students (Priority 6)	2018-19: 5.8% of student body 2019-20: 1.7% of student body				Maintain or Improve
Expulsion Rates (Priority 6)	2018-19: 0%				Maintain or Improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-20: 0%				
Attendance rates for excused, unexcused, cut and uncleared (Priority 5)	2018-19: 93.4% 2019-20: 95.23%				Maintain or Improve
Chronic Absenteeism (Priority 5)	2018-19: 20.2% 2019-20: 11.3%				Maintain or Improve
Student perception of "feeling safe or very safe at school" (Priority 6)	2018-19: 30.2% average reporting "Strongly Agree" 72.75% reporting "Agree" or "Strongly Agree"				Maintain or Improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-20: The survey was not administered				
Overall school connectedness rating of high or moderate (Priority 6)	2018-19: 72.5% 2019-20: The survey was not administered				Maintain or Improve

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community Building	A focus on building systems at all levels of the school to create a safe, equitable, and supportive community for every student and staff member, while working interdependently with our local communities.	$101,871.00	No
2	Social/Emotional Well Being	Maintain an environment that focuses on student learning, as well as their social/emotional wellbeing, and provides universal social/emotional supports and interventions in all classrooms, including health and wellness support for the staff.	$16,146.00	No
3	Restorative Practices	Utilize discipline practices that reflect a restorative mindset	$48,659.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Integrated educational framework that features inclusive policy and practice and fosters family and community engagement

An explanation of why the LEA has developed this goal.

An integrated framework is essential to focus the collective efforts of the school community toward increased student success. This is the foundation for Multi -Tiered System of Support (MTSS). 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 continue to see improvement in our SWIFT--FIA, as we have continued to see growth over the past three years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students will have access to standards aligned materials as approved in the annual board resolution of sufficiently aligned materials, including ELD standards. (Priority 1)	2018-19: 100% 2019-20: 100%				100%
*SWIFT-FIA Assessment (Fidelity	2018-19: 61%				Maintain or Improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Integrated Assessment)	2019-20: 71%				
*LEA Assessment	2018-19: 45.33% 2019-20: 29.33%				Maintain or Improve
The Facilities Inspection Tool (FIT) will have a "Good" rating (Priority 1)	2018-19: 94.2% 2019-20: 93%				Maintain or Improve
Maintain the number of presentations to parent groups (e.g. LCAP Stakeholder meetings) (Priority 3)	2018-19: 8 2019-20: 8				Maintain or Improve

Actions

Action #	Title	Description	Total Funds	Contributing
1	Data Analysis	Staff will analyze data, including School Wide Information System (SWIS) or Behavior Intervention Form (BIF), Grades, Attendance and the Universal Screening tool to measure and determine: 1. Effectiveness of our Systems 2. Measure of our School Community 3. Identifying students who need Tier 2 and 3 levels of support All funding for this action is included in Goal Three, Action Three.	$0.00	No
2	Equity	Formalize systems of change to include all stakeholders with a lens of racial equity, gender, LGBTQ+ and communicate progress. All funding for this action is included in Goal Three, Action Three.	$0.00	No
3	Communication and Engagement	Consistent and regular communication and engagement with all stakeholders, including targeted outreach to under represented groups.	$18,942.00	No
4	CTE Advisory Committees	Advisory Committees consisting of parents, students, business community members, and staff will meet regularly to help direct CTE programs including enhancing student work-based learning opportunities. All funding for this action is included in Goal Three, Action Three.	$0.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.31%	86,482

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After assessing the needs, conditions, and circumstances of our low income students, we learned that the UC a-g eligible graduate rate of our low income students is 17.5% lower than A-G eligible graduate rate for all other students.

In order to address this inequity within our low income students, we will train our staff and implement Universal Design for Learning (UDL), which should support the success of all students in their A-G required courses. When students find success in the entry level A-G courses, they will continue to complete the further requriements in order to be A-G eligible by the time they graduate. Goal 1, Action 1 provides training in UDL for all staff, so that all students can find success in our A-G courses, and will thus increase eligibility within our low income graduates. Additionally, this goal provides funding for additional support classes and staff, including study skills, Title 1 Math and Science Aide, and CALSoap Tutors. Our specific focus on math and science is becasue our analysis of the reasons students are not A-G elibile graduates are primarily due to lack of course completion in math, or poor grades in math and science.

This action is being provided on an LEA-wide basis, and we expect/hope that all students will bennifit. However, because of the lower A-G eligible rate of low income students and the supports provided through our UDL plan, we expect the A-G eligible graduate rate to increase more with our low income students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

As part of the Universal Design for Learning (UDL) in Goal 1, Action 1, Six Rivers will implement study skills courses to support students enrolled in A-G courses. During the study skills courses, Six Rivers will provide a Resource Teacher as a co-teacher, 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 study skills, Math, and Science courses.

In Goal 2, Action 2, Six Rivers will build staff capacity for social/emotional supports and interventions. The focus is to raise awareness regarding researched based best practices 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 8.31% (to be input once budget is complete) by offering four sections of Study Skills classes in our master schedule. We are implementing a Multi-Tiered System of Support (MTSS) that incorporates components of Response to Intervention (RTI) and Positive Behavior Intervention Strategies (PBIS). -

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$733,674.00	$289,085.00	$128,823.00	$58,680.00	$1,210,262.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$857,783.00	$352,479.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Universal Design for Learning (UDL)	$536,455.00	$18,535.00	$97,906.00	$58,680.00	$711,576.00
1	2	All	Multidisciplinary/Thematic Curriculum					$0.00
1	3	All	Robust Schoolwide Formative and Summative Assessments					$0.00
1	4	All	Improve Pathways to Post-Secondary Student Success	$43,068.00	$270,000.00			$313,068.00
2	1	All	Community Building	$86,550.00	$550.00	$14,771.00		$101,871.00
2	2	All	Social/Emotional Well Being			$16,146.00		$16,146.00
2	3	All	Restorative Practices	$48,659.00				$48,659.00
3	1	All	Data Analysis					$0.00
3	2	All	Equity					$0.00
3	3	All	Communication and Engagement	$18,942.00				$18,942.00
3	4	All	CTE Advisory Committees					$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$536,455.00	$711,576.00
LEA-wide Total:	$536,455.00	$711,576.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Universal Design for Learning (UDL)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$536,455.00	$711,576.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.
- **Support for Identified Schools**: Describe how the LEA has or will support 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.

- **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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.