

Introduction:**LEA:** Six Rivers Charter High**Contact:****LCAP Year:** 2016-17***Local Control and Accountability plan and Annual Update Template***

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education

Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
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| <ul style="list-style-type: none"> • The Parent Advisory Committee met each month over the past school each. In each meeting an element connected to the LCAP was discussed and feedback was recorded. January 6 th , 2016: PAC address the process, goals and purpose of the LCAP. • February 10 , 2016: Parents provided direct feedback on the creation of a safe and effective climate at Six Rivers. • March 9 th , 2016: Parents discussed and provided input into the role of parents at Six Rivers. Avenues to increase involvement were specifically discussed. • April 20 th , 2016: LCAP discussion centered on the most effective methods to support students with 2016-17 LCAP Worksheet special needs. • May 18, 2016: LCAP discussion completed rounded out and summarized the LCAP conclusions and best practices for student recognition. Staff Meetings and LCAP Planning • April 4 th 2016: Past goals for the LCAP were reviewed and the perceived priorities of the staff were presented. Questions were generated for the visit from Dr. Hartley on April 8 th . • April 8 th , 2016: Dr. Hartley reviewed the LCAP process and its overarching goals with the Six Rivers staff. • April 18 th , 2016: Reviewed finalized Goals for LCAP and initial priorities. • May 18 th : 2016: Staff discussed the actions for final two goals set using the input from previous meetings. Discussion was structured and pointed toward collective school priorities. However, was not finished at the end of the hour. • May 23 rd , 2016, Staff dove again in to the final questions with a focus on developing actions that fit the input. • May 26 th , 2016: Final look at the two LCAP goals for the entire staff resulted in proposed actions that were submitted as a draft to Cindy Vickers. | <ul style="list-style-type: none"> • The combination of input from teachers, students and parents at Six Rivers led to a close examination of the priorities and goals of Six Rivers. For the LCAP this meant that goals were revised to fit the growth since the previous goals were established as well the common priorities identified by the stakeholders. • Student input was sought from classes as well as Pirate Council. Multiple carefully structured conversation sought to reach a consensus opinion of the Six Rivers priorities. • Staff meetings and specially designated to address the LCAP, featured analysis of the feedback from parents and students as well as the visiting WASC committee. Discussion resulted in analysis of priorities for Six Rivers and its students. The decision to align the goals of the LCAP and the WASC ESLRS was made and the first steps to achieve these goals were identified over the course of multiple meetings. • Metrics to measure success were identified during this time and the first drafts of the plan were crafted with the whole staff. |
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<p>Annual Update:</p> <ul style="list-style-type: none"> • Summer 2015 – LCAP Action Plan was created • LCAP was on Weekly Admin Meetings. The LCAP Action Plan was used as a tool throughout the school year to guide the administrators in ensuring the actions and services stated in the plan were completed. Adjustments were made and noted on the Action Plan as needed. This tool was also used to gather information in writing the Annual Update. 	<p>Annual Update:</p> <ul style="list-style-type: none"> • Items in the LCAP accountability tool, the Action Plan, that not being addressed were identified and a plan to manage them were discussed at the Admin meetings. For instance, the development of a tier discipline model and its progress was often discussed at the Admin meetings as well as ensuring faculty had the technology trainings as stated in the LCAP. • The Data Systems Coordinator followed up with the persons' responsible for each action item on the LCAP Action Plan to ensure they knew they were to complete the task as well as communicating with the employee's supervisor. • Adjustments were made if the action was not going to be completed, such as a 2nd Stakeholder Meeting being replaced by surveys, Site Council meetings and Student Focus Groups. • The Action Plan was used as a guide and as a tool to collect evidence of completed actions and services. The evident collected in the Action Plan was then used as a tool when writing the Annual Update.
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives

for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in

section 52052 that are different from the LEA’s goals for all pupils?

- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	In order to increase student achievement, Six Rivers will develop and implement a CP and AP curriculum that aligns with CCSS		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: None
Identified Need:	In the Six Rivers Vision Statement, the objective of creating a learning environment values critical thinking and that moves students to Independent and Interdependent learning. In addition, all districts within the State of California are required to implement the CCSS. As a result, Six Rivers’ current need is to develop and implement a plan that supports collaboration, resource allocation, targeted professional development, appropriate curricular planning, reasonable pacing, instructional practices, appropriate student interventions/supports, and communication with school community. <ul style="list-style-type: none"> • 48% of the 11th grade students met or exceeded standard on the ELA Smarter Balanced (SBAC) test in 2015. 32% met or exceeded the standard in 2016. • 19% of the 11th grade students met or exceeded standard on the Math Smarter Balanced (SBAC) test in 2015. 28% met or exceeded the standard in 2016. 		
Goal Applies to:	Schools:	Six Rivers Charter High School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • The number of integrated cross curricular projects will increase as measured by staff survey. • A survey of staff and students will show that there is an improvement in the study skills curriculum. • The number of students taking AP tests will remain the same or increase. • Continue the development of CCSS teaching practices by department as related to implementation of instructional shifts. • SBAC Test results will maintain or improve in ELA and Math. • Faculty will demonstrate movement towards more awareness along CCSS Self-Awareness Continuum and demonstrate implementation of CCSS standards as shown in the Instructional Coaches' End of Year Report and LCAP survey. • Feedback from School Community (Parents/Students) as shown in stakeholder meeting participation and site council meetings will continue to be gathered. • All students will have access to standards aligned materials as approved in the annual board resolution of sufficiency aligned materials. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Create and implement a study skill curriculum that supports CCSS learning.</p> <ul style="list-style-type: none"> • A team of study skills teachers will develop a uniform aligned curriculum for the course. Approximate cost \$500. • Present improvements and evaluate effectiveness with the Parent Advisory Committee • School-wide meetings focused on the effectiveness of the study skills curriculum will determine potential improvements in the curriculum • Continue professional development on CCSS instructional shifts. Focus will be on the remaining CCSS instructional shifts not addressed in 2014-15 or 2015-16. • Develop CCSS teaching practices that support use of instructional shifts by department. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$500 for curriculum development for the team</p> <p>\$1739 for Cal-Soap Tutors</p> <p>\$12347 for Title 1 Aide support in mathamatics.</p>

<p>Implement elements of integration of curriculum across subject areas to more closely align Six Rivers curriculum to CCSS standards.</p> <ul style="list-style-type: none"> • Through regular collaboration and the guidance of a Six Rivers Instructional Coach, common curricular elements, themes, and vocabulary will be evident across subject areas. Cost of the instructional coach \$15,000. • Present improvements and evaluate effectiveness with the Parent Advisory Committee • School-wide meetings will evaluate the effectiveness of integration and avenues to improve the movement of students toward curricular goals through integration will take place. Teachers will collaborate across curricular areas on a regular basis. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>instructional coach \$15,000.</p>
<p>Create and implement a consistent and rigorous AP curriculum.</p> <ul style="list-style-type: none"> • Investigate, collaborate, and purchase curriculum elements. Approximate cost \$2500. • Through regular collaboration and the guidance of a Six Rivers Instructional Coach, best curricular practices will be implemented and refined. Cost of instructional coach \$15000. • Present improvements and evaluate effectiveness with the Parent Advisory Committee 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Curriculum Development: \$2500</p> <p>Instructional Coach: \$15,00</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • The number of integrated cross curricular projects will increase as measured by staff survey. • A survey of staff and students will show that there is an improvement in the study skills curriculum. • The number of students taking AP tests will remain the same or increase. • Continue the development of CCSS teaching practices by department as related to implementation of instructional shifts. • SBAC Test results will maintain or improve in ELA and Math. • Faculty will demonstrate movement towards more awareness along CCSS Self-Awareness Continuum and demonstrate implementation of CCSS standards as shown in the Instructional Coaches' End of Year Report and LCAP survey. • Feedback from School Community (Parents/Students) as shown in stakeholder meeting participation and site council meetings will continue to be gathered. • All students will have access to standards aligned materials as approved in the annual board resolution of sufficiency aligned materials. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Evaluate, refine and implement improvements to the study skill curriculum.</p> <ul style="list-style-type: none"> • Present improvements and evaluate effectiveness with the Parent Advisory Committee • School-wide meetings focused on the effectiveness of the study skills curriculum will determine potential improvements in the curriculum • Study skills teachers will meet to revise curriculum. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$1739 for Cal-Soap tutors.</p> <p>\$12,347 for Title 1 Aide support in mathematics.</p>

<p>Six Rivers will evaluate, refine, and expand elements of integration of curriculum across subject areas.</p> <ul style="list-style-type: none"> • Re-evaluate and plan in relation to prior year goal acquisition. • Through regular collaboration and the guidance of a Six Rivers Instructional Coach, common curricular elements, themes, and vocabulary will be evident across subject areas. Cost of the instructional coach \$15,000. • Present improvements and evaluate effectiveness with the Parent Advisory Committee • School-wide meetings will evaluate the effectiveness of integration and avenues to improve the movement of students toward curricular goals through integration will take place. 	<p>Six Rivers Charter High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>instructional coach \$15,000.</p>
<p>Six Rivers will evaluate and refine a consistent and rigorous AP curriculum.</p> <ul style="list-style-type: none"> • Investigate, collaborate, and purchase curriculum elements. Approximate cost \$2500. • Through regular collaboration and the guidance of a Six Rivers Instructional Coach, best curricular practices will be implemented and refined. Cost of instructional coach \$15000. • Present improvements and evaluate effectiveness with the Parent Advisory Committee 	<p>Six Rivers Charter High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Curriculum Development: \$2500 Instructional Coach: \$15,00</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The number of integrated cross curricular projects will increase as measured by staff survey. • A survey of staff and students will show that there is an improvement in the study skills curriculum. • The number of students taking AP tests will remain the same or increase. • Continue the development of CCSS teaching practices by department as related to implementation of instructional shifts. • SBAC Test results will maintain or improve in ELA and Math. • Faculty will demonstrate movement towards more awareness along CCSS Self-Awareness Continuum and demonstrate implementation of CCSS standards as shown in the Instructional Coaches' End of Year Report and LCAP survey. • Feedback from School Community (Parents/Students) as shown in stakeholder meeting participation and site council meetings will continue to be gathered. • All students will have access to standards aligned materials as approved in the annual board resolution of sufficiency aligned materials. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Evaluate, refine and implement improvements to the study skill curriculum.</p> <ul style="list-style-type: none"> • Present improvements and evaluate effectiveness with the Parent Advisory Committee • School-wide meetings focused on the effectiveness of the study skills curriculum will determine potential improvements in the curriculum • Study skills teachers will meet to revise curriculum. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$500 for curriculum development for the team</p> <p>1,739 for Cal-Soap tutors.</p> <p>\$12,347 for Title 1 Aide support in mathematics.</p>

<p>Six Rivers will evaluate, refine, and expand elements of integration of curriculum across subject areas.</p> <ul style="list-style-type: none"> • Through regular collaboration and the guidance of a Six Rivers Instructional Coach, common curricular elements, themes, and vocabulary will be evident across subject areas. Cost of the instructional coach \$15,000. • Present improvements and evaluate effectiveness with the Parent Advisory Committee • School-wide meetings will evaluate the effectiveness of integration and avenues to improve the movement of students toward curricular goals through integration will take place. 	<p>Six Rivers Charter High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>instructional coach \$15,000.</p>
<p>Six Rivers will evaluate and refine a consistent and rigorous AP curriculum.</p> <ul style="list-style-type: none"> • Investigate, collaborate, and purchase curriculum elements. Approximate cost \$2500. • Through regular collaboration and the guidance of a Six Rivers Instructional Coach, best curricular practices will be implemented and refined. Cost of instructional coach \$15000. • Present improvements and evaluate effectiveness with the Parent Advisory Committee 	<p>Six Rivers Charter High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Curriculum Development: \$2500 Instructional Coach: \$15,00</p>

GOAL:	<p>Six Rivers will develop and maintain a safe and productive learning environment that addresses the needs of the whole student.</p>	<p>Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: None</p>
Identified Need:	<p>In order for students to meet acceptable standards of academic performance and college and career readiness it is essential that students learn in a safe and nurturing environment. In the coming years, Six Rivers' staff will work to develop additional community building activities, an interconnected curriculum, and actively teach elements of professionalism.</p> <ul style="list-style-type: none"> • In 2015-16 Six Rivers suspended 11 students for 17 separate offenses. There were 15 out of school suspensions. Of the students suspended at Six Rivers in 2015-16, 5 were students received instructional support. • The 2015-16 attendance rate taken through P2 date for Six Rivers was 92.82%. This statistic will be updated in the summer of 2016. • Six Rivers expelled 0 students in 2015-16. For the Northern Humboldt District 5.14% of students who committed an offenses resulted in expulsion in 2014-15. • The rating for high to moderate school connectedness as shown in the 2013-14 Healthy Kids Survey was 84% for Six Rivers. 2015-16 data will be collected in June 2016. • The rating for students' perception of "feeling safe or very safe" was 69% at Six Rivers as shown on the 2013-14 Healthy Kids survey will improve. 	
Goal Applies to:	<p>Schools: Six Rivers Charter High School</p> <p>Grades: All</p>	
	Applicable Pupil Subgroups:	All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Teachers will send at least two positive post cards every six weeks. • Pirates of the Month will be recognized each month. • The accomplishments of seniors will be recognized at graduation. • The number of community building activities as determined by staff survey will maintain increase. • At least two lessons to Explicitly teach Pirate Code and its connection to professionalism will be conducted with all Six Rivers' students. • Suspension rates including rates in disaggregated areas, will remain the same or improve. • Attendance rates will remain the same or improve. • Expulsion rates including rates in disaggregated areas, will remain less than 2%. • California Healthy Kids Survey results will show the overall school connectedness rating will improve by 0.5%. • The student perception of "feeling safe or very safe at school" will improve by .5% as shown on the California Healthy Kids Survey. • Percent of properly credentialed teachers will remain at 100%. • California Healthy Kids Survey taken by parents will show an improvement on how connected the parents feel with the school. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Review and improve opportunities for Six Rivers community building through school wide activities and projects.</p> <ul style="list-style-type: none"> • Six Rivers staff will investigate and implement curriculum driving fieldtrips and activities. The approximate cost of for these activities will be \$5000 • Review effectiveness of activities through student input, discussions at Pirate Council, staff meetings, and Parent Advisory Committee. • Utilize collaboration time to refine curricular effectiveness of school-wide projects and activities. 	<p>Six Rivers Charter High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Schoolwide Activities: \$5,000</p>

<p>Revisit and implement consistent expectations of professionalism, behavior, and safety for our students in order to improve the climate at Six Rivers.</p> <ul style="list-style-type: none"> Regularly teach elements of professionalism as well as respectful and responsible behavior. Regularly Recognize students who improve the climate of the Six Rivers learning community. Regularly review student behavior and potential interventions during staff meetings. Annually Work together with AHS to review and revise the School Safety Plan. Annually the Comprehensive Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration. CPI training will be offered to all faculty and staff on a semi-annual basis. Incident Command System (ICS) will be implemented. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Recognition Awards: \$1,000</p>
<p>Collaborate with Career and College Center, Librarian, Nurse, and Crisis Counselor to explain services or skills they offer, where they are located, and the process to see them.</p> <ul style="list-style-type: none"> Staff will review and determine best and most connected opportunities for presentations. Maintain current levels of budget for these 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$9520 for .1fte: Nursing Services</p> <p>\$10342 for .1fte Crisis Counselor</p> <p>\$10342 for .1fte: Librarian</p> <p>\$3465 for .1fte: Career and College Center</p>

<p>Six Rivers staff will review and Increase student recognition for students who contribute to Six Rivers' learning community.</p> <ul style="list-style-type: none"> Staff will discuss recognition of students on a regular basis as part of staff meetings. Estimated cost of student awards and recognition is \$1000. 	<p>Six Rivers Charter High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Student Awards: \$1,000</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Teachers will send at least two positive post cards every six weeks. Pirates of the Month will be recognized each month. The accomplishments of seniors will be recognized at graduation. The number of community building activities as determined by staff survey will maintain increase. At least two lessons to Explicitly teach Pirate Code and its connection to professionalism will be conducted with all Six Rivers' students. Suspension rates including rates in disaggregated areas, will remain the same or improve. Attendance rates will remain the same or improve. Expulsion rates including rates in disaggregated areas, will remain less than 2%. California Healthy Kids Survey results will show the overall school connectedness rating will improve by 0.5%. The student perception of "feeling safe or very safe at school" will improve by .5% as shown on the California Healthy Kids Survey. Percent of properly credentialed teachers will remain at 100%. California Healthy Kids Survey taken by parents will show an improvement on how connected the parents feel with the school.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Review and improve opportunities for Six Rivers community building through school wide activities and projects.</p> <ul style="list-style-type: none"> • Six Rivers staff will investigate and implement curriculum driving fieldtrips and activities. The approximate cost of for these activities will be \$5000 • Review effectiveness of activities through student input, discussions at Pirate Council, staff meetings, and Parent Advisory Committee. • Utilize collaboration time to refine curricular effectiveness of school-wide projects and activities 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Schoolwide Activities: \$5,000</p>
<p>Revisit and review necessary changes to further build consistent expectations of professionalism, behavior, and safety for Six Rivers Students.</p> <ul style="list-style-type: none"> • Regularly teach elements of professionalism as well as respectful and responsible behavior. • Regularly recognize students who improve the climate of the Six Rivers learning community. Associated costs are copying and recognition awards around \$1000. • Regularly review student behavior and potential interventions during staff meetings. • Annually Work together with AHS to review and revise the School Safety Plan. • Annually the Comprehensive Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration. • CPI training will be offered to all faculty and staff on a semi-annual basis. • Incident Command System (ICS) will be implemented. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Recognition Awards: \$1,000</p>

<p>Collaborate with Career and College Center, Librarian, Nurse, and Crisis Counselor to explain services or skills they offer, where they are located, and the process to see them.</p> <ul style="list-style-type: none"> Staff will review and determine best and most connected opportunities for presentations. Maintain current levels of budget for these 	<p>Six Rivers Charter High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9520 for .1fte: Nursing Services \$10342 for .1fte Crisis Counselor \$10342 for .1fte: Librarian \$3465 for .1fte: Career and College Center</p>
<p>Six Rivers staff will review and Increase student recognition for students who contribute to Six Rivers' learning community.</p> <ul style="list-style-type: none"> Staff will discuss recognition of students on a regular basis as part of staff meetings. Estimated cost of student awards and recognition is \$1000. 	<p>Six Rivers Charter High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Student Awards: \$1,000</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Teachers will send at least two positive post cards every six weeks. • Pirates of the Month will be recognized each month. • The accomplishments of seniors will be recognized at graduation. • The number of community building activities as determined by staff survey will maintain increase. • At least two lessons to Explicitly teach Pirate Code and its connection to professionalism will be conducted with all Six Rivers' students. • Suspension rates including rates in disaggregated areas, will remain the same or improve. • Attendance rates will remain the same or improve. • Expulsion rates including rates in disaggregated areas, will remain less than 2%. • California Healthy Kids Survey results will show the overall school connectedness rating will improve by 0.5%. • The student perception of "feeling safe or very safe at school" will improve by .5% as shown on the California Healthy Kids Survey. • Percent of properly credentialed teachers will remain at 100%. • California Healthy Kids Survey taken by parents will show an improvement on how connected the parents feel with the school. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Review and improve opportunities for Six Rivers community building through school wide activities and projects.</p> <ul style="list-style-type: none"> • Six Rivers staff will investigate and implement curriculum driving fieldtrips and activities. The approximate cost of for these activities will be \$5000 • Review effectiveness of activities through student input, discussions at Pirate Council, staff meetings, and Parent Advisory Committee. • Utilize collaboration time to refine curricular effectiveness of school-wide projects and activities. 	<p>Six Rivers Charter High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Schoolwide Activities: \$5,000</p>

<p>Revisit and review necessary changes to further build consistent expectations of professionalism, behavior, and safety for Six Rivers Students.</p> <ul style="list-style-type: none"> Regularly teach elements of professionalism as well as respectful and responsible behavior. Regularly recognize students who improve the climate of the Six Rivers learning community. Associated costs are copying and recognition awards around \$1000. Regularly review student behavior and potential interventions during staff meetings. Annually Work together with AHS to review and revise the School Safety Plan. Annually the Comprehensive Safe Schools Plan will be reviewed and revised by a committee of students, staff, parents, community members and school administration. CPI training will be offered to all faculty and staff on a semi-annual basis. Incident Command System (ICS) will be implemented. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Recognition Awards: \$1,000</p>
<p>Collaborate with Career and College Center, Librarian, Nurse, and Crisis Counselor to explain services or skills they offer, where they are located, and the process to see them.</p> <ul style="list-style-type: none"> Staff will review and determine best and most connected opportunities for presentations. Maintain current levels of budget for these 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$9520 for .1fte: Nursing Services</p> <p>\$10342 for .1fte Crisis Counselor</p> <p>\$10342 for .1fte: Librarian</p> <p>\$3465 for .1fte: Career and College Center</p>

<p>Six Rivers staff will review and Increase student recognition for students who contribute to Six Rivers' learning community.</p> <ul style="list-style-type: none"> • Staff will discuss recognition of students on a regular basis as part of staff meetings. Estimated cost of student awards and recognition is \$1000. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Student Awards: \$1,000</p>
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GOAL:	Six Rivers will improve methods of communication for all stakeholders.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: None
Identified Need:	<p>The feedback from stakeholder meetings has shown the need for improved parent communication.</p> <ul style="list-style-type: none"> In 2015-16 , two "Swashbuckler" student newspapers were published. Parent Newsletters were included in report cards for the final three terms. School Facebook page featured images and news that was updated weekly. The Six Rivers' webpage was updated at least once a semester. The Six Rivers chronic absenteeism rate for 2014-15 was 55%. 2015-16 will be determined in June 2016. Estimated average daily attendance for absent codes for unexcused, excused, uncleared and cut through the P2 date of March 25, 2016 was 92.82%. The final percent will be updated in the summer of 2016. 5 job shadows occurred for Six Rivers seniors during 2015-16, as of March 25, 2016. 		
Goal Applies to:	Schools:	Six Rivers Charter High School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The number of "Swashbuckler" publications will remain the same or increase. The number of parent newsletters will increase . The Six Rivers' Facebook page will continue to be updated weekly. The Six Rivers' webpage will be updated at least a term. Methods of communication will become more diverse and effective. Parents, including parents of students with disabilities, will continue to have opportunities to provide input through the Parent Advisory Committee. Maintain the number of presentations to parent groups. The number of students participating in the job shadows or internships will improve or maintain. The chronic absenteeism rate will maintain or improve. Chronic absenteeism not including school related absences or independent study will improve by 0.01%. 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	Budgeted Expenditures		

<p>Modes of communication for academics and events will be reviewed, increased and enhanced for all stakeholders.</p> <ul style="list-style-type: none"> Increased distribution of the Swashbuckler student newspaper will occur. Approximate cost will be \$500. Newsletters will be included with report cards each grading period. School Messenger App will be implemented and shared with parents. Teachers will be expected to update FamilyLink every two weeks. Reminders will be provided by the administration to staff. Explore or improve implementation of additional elements of social media in order to improve communication. Explore options in FamilyLink that are not being used. Communication with parents of students with chronic absenteeism not includes school related absences or independent study will occur. Parent/guardian emails will be gathered and utilized for communication. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Swashbuckler: \$500</p> <p>School Reach App: ??</p>
<p>Staff will collaborate to refine and implement an effective eighth grade outreach program and registration process.</p> <p>Six Rivers will actively share its vision and approach with potential students and the larger community. Substitute costs associated with school visits will be approximately \$600.</p> <p>Six Rivers will investigate and implement school wide events that allow students to demonstrate their learning to both the Six Rivers Community as well as potential students. The associated costs for these events will be \$1000.</p>	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Sustitutes: \$600</p> <p>Cost of 8th Grade Outreach: \$1,000</p>

<p>Six Rivers will review and improve opportunities for students to communicate their learning to parents and the larger community.</p> <ul style="list-style-type: none"> • Six Rivers will investigate and implement school wide events such as the Winter Show and Student Expo that allow students to demonstrate their learning to both the Six Rivers Community as well as potential students. The associated costs for these events will be \$1000. • Staff will review and seek out opportunities for students to evaluate and communicate their own academic progress to parents. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Associated cost of Student Expo: \$1,000</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The number of “Swashbuckler” publications will remain the same or increase. • The number of parent newsletters will increase . • The Six Rivers’ Facebook page will continue to be updated weekly. • The Six Rivers’ webpage will be updated at least a term. • Methods of communication will become more diverse and effective. • Parents, including parents of students with disabilities, will continue to have opportunities to provide input through the Parent Advisory Committee. • Maintain the number of presentations to parent groups. • The number of students participating in the job shadows or internships will improve or maintain. • The chronic absenteeism rate will maintain or improve. • Chronic absenteeism not including school related absences or independent study will improve by 0.01%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Modes of communication for academics and events will be reviewed, increased and enhanced for all stakeholders</p> <ul style="list-style-type: none"> Active distribution of the Swashbuckler student newspaper will continue. Approximate cost will be \$500. Newsletters will continue be included with report cards each grading period. School Messenger App will be implemented and shared with parents. Teachers will be expected to update FamilyLink every two weeks. Reminders will be provided by the administration to staff. Staff will continue to explore or improve implementation of additional elements of social media to improve communication. Continue to explore and share options in FamilyLink that are not being used. Communication with parents of students with chronic absenteeism not includes school related absences or independent study will continue to improve. Parent/guardian emails will be gathered and and continue to be utilized for communication. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Swashbuckler: \$500</p> <p>School Reach App: ??</p>
<p>Staff will collaborate to refine and implement an effective eighth grade outreach program and registration process.</p> <p>Six Rivers will actively share its vision and approach with potential students and the larger community. Substitute costs associated with school visits will be approximately \$600.</p> <p>Six Rivers will investigate and implement school wide events that allow students to demonstrate their learning to both the Six Rivers Community as well as potential students. The associated costs for these events will be \$1000.</p>	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Sustitutes: \$600</p> <p>Cost of 8th Grade Outreach: \$1,000</p>

<p>Six Rivers will review and improve opportunities for students to communicate their learning to parents and the larger community.</p> <ul style="list-style-type: none"> • Six Rivers will investigate and implement school wide events such as the Winter Show and Student Expo that allow students to demonstrate their learning to both the Six Rivers Community as well as potential students. The associated costs for these events will be \$1000. • Staff will review and seek out opportunities for students to evaluate and communicate their own academic progress to parents. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Associated cost of Student Expo: \$1,000</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The number of “Swashbuckler” publications will remain the same or increase. • The number of parent newsletters will increase . • The Six Rivers’ Facebook page will continue to be updated weekly. • The Six Rivers’ webpage will be updated at least a term. • Methods of communication will become more diverse and effective. • Parents, including parents of students with disabilities, will continue to have opportunities to provide input through the Parent Advisory Committee. • Maintain the number of presentations to parent groups. • The number of students participating in the job shadows or internships will improve or maintain. • The chronic absenteeism rate will maintain or improve. • Chronic absenteeism not including school related absences or independent study will improve by 0.01%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Modes of communication for academics and events will be reviewed, increased and enhanced for all stakeholders</p> <ul style="list-style-type: none"> Active distribution of the Swashbuckler student newspaper will continue. Approximate cost will be \$500. Newsletters will continue be included with report cards each grading period. School Messenger App will be implemented and shared with parents. Teachers will be expected to update FamilyLink every two weeks. Reminders will be provided by the administration to staff. Staff will continue to explore or improve implementation of additional elements of social media to improve communication. Continue to explore and share options in FamilyLink that are not being used. Communication with parents of students with chronic absenteeism not includes school related absences or independent study will continue to improve. Parent/guardian emails will be gathered and and continue to be utilized for communication. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Swashbuckler: \$500</p> <p>School Reach App: ??</p>
<p>Staff will collaborate to refine and implement an effective eighth grade outreach program and registration process.</p> <p>Six Rivers will actively share its vision and approach with potential students and the larger community. Substitute costs associated with school visits will be approximately \$600.</p> <p>Six Rivers will investigate and implement school wide events that allow students to demonstrate their learning to both the Six Rivers Community as well as potential students. The associated costs for these events will be \$1000.</p>	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Sustitutes: \$600</p> <p>Cost of 8th Grade Outreach: \$1,000</p>

<p>Six Rivers will review and improve opportunities for students to communicate their learning to parents and the larger community.</p> <ul style="list-style-type: none"> • Six Rivers will investigate and implement school wide events such as the Winter Show and Student Expo that allow students to demonstrate their learning to both the Six Rivers Community as well as potential students. The associated costs for these events will be \$1000. • Staff will review and seek out opportunities for students to evaluate and communicate their own academic progress to parents. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Associated cost of Student Expo: \$1,000</p>
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GOAL:	Six Rivers will improve academic achievement for high needs populations.	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: None
Identified Need:	<p>The high needs population includes students who are socioeconomically disadvantaged, students with disabilities, English language learners, foster youth, migrant or homeless students.</p> <ul style="list-style-type: none"> In Fall 2015, the D/F List for Six Rivers was 35.6% of total population. 51.6% of this population were socio-economically disadvantaged, 45.1% of this population were students with disabilities (IEP/504). This data will be updated for Spring 2016 in the summer of 2016 Graduation rate for high needs students in 2015 was 100%. 2015-16 data will be available in the summer of 2016. 0% of Six Rivers' high needs students dropped out in 2015. For the district the dropout rate for high need students in 2015 was 2.7%. 2015-16 data will be available in the summer of 2016. Number of high needs students who took the 2016 AP exam was 1. Data will be updated in summer of 2016. % of high needs population enrolled in either an AP or dual enrollment course. Two students were reclassified fluent English proficient in 2015-16. Currently there are no ELA students enrolled at Six Rivers for the 2016-17 school year. 5 senior students participating in the job shadows or internships in the TPP/WIOA program, as of March 25, 2016. 5.79% of high needs students have 10% or higher absent rate and are on D/F list in the Fall of 2015. Spring 2016 will be determined in the summer of 2016. 	
Goal Applies to:	Schools: Six Rivers Charter High School Grades: All	Applicable Pupil Subgroups: Foster Youth, Low Income Pupils, Students with Disabilities
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Establish a two year baseline for SBAC and CAA (2014-15 and 2015-16). • D/F list for high needs population will remain the same or improve. • Graduation rates for high needs will remain the same or improve. • Staff will discuss and assess potential interventions for high needs students on the D and F list for each term. • Dropout rates for high needs will remain the same or improve. • Number of high needs students who take the AP/IB exam or passed a dual enrollment class will remain the same or improve. • Early Assessment Program (EAP) test results for the high needs population will remain the same or improve. • Students reclassified fluent English proficient will remain the same or improve. (Given there is a population of EL students at Six Rivers.) • All EL students will be tested on the CELDT with the overall average improvement improving or remaining the same. • Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students. • Unduplicated pupils will continue to be served with additional course selection options, EL staff and dedicated courses for ELL students, remedial education support, student support services and Indian Education. • Percent of properly credentialed teachers will remain at 100%. • The number of students participating in the job shadows or internships in the TPP/WIOA program will increase by 1%. • College and career readiness surveys will be completed by every 9th grade student. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Provide additional support for students through aides and targeted intervention and regularly review services for the high needs populations with stakeholders.</p> <ul style="list-style-type: none"> • Six Rivers will continue to maintain the support of a Math Aide Time for 18.75 hours weekly. • Six Rivers will utilize Cal Soap Tutors to support the learning of all high needs groups. • Six Rivers will utilize the continued support of a Special Ed Aide for 14.8 hours weekly. • Stakeholders such as the staff and the Parent Advisory Committee will review effectiveness of prior year programs/services and provide teachers with potential strategies for student success. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Title I Math Aide: \$12347</p> <p>Instructional Aide: \$8186</p> <p>Cal-SOAP Tutors: \$1739</p>

<p>Create and implement a study skills curriculum that supports CCSS learning for high needs students. Review and revise curriculum on a regular basis.</p> <ul style="list-style-type: none"> • Six Rivers teachers will review and revise a unified study skills curriculum at their annual retreat. Approximate costs for the curriculum retreat will be \$500. • Staff will develop and refine a Study Skills curriculum that supports all learners. Staff will be paid the hourly rate to develop and refine the curriculum. Approximate costs will be \$500. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Revision of Study Skills Program: \$1,000</p>
<p>Six Rivers staff will continue to collaborate in order to integrate curriculum in a meaningful way that will improve the learning of all high stakes groups.</p> <ul style="list-style-type: none"> • With the assistance and support of the site Instructional Coach, Staff will develop integrated curricular connections and cross curricular projects. To support this goal, Six Rivers will continue to fund a portion of an instructional coach. (Approximately \$15000) 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Instructional Coach: \$15,000</p>
<p>In conjunction with the site instructional coach, staff will develop school-wide projects, senior projects, and opportunities for showcasing these projects to the community. Staff will review, evaluate and review projects each year.</p> <p>In order to motivate students and highlight authentic learning students will present projects to the larger community at a student expo. Six Rivers will support the expense of the instructional coach (\$15000) and the school-wide expo (\$1000).</p>	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Instructional Coach: \$15,000</p> <p>Student Expo: \$1,000</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Establish a two year baseline for SBAC and CAA (2014-15 and 2015-16). • D/F list for high needs population will remain the same or improve. • Graduation rates for high needs will remain the same or improve. • Staff will discuss and assess potential interventions for high needs students on the D and F list for each term. • Dropout rates for high needs will remain the same or improve. • Number of high needs students who take the AP/IB exam or passed a dual enrollment class will remain the same or improve. • Early Assessment Program (EAP) test results for the high needs population will remain the same or improve. • Students reclassified fluent English proficient will remain the same or improve. (Given there is a population of EL students at Six Rivers.) • All EL students will be tested on the CELDT with the overall average improvement improving or remaining the same. • Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students. • Unduplicated pupils will continue to be served with additional course selection options, EL staff and dedicated courses for ELL students, remedial education support, student support services and Indian Education. • Percent of properly credentialed teachers will remain at 100%. • The number of students participating in the job shadows or internships in the TPP/WIOA program will increase by 1%. • College and career readiness surveys will be completed by every 9th grade student. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Provide additional support for students through aides and targeted intervention and regularly review services for the high needs populations with stakeholders.</p> <ul style="list-style-type: none"> • Six Rivers will continue to maintain the support of a Math Aide Time for 18.75 hours weekly. • Six Rivers will utilize Cal Soap Tutors to support the learning of all high needs groups. • Six Rivers will utilize the continued support of a Special Ed Aide for 14.8 hours weekly. • Stakeholders such as the staff and the Parent Advisory Committee will review effectiveness of prior year programs/services and provide teachers with potential strategies for student success. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Title I Math Aide: \$12347</p> <p>Instructional Aide: \$8186</p> <p>Cal-SOAP Tutors: \$1739</p>

<p>Create and implement a study skills curriculum that supports CCSS learning for high needs students. Review and revise curriculum on a regular basis.</p>	<p>Six Rivers Charter High School Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>None</p>
<p>Six Rivers staff will continue to collaborate in order to integrate curriculum in a meaningful way that will improve the learning of all high stakes groups.</p> <ul style="list-style-type: none"> With the assistance and support of the site Instructional Coach, Staff will develop integrated curricular connections and cross curricular projects. To support this goal, Six Rivers will continue to fund a portion of an instructional coach. (Approximately \$15000) 	<p>Six Rivers Charter High School Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Instructional Coach: \$15,000</p>
<p>In conjunction with the site instructional coach, staff will develop school-wide projects, senior projects, and opportunities for showcasing these projects to the community. Staff will review, evaluate and review projects each year.</p> <p>In order to motivate students and highlight authentic learning students will present projects to the larger community at a student expo. Six Rivers will support the expense of the instructional coach (\$15000) and the school-wide expo (\$1000).</p>	<p>Six Rivers Charter High School Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Instructional Coach: \$15,000 Student Expo: \$1,000</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Establish a two year baseline for SBAC and CAA (2014-15 and 2015-16). • D/F list for high needs population will remain the same or improve. • Graduation rates for high needs will remain the same or improve. • Staff will discuss and assess potential interventions for high needs students on the D and F list for each term. • Dropout rates for high needs will remain the same or improve. • Number of high needs students who take the AP/IB exam or passed a dual enrollment class will remain the same or improve. • Early Assessment Program (EAP) test results for the high needs population will remain the same or improve. • Students reclassified fluent English proficient will remain the same or improve. (Given there is a population of EL students at Six Rivers.) • All EL students will be tested on the CELDT with the overall average improvement improving or remaining the same. • Student course of study options continue to offer broad array of course selections for all students, ELL and SWD students. • Unduplicated pupils will continue to be served with additional course selection options, EL staff and dedicated courses for ELL students, remedial education support, student support services and Indian Education. • Percent of properly credentialed teachers will remain at 100%. • The number of students participating in the job shadows or internships in the TPP/WIOA program will increase by 1%. • College and career readiness surveys will be completed by every 9th grade student. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Provide additional support for students through aides and targeted intervention and regularly review services for the high needs populations with stakeholders.</p> <ul style="list-style-type: none"> • Six Rivers will continue to maintain the support of a Math Aide Time for 18.75 hours weekly. • Six Rivers will utilize Cal Soap Tutors to support the learning of all high needs groups. • Six Rivers will utilize the continued support of a Special Ed Aide for 14.8 hours weekly. • Stakeholders such as the staff and the Parent Advisory Committee will review effectiveness of prior year programs/services and provide teachers with potential strategies for student success. 	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Title I Math Aide: \$12347</p> <p>Instructional Aide: \$8186</p> <p>Cal-SOAP Tutors: \$1739</p>

<p>Create and implement a study skills curriculum that supports CCSS learning for high needs students.</p> <ul style="list-style-type: none"> Review and revise curriculum on a regular basis. 	<p>Six Rivers Charter High School Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>None</p>
<p>Six Rivers staff will continue to collaborate in order to integrate curriculum in a meaningful way that will improve the learning of all high stakes groups.</p> <ul style="list-style-type: none"> With the assistance and support of the site Instructional Coach, Staff will develop integrated curricular connections and cross curricular projects. To support this goal, Six Rivers will continue to fund a portion of an instructional coach. (Approximately \$15000) 	<p>Six Rivers Charter High School Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Instructional Coach: \$15,000</p>
<p>In conjunction with the site instructional coach, staff will develop school-wide projects, senior projects, and opportunities for showcasing these projects to the community. Staff will review, evaluate and review projects each year.</p> <p>In order to motivate students and highlight authentic learning students will present projects to the larger community at a student expo. Six Rivers will support the expense of the instructional coach (\$15000) and the school-wide expo (\$1000).</p>	<p>Six Rivers Charter High School Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Instructional Coach: \$15,000 Student Expo: \$1,000</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	SRCHS will increase achievement for all students by aligning instruction to Common Core State Standards (CCSS) across all disciplines.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local:
Goal Applies to:	Schools:	Six Rivers Charter High School	
		Grades: All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p>The second year of the CCSS will be implemented. SARC will be adjusted to reflect CCSS. CAASPP data will be gathered and analyzed.</p> <ul style="list-style-type: none"> • Graduation rates will increase by 0.5%. • Dropout rates will decrease by 0.5%. • UC/CSU eligible graduates will improve by 0.5% • The pass rate for the AP exams will improve by 1% • EAP test results will improve by 2%. <p>Percent of properly credentialed teachers will remain at 100%.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Graduation rate is expected to be 100% for the 2015-16 graduating class</p> <p>Drop-out rate is expected to be 0% for the 2015-16 school year</p> <p>UC/CSU eligible graduates decreased in comparison to the 2014-15 school year from 41% to 22% which is the difference of 3 students</p> <p>At the time of the Update AP scores and EAP scores were not available</p> <p>Percent of properly credentialed teachers remains at 100%</p>
<p>LCAP Year: 2015-16</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>

<p>1. CCSS Implementation plan will include district initiatives such as instructional strategies, student engagement, and technological integration:</p> <ul style="list-style-type: none"> • Staff retreat will continue to focus on developing end goals for the implementation of CCSS at Six Rivers in three areas: Instruction, Instructional Materials and Teacher Capacity and Strategies • Instructional Coaches will develop and implement CCSS professional development utilizing August staff development day, early-release days, department meetings/collaboration, and use of NHUHSD Coaching Model. The NHUHSD Coaching Model provides school-based professional development to all certificated staff. The program includes individual observation, modeling of instructional practices, student work analysis and collaborative planning. As well, coaches work with groups of teachers to review research-proven instructional strategies, articulate curriculum and analyze student data through targeted small groups and content-area departments. • Six Rivers implementation plan will include the school’s vision, ESLRs, school wide themes and the integration of technology. • Six Rivers implementation plan will involve and utilize District provided “Instructional Coaches” as well as STEM Grant Provided “Math and Science Coaches” to help plan and implement. • Instructional Coaches will continue work on instructional shifts while also implementing two new shifts (determined through end of year survey from May 2015). • Continue participation in the county-wide STEM/HISI Grant <p>Summer 2015 CPM (College Preparatory Mathematics) training for all SRCHS Math Teachers towards the implementation of Integrated Math.</p>	<p>.2 FTE Instructional Coach: \$20,313</p> <p>Purchase of Integrated I and II CPM textbooks: \$6,086.50</p>	<p>Six Rivers held their retreat in August with focus on implementation of CCSS at Six Rivers, Staff made a plan to utilize the 5th period common prep as well as the instructional coaches to continue to work on the instructional shifts, the school's vision, themes and ESLRs. Six Rivers staff participated in three district professional development days built around the CCSS shifts and instructional strategies. Six Rivers worked with the Instructional Coaches during the year but not to the extent that the staff had hoped. Six Rivers staff continued to participate in the county wide STEM/HISI Grant.</p>	<p>.2 FTE Instructional Coach: \$20,313</p> <p>Purchase of Integrated I and II CPM textbooks: \$6,086.50</p>
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Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
1. Support services will be developed as students struggle with the transition to more critical thinking skills. <ul style="list-style-type: none"> Instructional coaches will continue to provide professional development on effective teaching strategies related to accessing complex texts in addition to strategies that help students understand and use academic vocabulary and write making claims backed by evidence from texts. Title I: Title I Coordinator will continue to focus on helping students within the program, especially those who are on the site D/F list. Focus on student support in mathematics as students transition from Algebra I to Integrated Math Services will be determined based upon student performance, teacher feedback, and relevant professional development and key learnings. 		.2 FTE Instructional Coach: \$20,313 Title I Aide: \$12,502.00 CAL-Soap Tutor: \$755.00 Purchase of Integrated I and II CPM textbooks: \$6,086.50	Six Rivers staff worked with Instructional Coaches as a staff and within the school district's professional development days. Staff did not believe it worked with the Instructional Coaches as much as they had hoped. Title I coordinator worked with students struggling in math and worked within the Integrated I math class the entire year and followed up in student's study skills.		.2 FTE Instructional Coach: \$20,313 Title I Aide: \$12,502.00 CAL-Soap Tutor: \$755.00 (check with Cindy) Purchase of Integrated I and II CPM textbooks: \$6,086.50
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	
1. SRCHS will continue to develop and improve a CAHSEE study plan for all students to help students pass the CAHSEE with a score of proficient or advanced. <ul style="list-style-type: none"> • Title I eligible students work during SSR/Study Hall on both Math and English enrichment including the use of test prep programs at each site. • Focus on making sure that all students have the proper accommodations and modifications on the CAHSEE for students with disabilities, socio-economic disadvantaged students, and English language learners. • Analyze student performance on 2015 CAHSEE and plan accordingly. • Utilize the USA Test Prep program in English 2, Integrated I and Geometry to collect formative assessments on our students and design support and practice for each individual. 		Title I Aide: \$12,502.00 CAL-Soap Tutor: \$755.00 Purchase of Integrated I and II CPM textbooks: \$6,086.50 Purchase of USA Test Prep License \$500.00	In August of 2015 the State of California informed schools that the California High School Exit Exam would no longer be a requirement for high school graduation.	None
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	
a. Funding for Common Core Standards will be budgeted and disbursed to school sites for implementation of professional development, instructional materials, technology equipment and infrastructure. Depending on 2015-16 state budget, funds will be distributed to school sites and used in accordance with any specific state requirements or regulations. This is dependent upon state funds, if any, are allocated for the sole purpose of supporting CCSS.		.2 FTE Instructional Coach: \$20,313 Purchase of Integrated I and II CPM textbooks: \$6,086.50 Technology Budget: \$5000.00	The State did not provide additional funding for Common Core implementation for the 2015-16 school year and so this action was not completed.	0\$ as the state funding was not allocated to the school site.
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	

<p>1. Parent/Community CCSS Communication Plan will be developed and implemented throughout the school year.</p> <ul style="list-style-type: none"> • SRCHS will work to identify and provide information for the community on new student outcomes and course requirements. • SRCHS will develop an “Academic Resource Guide” to inform students and parents of curricular changes, resources (Reading Guide), helpful websites, etc. • SRCHS will restructure at least one “Back to School Night” to changes to curriculum and instruction in relation to CCSS. • Results of formative and summative assessments will be clearly communicated to all stakeholders including students, teachers, departments, and parents. 	<p>No Expenditures</p>	<p>Through the Community Night and Report Card Night the Six Rivers staff worked to communicate with the school community changes and strategies for success in all academic courses at Six Rivers Charter High School. School updated individual web pages as well as a shared google calendar. Teacher's continued to build on and improve the utilization of Google Classroom to keep students updated on work. School sent out information to parents with individual CAASPP scores from the 2014-15 school year as well as updated the PASS system to the Family Link portal so that parents and students can see their grades adjust immediately after the teachers enters in the scores in their gradebook.</p>	<p>No Expenditures</p>		
<p>Scope of service:</p>	<p>Six Rivers Charter High School Grades: All</p>		<p>Scope of service:</p>	<p>Six Rivers Charter High School Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			

<p>1. CCSS Implementation plan will include district initiatives such as instructional strategies, student engagement, and technological integration:</p> <ul style="list-style-type: none"> • Staff retreat will continue to focus on developing end goals for the implementation of CCSS at Six Rivers in three areas: Instruction, Instructional Materials and Teacher Capacity and Strategies • Instructional Coaches will develop and implement CCSS professional development utilizing August staff development day, early-release days, department meetings/collaboration, and use of NHUHSD Coaching Model. The NHUHSD Coaching Model provides school-based professional development to all certificated staff. The program includes individual observation, modeling of instructional practices, student work analysis and collaborative planning. As well, coaches work with groups of teachers to review research-proven instructional strategies, articulate curriculum and analyze student data through targeted small groups and content-area departments. • Six Rivers implementation plan will include the school's vision, ESLRs, school wide themes and the integration of technology. • Six Rivers implementation plan will involve and utilize District provided "Instructional Coaches" as well as STEM Grant Provided "Math and Science Coaches" to help plan and implement. • Instructional Coaches will continue work on instructional shifts while also implementing two new shifts (determined through end of year survey from May 2015). • Continue participation in the county-wide STEM/HISI Grant <p>Summer 2015 CPM (College Preparatory Mathematics) training for all SRCHS Math Teachers towards the implementation of Integrated Math.</p>	<p>.2 FTE Instructional Coach: \$20,313</p> <p>Purchase of Integrated I and II CPM textbooks: \$6,086.50</p>	<p>Six Rivers held their retreat in August with focus on implementation of CCSS at Six Rivers, Staff made a plan to utilize the 5th period common prep as well as the instructional coaches to continue to work on the instructional shifts, the school's vision, themes and ESLRs. Six Rivers staff participated in three district professional development days built around the CCSS shifts and instructional strategies. Six Rivers worked with the Instructional Coaches during the year but not to the extent that the staff had hoped. Six Rivers staff continued to participate in the county wide STEM/HISI Grant.</p>	<p>.2 FTE Instructional Coach: \$20,313</p> <p>Purchase of Integrated I and II CPM textbooks: \$6,086.50</p>
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Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1. Support services will be developed as students struggle with the transition to more critical thinking skills. <ul style="list-style-type: none"> Instructional coaches will continue to provide professional development on effective teaching strategies related to accessing complex texts in addition to strategies that help students understand and use academic vocabulary and write making claims backed by evidence from texts. Title I: Title I Coordinator will continue to focus on helping students within the program, especially those who are on the site D/F list. Focus on student support in mathematics as students transition from Algebra I to Integrated Math Services will be determined based upon student performance, teacher feedback, and relevant professional development and key learnings. 		.2 FTE Instructional Coach: \$20,313 Title I Aide: \$12,502.00 CAL-Soap Tutor: \$755.00 Purchase of Integrated I and II CPM textbooks: \$6,086.50	Six Rivers staff worked with Instructional Coaches as a staff and within the school district's professional development days. Staff did not believe it worked with the Instructional Coaches as much as they had hoped. Title I coordinator worked with students struggling in math and worked within the Integrated I math class the entire year and followed up in student's study skills.		.2 FTE Instructional Coach: \$20,313 Title I Aide: \$12,502.00 CAL-Soap Tutor: \$755.00 (need to edit) Purchase of Integrated I and II CPM textbooks: \$6,086.50
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
c. SRCHS will continue to develop and improve a CAHSEE study plan for all students to help students pass the CAHSEE with a score of proficient or advanced. <ul style="list-style-type: none"> Title I eligible students work during SSR/Study Hall on both Math and English enrichment including the use of test prep programs at each site. Focus on making sure that all students have the proper accommodations and modifications on the CAHSEE for students with disabilities, socio-economic disadvantaged students, and English language learners. Analyze student performance on 2015 CAHSEE and plan accordingly. Utilize the USA Test Prep program in English 2, Integrated I and Geometry to collect formative assessments on our students and design support and practice for each individual. 		Title I Aide: \$12,502.00 CAL-Soap Tutor: \$755.00 Purchase of Integrated I and II CPM textbooks: \$6,086.50 Purchase of USA Test Prep License: \$500.00	In August of 2015 the State of California informed schools that the California High School Exit Exam would no longer be a requirement for high school graduation.	No expenditures as the CAHSEE was no longer being tested.
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All

<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
d. Funding for Common Core Standards will be budgeted and disbursed to school sites for implementation of professional development, instructional materials, technology equipment and infrastructure. Depending on 2015-16 state budget, funds will be distributed to school sites and used in accordance with any specific state requirements or regulations. This is dependent upon state funds, if any, are allocated for the sole purpose of supporting CCSS.		.2 FTE Instructional Coach: \$20,313 Purchase of Integrated I and II CPM textbooks: \$6,086.50 Technology Budget: \$5000.00	The State did not provide additional funding for Common Core implementation for the 2015-16 school year and so this action was not completed.	0\$ as the state funding was not allocated to the school site.
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All
<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

<p>1. Parent/Community CCSS Communication Plan will be developed and implemented throughout the school year.</p> <ul style="list-style-type: none"> • SRCHS will work to identify and provide information for the community on new student outcomes and course requirements. • SRCHS will develop an “Academic Resource Guide” to inform students and parents of curricular changes, resources (Reading Guide), helpful websites, etc. • SRCHS will restructure at least one “Back to School Night” to changes to curriculum and instruction in relation to CCSS. • Results of formative and summative assessments will be clearly communicated to all stakeholders including students, teachers, departments, and parents. 	<p>No Expenditures</p>	<p>Through the Community Night and Report Card Night the Six Rivers staff worked to communicate with the school community changes and strategies for success in all academic courses at Six Rivers Charter High School. School updated individual web pages as well as a shared google calendar. Teacher's continued to build on and improve the utilization of Google Classroom to keep students updated on work. School sent out information to parents with individual CAASPP scores from the 2014-15 school year as well as updated the PASS system to the Family Link portal so that parents and students can see their grades adjust immediately after the teachers enters in the scores in their gradebook.</p>	<p>Cost of Family Link?</p>
<p>Scope of service:</p>	<p>Six Rivers Charter High School Grades: All</p>	<p>Scope of service:</p>	<p>Six Rivers Charter High School Grades: All</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>What changes in actions, servivces, and expenditures</p>	<p>The Six Rivers staff has determined that it is prepared to focus on the integration of common CCSS approaches the curriculum through regard efforts to integrate content and skills. Using PD opportunities and common prep time, unified school-wide activities and strategies are planned for the upcoming year.</p> <p>Because the CAHSEE test has been discontinued, previous efforts for this area are no longer continuing.</p>		

Original Goal from prior year LCAP:	Six Rivers will evaluate accessibility and awareness of academic programs and services for students.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local:	
Goal Applies to:	Schools:	Six Rivers Charter High School		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Improvements to the structure and availability of the academic programs and services will be made. D/F list will decrease by 5% from the previous year. The 10th graders will improve on the CAHSEE by 5% from the previous year.		Actual Annual Measurable Outcomes:	D/F List as of Semester 1 dropped by 14% in comparison to the 2014-15 school year. Data does not yet exist for the Second Semester to compare to the 2014-15 school year. The CAHSEE no longer exists for High Schools as of August of 2015 and so in no longer measurable.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
a. Site Administration of Six Rivers will review 2013, 2014, 2015 graduates and current 2014-15 junior transcripts to decipher to what extent grades and/or course selections prevented students from meeting 4 year school entrance requirements		No Expenditures	Completed, Six Rivers administration reviewed transcripts from the past 3 years. It was discovered that poor grades in math and science as freshmen and sophomores as well as the choice not to take a foreign language were the largest determining factors in preventing students from meeting the 4 year college entrance requirements.	
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
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Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

b. Six Rivers staff will evaluate, review and revise if necessary the school in the following areas: I. Block Schedule II. Elective Offerings III. AP Offerings IV. Study Skills Program		No Expenditures	Six Rivers reviewed the areas listed and determined that for the 2015-16 school year no changes were necessary.	No Expenditures
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service: Six Rivers Charter High School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
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Scope of service:	Six Rivers Charter High School Grades: All		Scope of service: Six Rivers Charter High School Grades: All	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	
c. Six Rivers will invite Career and College Center, Librarian, Nurse and Crisis Counselor to speak as a panel to each grade level to explain: I. Service/Skills they offer II. Where they are located III. Process to see them		Career and College Center: \$3,758.00 Nurse: \$8,676.00 Crisis Counselor: \$9,858.00	Librarian was introduced to all grade levels, Nurse, and Crisis counselor were introduced to the 9th grade class and hte Career and College Center was introduced to the 12th grade class.	Career and College Center: \$3,758.00 Nurse: \$8,676.00 Crisis Counselor: \$9,858.00
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>c. Six Rivers will invite Career and College Center, Librarian, Nurse and Crisis Counselor to speak as a panel to each grade level to explain:</p> <p>I. Service/Skills they offer</p> <p>II. Where they are located</p> <p>III. Process to see them</p>		<p>Career and College Center: \$3,758.00</p> <p>Nurse: \$8,676.00</p> <p>Crisis Counselor: \$9,858.00</p>	<p>Librarian was introduced to all grade levels, Nurse, and Crisis counselor were introduced to the 9th grade class and hte Career and College Center was introduced to the 12th grade class.</p>	<p>Career and College Center: \$3,758.00</p> <p>Nurse: \$8,676.00</p> <p>Crisis Counselor: \$9,858.00</p>	
<p>Scope of service:</p>	<p>Six Rivers Charter High School</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>		
<p>What changes in actions, servivces, and expenditures</p>					

<p>Original Goal from prior year LCAP:</p>	<p>Six Rivers will diversify and improve methods of communication for all stakeholders.</p>	<p>Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local:</p>
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Goal Applies to:	Schools:	Six Rivers Charter High School Grades: All
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	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Attendance rates will increase to 94.5%. Baseline data will be gathered on the number of students using school services (Career and College Center, Crisis Counselor) Baseline data will be gather on the number of Parents attending SRCHS Report Card Night	Actual Annual Measurable Outcomes:	Attendance rates (need from Cindy) Baseline data on school services: needed Baseline data: Report Card Night, 26 parent/guardians attended
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>a. Alternative mediums will be explored for communication with parents and students.</p> <ul style="list-style-type: none"> • School Reach App • Training for staff, faculty, and community • Advertise and market availability of app • PASS • Evaluate for more useful content, such as pushing alerts to parents • Update more often with live feedback on grades and upcoming events. • Increase use of social media (Twitter, Facebook, YouTube,) <p>School websites updated regularly.</p>	<p>School Reach APP Expenditure: \$549.75</p>	<p>PASS system was updated to Family Link in the spring of 2016 which provides update grades for students and parents as the teachers update their gradebook. Increased use of Facebook and in the spring of 2016 articles were written and provided to local newspapers. Increased use of Google Classroom and Google Calendar for students.</p>	<p>School Reach APP Expenditure: \$549.75 Family Link Cost</p>

Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
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Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>a. Six Rivers staff will hold summer retreat and discuss the needs and implementation of technology in classrooms as educational tools as well as communication tools.</p> <ul style="list-style-type: none"> · Six Rivers staff will review 1 to 1 format and google classroom and revise as necessary · Six Rivers staff will review turn in rate of assignments, attendance rates and parent attendance at Report Card Night. · Six Rivers staff will review and revise Report Card Night with an emphasis on making the evening more accessible <p>School will continue to set money aside each year for technology improvement and/ or replacement based upon identified needs</p>		No Expenditures	<p>School during the SWOT process as well as the Staff retreat discussed the 1 to 1 format and made some adjustments. Staff did not review turn in rates for assignments, and attendance rates but did set a baseline for Parent attendance at Report Card Night (26 parents). Six Rivers set aside \$5,000.00 for the 2015-16 school year for technology.</p>		\$5,000.00 Technology Budget
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>a. Six Rivers staff will hold summer retreat and discuss the needs and implementation of technology in classrooms as educational tools as well as communication tools.</p> <ul style="list-style-type: none"> Six Rivers staff will review 1 to 1 format and google classroom and revise as necessary Six Rivers staff will review turn in rate of assignments, attendance rates and parent attendance at Report Card Night. Six Rivers staff will review and revise Report Card Night with an emphasis on making the evening more accessible <p>School will continue to set money aside each year for technology improvement and/ or replacement based upon identified needs</p>		<p>No Expenditures</p>	<p>School during the SWOT process as well as the Staff retreat discussed the 1 to 1 format and made some adjustments. Staff did not review turn in rates for assignments, and attendance rates but did set a baseline for Parent attendance at Report Card Night (26 parents). Six Rivers set aside \$5,000.00 for the 2015-16 school year for technology.</p>		<p>No Expenditures</p>
<p>Scope of service:</p>	<p>Six Rivers Charter High School</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Six Rivers Charter High School</p> <p>Grades: All</p>	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
Site Administration will develop a new teacher handbook for new teachers at Six Rivers		No Expenditures	This action was not completed.		No Expenditures
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Site Administration will develop a new teacher handbook for new teachers at Six Rivers		No Expenditures	This action was not completed.		No Expenditures
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>1. Six Rivers staff will update their website, PASS and school calendars on a weekly basis</p> <ul style="list-style-type: none"> Staff will review the use of google calendars as a possible means of streamlining communication to students and parent/guardians <p>Staff will use the last 10 minutes of the Faculty Meeting to review upcoming assessments and projects in all SRCHS classes</p>		No Expenditures	<p>Six Rivers staff transitioned from PASS to the Family Link system to provide quicker updates for students and parents. Staff placed a google calendar on the school website as well as increased the use of google classroom. Staff continued to discuss upcoming projects but the planned 10 minutes was not set in every faculty meeting. Staff did use the 5th period common prep on Thursdays to discuss upcoming events.</p>		No Expenditures
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

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Scope of service:	Six Rivers Charter High School Grades: All		Scope of service: Six Rivers Charter High School Grades: All	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Every 3 weeks Six Rivers will identify students struggling with attendance and site administration will reach out to student and parents to work towards better attendance.</p>		No Expenditures	Completed, struggling students were discussed at faculty meetings and students were communicated with and parents were called. Data was not collected.	No Expenditures
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service: Six Rivers Charter High School Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	
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Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
What changes in actions, servivces, and expenditures				

Original Goal from prior year LCAP:	Six Rivers will improve academic performance for high needs population		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local:	
Goal Applies to:	Schools:	Six Rivers Charter High School		
	Grades:	All		
	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, English Learners, Students with Disabilities		
Expected Annual Measurable Outcomes:	D/F list will decrease by 5%. CAHSEE for 10th graders will improve by 5%. Drop-outs will decrease by 5% and attendance rates will improve by 1% from previous year.	Actual Annual Measurable Outcomes:	D/F list decreased by 14% in comparison from the 2014-15 school year to the 2015-16 school year for Semester 1. At the time of this LCAP the Semester 2 D/F list is not available. CAHSEE became obsolete and thus was immeasurable. Drop-out rates were not available at the time of this update however Six Rivers expect there to be no drop outs for the 2015-16 school year. Attendance rates as of P1 and P2 (need data from Cindy)	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Six Rivers Staff will review and revise the school's late work policy and analyze the D and F list in comparison to courses and student attendance.	No Expenditures	Six Rivers Staff agreed to revise the late work policy to allow students turn in late work and rather than drop their grade it would impact their professionalism score. Student attendance and the D/F list was found to have a correlation but not the only correlation.	No Expenditures	

Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All	
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>		
Six Rivers Staff will review and revise Study Skills program with students who are earning a D and or F in a class.		No Expenditures	Within Study Skills students struggling with poor grades were identified for intervention through the school's Title I program, CAL-Soap tutors and school's instructional aide. Overall revision of the Study Skills program was not completed.		CAL-Soap Title I Instructional Aide
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All	
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>		

Fall of 2014, Six Rivers English and Math teachers along side Site administration will review and revise Math Intervention and Reading and Writing models based upon the CCSS and Anchor Standards for the 2014-15 school year and beyond.		Title I Aide: \$12,502.00 Cal-Soap Tutor: \$755.00	Math intervention program was updated to utilize Title 1 coordinator in Study Skills program as well as with a focus in the Integrated I period. Due to budget the Reading and Writing model was not able to continue, however CAL-Soap tutors were hired to work in conjunction with the staff, specifically the Resource and English teachers to target specific students who were recognized to be struggling. Six Rivers in the fall of 2015 school year also hired an instructional aide for 3 hours a day to work with specific resource students during Study Skills.	Title I Aide: \$12,502.00 Cal-Soap Tutor: \$755.00 Add instructional aide
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	
Every 3 weeks students earning multiple Ds and/or F's will be referred to school's SASP process if grades remain or drop by the 6 week progress report.		No Expenditures	SASP program was used throughout the 2015-16 school year.	SSC .4
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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last 10 minutes of every faculty meeting on Mondays will be reserved for staff to go over upcoming projects and tests as a group to identify study skills needs as well as monitor student's work load.		No Expenditures	This action was not fully completed. Staff meeting consistently discussed the school and struggling students, staff also used the common prep 5th period to discuss upcoming events but a set schedule in faculty meetings was not finalized.		No Expenditures
Scope of service:	Six Rivers Charter High School Grades: All		Scope of service:	Six Rivers Charter High School Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
What changes in actions, servivces, and expenditures					

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	64494
<p>Six Rivers has made it a priority to meet the needs of its unduplicated students. Among the items supported through these funds is a crisis counselor (\$10,342), an instructional coach (\$20,051), nursing services (\$9,520), and Cal-Soap Tutors (\$1,739) These individuals collectively provide counseling and support for students dealing with emotional challenges, work with teachers to improve curriculum for all, and provide direct support in the classroom.</p> <p>In addition, in our effort to create effective curriculum and instruction for all of our teachers that allows for modification and differentiation Six Rivers pays for an additional teacher to support student learning in three of the study skills classes. This effectively keeps student to teacher ratios to a minimum. Though not explicitly mentioned in the LCAP this is significant expenditure. (~\$20,000) In addition, Six Rivers contracts with Arcata High School to allow our students access to elective classes on their campus. Currently the Six Rivers supports five sections of classes at that site that allow students explore programs of interest. In addition , Six Rivers pays for the services of a librarian. (\$10342)</p> <p>All Six Rivers students have access to the career and college center and the panels put on throughout the year. This service reaches out to our students and provides coaching for students as they pursue long term goals (\$3465)</p> <p>Six Rivers' mission statement explicitly states educating the "whole student." As a result there is a focus on creating a cohesive community where all students feel as they are part. Therefore, Six Rivers has put into place a number of school-projects and activities focused on accomplishing this goal. Community building fieldtrips and projects total approximately \$5000 of the budget.</p> <p>Six Rivers honors students for their successes and improvement through regular practices of positive postcards, school currency, and Pirates of the Month. This reward system has \$1000 budgeted just for prizes. Finally, all students excellent work is put on display at the Winter Expo for parents. The opportunity to demonstrate progress for parents motivates students to achieve at higher levels. (\$1000)</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

9.03	%
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Based upon the Proportionality Calculator Sis Rivers needs to increase services Instructional Coach. This year the coach is working closely with Six Rivers staff to integrate and connect curriculum to better serve all students. To allow for this work be more fruitful the LCAP allocated \$100 for curriculum development for study skills.

Among the elements of focus identified were the importance of community fostered through school-wide activities and projects. As a result, \$5000 was allocated for this in the LCAP. In addition, \$1000 were allocated for a system of recognition for students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).