



Three Rivers Charter School

Regular Board Meeting

Date and Time

Tuesday May 21, 2019 at 5:00 PM PDT

Location

1211 Del Mar Drive, Fort Bragg, CA, 95437

Board meetings are held in public. The agenda provides any citizen an opportunity to directly address the Board under the section entitled “Community Comment” on any item under the subject matter jurisdiction of the Board that is not on the agenda. The Public will be provided an opportunity to address the Board on agenda items before or during the Board’s deliberation. To request a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting, please submit your request in writing to the School Director or Board President at least 10 days before the scheduled meeting date. Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the school: 1211 Del Mar Drive, Suite 301, Fort Bragg, CA 95437. In compliance with Government Code section 54954.2(a) Three Rivers Charter School will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact the school at (707) 964-1128 at least 72 hours prior to the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			05:00 PM
A. Call the Meeting to Order		Jody Stickels	1 m
B. Record Attendance and Guests		Isabel Saldana	5 m
C. Changes to the Agenda?	Discuss	Jody Stickels	5 m
II. Community Comment			05:11 PM
A. Design Review	Discuss	Roger Coy	30 m
To review and discuss the various designs presented by our designer			
B. Community Comment	Discuss	Jody Stickels	20 m
Each person wanting to speak may have 3 minutes to make their statements. The Board will not comment unless it is to quickly clarify a procedure, process or policy.			

III. Reports**06:01 PM**

- | | | | |
|---|---------|----------------|------|
| A. Financial Report | Discuss | Jennifer Tyler | 10 m |
| Present overview of financial status of school. Note any financial irregularities or items to be investigated. | | | |
| B. Student Representative Report | Discuss | Jody Stickels | 10 m |
| Hear from the students! | | | |
| C. Teacher Write-Ups | Discuss | Jody Stickels | 10 m |
| D. Director's Report | Discuss | Roger Coy | 20 m |
| Director to report on school testing improvement process, demographics programs, MTSS update, financial issues, update on programs and any other outstanding issues | | | |
| E. Academic Excellence Committee | FYI | Jade Tippett | 10 m |
| Review and summarize last meeting | | | |

IV. Discussion and Action Items**07:01 PM**

- | | | | |
|--|---------|---------------|------|
| A. Approve Facilities Design | Vote | Jody Stickels | 5 m |
| Choose a design layout. | | | |
| B. Discuss and Accept LCAP Federal Addendum | Vote | Roger Coy | 10 m |
| Federal Addendum must be included with LCAP. LCAP has been approved. | | | |
| C. Budget for 2019-2020 School Year | Discuss | Roger Coy | 20 m |
| Review | | | |
| D. Approve and accept Budget for 2019-2020 School Year | Vote | Jody Stickels | 5 m |
| Approve Budget | | | |
| E. Approve and accept Budget for 2019-2020 School Year | Vote | Jody Stickels | 5 m |
| Approve Budget | | | |
| F. Discuss Board Officers | Discuss | Jody Stickels | 20 m |
| All three officer positions have expired and need to be renewed or replaced. | | | |
| G. Board President Position | Vote | Jody Stickels | 5 m |
| Discuss, review and vote on Board President Position | | | |
| H. Approve Board Treasurer | Vote | Jody Stickels | 5 m |
| Approve Treasurer | | | |
| I. Approve Secretary | Vote | Jody Stickels | 5 m |
| Approve Secretary | | | |

V. Closed Session**08:21 PM**

- | | | | |
|---|---------|------------|------|
| A. Review and Discuss CEO Evaluation | Discuss | Jaime Ries | 20 m |
| Discuss CEO evaluation and salary increase | | | |

VI. Reporting Out**08:41 PM**

- | | | | |
|---|------|---------------|-----|
| A. Items to Report Out and/or Take Action From Closed Session | Vote | Jody Stickels | 5 m |
| CEO Evaluation: Vote to accept evaluation and approve salary increase and to announce new salary. | | | |

VII. Additional Action Items

08:46 PM

- | | | | |
|---------------------------------------|-----------------|---------------|-----|
| A. Adopt Board Meeting Minutes | Approve Minutes | Jody Stickels | 5 m |
|---------------------------------------|-----------------|---------------|-----|
- Please review prior to meeting.
Approve minutes for Regular Board Meeting on April 16, 2019

VIII. Closing Items

08:51 PM

- | | | | |
|---------------------------|-----|---------------|-----|
| A. Adjourn Meeting | FYI | Jody Stickels | 5 m |
|---------------------------|-----|---------------|-----|

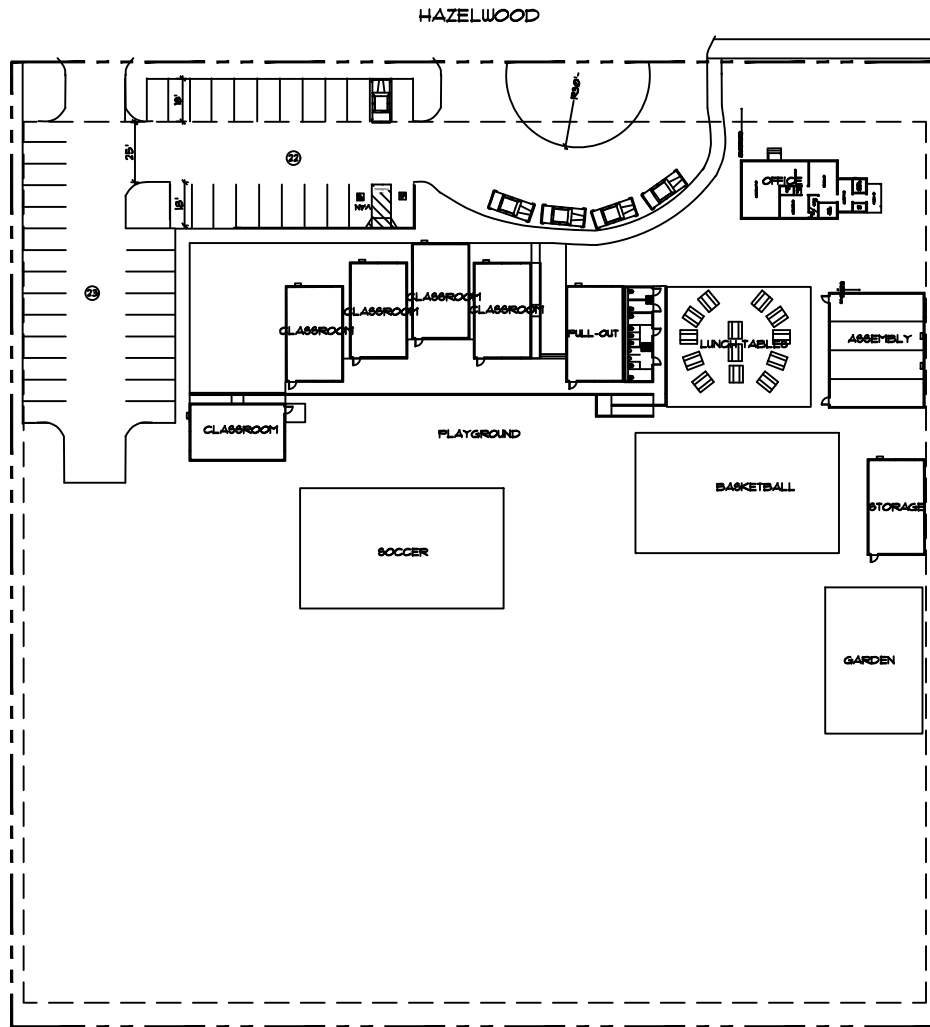
Cover Sheet

Design Review

Section: II. Community Comment
Item: A. Design Review
Purpose: Discuss
Submitted by:
Related Material: 3RIVERS PLOT PLAN STUDY 1_4.13.19.pdf

HAZELWOOD CAMPUS STUDY #1

THREE RIVERS CHARTER SCHOOL
860 HAZELWOOD ST
FORT BRAGG, CA 95437
AP# 018-210-29



PLOT PLAN

1" = 30'-0"



Cover Sheet

Financial Report

Section: III. Reports
Item: A. Financial Report
Purpose: Discuss
Submitted by:
Related Material: April 2019 - Balance Sheet Details - Three Rivers.xlsx
April 2019 - Budget to Actual - Three Rivers.xlsx
April 2019 - Check Register - Three Rivers.xlsx

Cover Sheet

Teacher Write-Ups

Section: III. Reports
Item: C. Teacher Write-Ups
Purpose: Discuss
Submitted by:
Related Material: Teacher Write-Ups 5_21_19-2.pdf

Teacher Write-Ups 5/21/19

1-2 Class

Ms. Morgan's Report for the Board

The big highlight this month in class as second grade swim lessons. Second graders in on the coast receive free swimming lessons from Mendocino COast Recreation and Parks Department. We head to the pool each day this week for a one hour lesson and the students are enthusiastic and already making progress. Along with swimming instruction they also teach the student water safety which is so important for the students living by the ocean. While I am away with the second grade Ms. Becca says with the seven first graders and Ms. Adams teaches a special PE course called "Fitness Fun". This time also allows Ms. Adams to get to know the students who will be her second graders next year when she is teaching my class in the afternoon. She will also be subbing for me May 20th-23rd when I am away at a training in San Francisco. I am excited to report Ms. Natalie and I are both attending a training at the Exploratorium next week! We will learn hands on approaches to teaching the new Next Generation Science Standards with other teachers from Northern CA. The training includes a hotel, sub pay, travel stipend, and meals! We are very excited and will return to share our new knowledge with the rest of the staff. We have live caterpillars arriving this week and will watch their metamorphosis into butterflies. We are on track to complete the math curriculum and will complete three of four Language Arts Modules. The second graders will begin taking the NWEA assessment next week to familiarize them with this computer based test they will take multiple times each year moving forward. I have been focussing on getting the second graders ready to move up. All the classes did a switch for a class period last week and my second graders spent time in Ms. Natalie's, her 4th graders went up to Ms. Tulley and the 6th graders went up to the Jr. High to introduce everyone to next year's teachers and classroom environments. Natalie will continue switching a few more times and I'll take her 4th graders for the 2nd graders to spend more time in there. Lastly, we had local artist Pete Gealey in class last week who taught the students to draw his style of cartoon veggies. They came out great and we will host him one more time this year for another drawing lesson. We had a second visit from Pam from Audubon Society and went birding last week as well.

Thanks for reading and for your service!

Kim

3-4 Class

This week we are testing. We've had only a few tech issues, only a few formatting questions from the students. Although I loathed taking a week of time last month to do interim testing, I can see that this is likely why we have a record low on issues, and students taking charge of resolving things on their own.

Parents and Jen Daoust who-doesn't-even-have-a-student-in-my-room! have come forth with food to feed our classroom masses. Students ADORE the TLC and food! Thank you to Cynthia

Coupe who stepped in as coordinator of parent efforts, and thank you to parents and Jen for all the food, and food service which unrolled seamlessly from my vantage point.

I've promised students a field trip to mini-golf but the weather is not cooperative. We will go on the first sunny afternoon.

I'm excited to be attending the NGSS conference in SF next week. I have subs lined up to work next week, assisted by Veronica who also has a sub credential.

I informed students that if Ms. V tells me they were amazingly professional in their conduct during my absence, then we will brainstorm, discuss, and vote upon a fun activity. Some of the girls desperately want to make slime, so I'm sure that will be a nominee.

5-6 Class

Good afternoon, Board Members,

Last week was testing week in our classroom. Before the tests, we did practice tests and then debriefed as a class about the kinds of questions they saw and what tripped them up. This was a new approach for me. I have given practice tests before, but never dissected them with the kids. It was pretty cool to listen to the kids sharing their concerns and their problem-solving strategies. I think it decreased the anxiety level overall. During testing week, the kids were served tasty breakfast food each day, which was greatly appreciated and enjoyed. I have to say that the kids were very positively focused during the tests and genuinely seemed to be working through all of the problems with tenacity. Some kids even said they enjoyed testing week!

They also enjoyed a well-deserved pizza party on Thursday.

This week we are back to the grind, finishing up a unit in social studies and moving back into science. We have enough (unopened) cookies left for a mid-week boost and hopefully we'll slide into Friday with our motivation still intact.

7th Grade Class

Hello board,

In history class the students are wrapping up their South America and Mexico unit. They have been studying the Mayans, Aztecs, and Inca civilizations. They will have a test on Thursday.

The 7th graders are plugging along in math class. We are studying a geometry unit which they are really enjoying. After a few units of algebra they are happy to learn something new. In English class we are working on our last unit. The lesson for the unit is how to overcome hardships and adversity. The students are ecstatic that they no longer have to write book reports or hand in reading logs.

My pregnancy is almost at an end. With 8 weeks to go I see the finish line. The baby is gaining about 1/2 pound a week, and has lodged herself under my ribs. I am really excited to be almost done.

8th Grade Class

This month in the Junior High classroom:

The big news for this month is that we have successfully completed the CAASPP testing in our room for all the 7th & 8th graders and the high schoolers. Testing went well with only a minimum of tech issues and the students enjoyed the breakfasts immensely. A huge thank you goes out to the parents (Rhonda, Jen and Chelsi) who provided breakfasts for our classroom. In addition several of the students got into the spirit and brought in snacks to share so we were well fed!

To celebrate we went on a field trip this week to Chamberlain Creek Falls up HWY 20 near the Noyo Boys Camp. I was blessed with lots of support from parents who helped drive and chaperone despite the long, dusty logging road you have to go up to get to the hike! A great thanks to them as well for helping out! The kids enjoyed the trip immensely, which served as a reward for all of those who had their work all up-to-date and turned in. Dani stayed back with students who had missing work and who are perpetually not fulfilling their responsibilities so that they could have some one-on-one tutoring time.

We have been enjoying a unit on genetics and how traits are expressed in populations and how change occurs over time in science class. Yesterday our topic was the genetic mutations in bacteria which are making them immune to antibiotics and how we can help by using less antibiotic soaps and hand sanitizers and instead relying on cleanliness and non-antibiotic cleansers such as vinegar or bleach, etc. The students have been enjoying really lively discussions throughout!

The 8th grade students are really excited as they will be finishing their final unit in their math program next week. I have plans to work on strengthening their basic skills through concentrated work on Alex so that we are sending them to the high school really strong. Those students who had wanted to tackle Algebra 1 this year will get to concentrate on that too. One of our 8th graders has successfully completed 1/2 of this year-long course and is into the second half with plans to finish before August so that he can start Geometry in the Fall. The kids are doing great work!

If you have any question, please don't hesitate to contact me.

Sincerely,

Kathleen Kasperson

Cover Sheet

Director's Report

Section: III. Reports
Item: D. Director's Report
Purpose: Discuss

Submitted by:

Related Material:

2019_LCAP_Summary_Increased_Improved_Services_Three_Rivers_Charter_20190516.pdf
2019_Local_Control_and_Accountability_Plan_&Annual_Update_Three_Rivers_Charter_20190516.pdf
DSA Guidance PL_17-01.pdf
Director's Report 5_21_19.pdf
Spring 19 Student Survey.pdf

Summary of LCAP Actions/Services Contributing to Meeting the Increased or Improved Services Requirement

LEA Name	Contact Name and Title	Email and Phone
Three Rivers Charter School	Roger Coy School Director	director@trcschool.org (707) 964-1128

Following is a summary of Actions/Services included as contributing to meeting the Increased or Improved Services Requirement. They are grouped by:

1. LEA-Wide
2. Schoolwide
3. Limited to Unduplicated Student Group(s).

LCAP Actions/Services Contributing to Meeting the Increased or Improved Services Requirement

LEA-Wide

LCAP Actions/Services Contributing to Meeting the Increased or Improved Services Requirement

Schoolwide

Goal 1

<p>Technology support by providing computer support, instruction and hardware.</p> <p>Students Served: English Learners</p> <p>Scope of Service: Schoolwide</p>	<p>Supplemental</p> <p>Supplemental</p>	<p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>\$5000</p> <p>2000</p>
<p>Training for teachers and support personnel on EL instruction and intervention strategies.</p> <p>Students Served: English Learners</p> <p>Scope of Service: Schoolwide</p>	<p>Supplemental</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$2000</p>

Goal 2

Actions/Services	Source	Budget Reference	Amount
<p>All announcements involving school functions and activities to be translated. Provide translation services at functions. More communication including notices sent home.</p> <p>Students Served: English Learners Foster Youth Low Income</p> <p>Scope of Service: Schoolwide</p>	<p>LCFF Supplemental and Concentration</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>\$1000</p>
<p>Increase % of EL students and create a sub group of parents sharing school involvement activities with each other and providing support for each other.</p> <p>Students Served: English Learners Foster Youth</p>	<p>Supplemental</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$1000</p>

<p>Low Income</p> <p>Scope of Service: Schoolwide</p>			
<p>Provide assistance for information to reach intended targets and for transportation, and other supports to be provided.</p> <p>Students Served: English Learners Foster Youth Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Locations: All Schools</p>	Supplemental	5000-5999: Services And Other Operating Expenditures	1000

Goal 3

Actions/Services	Source	Budget Reference	Amount
<p>Hire staff support and provide after school programs such as art programs, athletic, academic support, technology, music, and other programs.</p> <p>Students Served: English Learners Foster Youth Low Income</p> <p>Scope of Service: Schoolwide</p>	LCFF Base	2000-2999: Classified Personnel Salaries	8500
	LCFF Supplemental and Concentration	4000-4999: Books And Supplies	3000
<p>Increase electives (art program, language, gardening etc)</p> <p>Students Served: English Learners Foster Youth Low Income</p> <p>Scope of Service: Schoolwide</p>	LCFF	2000-2999: Classified Personnel Salaries	\$5000
	LCFF Base	5000-5999: Services And Other Operating Expenditures	2000

Goal 4

Actions/Services	Source	Budget Reference	Amount
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Purchase additional computer systems and increase bandwidth at school. Include home use and parental involvement. Students Served: English Learners Foster Youth Low Income Scope of Service: Schoolwide	Supplemental	5000-5999: Services And Other Operating Expenditures	\$8000
	Supplemental	5900: Communications	5000
Provide parental and student training and opportunities for parent engagement. Students Served: English Learners Foster Youth Low Income Scope of Service: Schoolwide	LCFF Supplemental and Concentration	5800: Professional/Consulting Services And Operating Expenditures	2000

Goal 5

Actions/Services	Source	Budget Reference	Amount
Hire staff support and provide support during school. Develop program with teachers for additional pull out. Students Served: English Learners Foster Youth Low Income Scope of Service: Schoolwide	Supplemental	2000-2999: Classified Personnel Salaries	\$27000
	LCFF	1000-1999: Certificated Personnel Salaries	15000

Goal 6

Actions/Services	Source	Budget Reference	Amount
1. Survey students on desire 2. Hire additional help 3. Implement program. Students Served: English Learners Foster Youth	Supplemental	2000-2999: Classified Personnel Salaries	\$7000
	LCFF	4000-4999: Books And Supplies	2000

Scope of Service: Low Income Schoolwide	
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Goal 7

Actions/Services	Source	Budget Reference	Amount
1.Survey students/families on need and desire 2. Find resource, assist parent to make connection. 3.Follow up to make sure resource received.	Concentration	5800: Professional/Consulting Services And Operating Expenditures	\$1000
Students Served: Foster Youth			
Scope of Service: Schoolwide			
Locations: All Schools			

Goal 8

Actions/Services	Source	Budget Reference	Amount
Continue Homework Club and Improve Outreach to Parents as needed	Concentration	1000-1999: Certificated Personnel Salaries	5000
Students Served: English Learners	LCFF	2000-2999: Classified Personnel Salaries	1200
Foster Youth			
Low Income			
Scope of Service: Schoolwide			

Goal 9

Actions/Services	Source	Budget Reference	Amount
Improve sound Quality and technology interconnectivity	Supplemental and Concentration	4000-4999: Books And Supplies	\$5000
Students Served: English Learners			
Foster Youth			
Low Income			
Scope of Service: Schoolwide			

Goal 10

Actions/Services	Source	Budget Reference	Amount
<p>Maintaining cleanliness, and added lunch service.</p> <p>Students Served: English Learners Foster Youth Low Income</p> <p>Scope of Service: Schoolwide</p>	<p>LCFF Base</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$60,000</p>

LCAP Actions/Services Contributing to Meeting the Increased or Improved Services Requirement

Limited to Unduplicated Student Group(s)

Goal 1

Actions/Services	Source	Budget Reference	Amount
30 minutes per day of special attention and services for EL students. Students Served: English Learners Scope of Service: Limited to Unduplicated Student	Supplemental	2000-2999: Classified Personnel Salaries	\$15000

Goal 2

Increase % of EL students and create a sub group of parents sharing school involvement activities with each other and providing support for each other. Students Served: English Learners Foster Youth Low Income Scope of Service: Limited to Unduplicated Student	Supplemental	5000-5999: Services And Other Operating Expenditures	\$1000
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LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

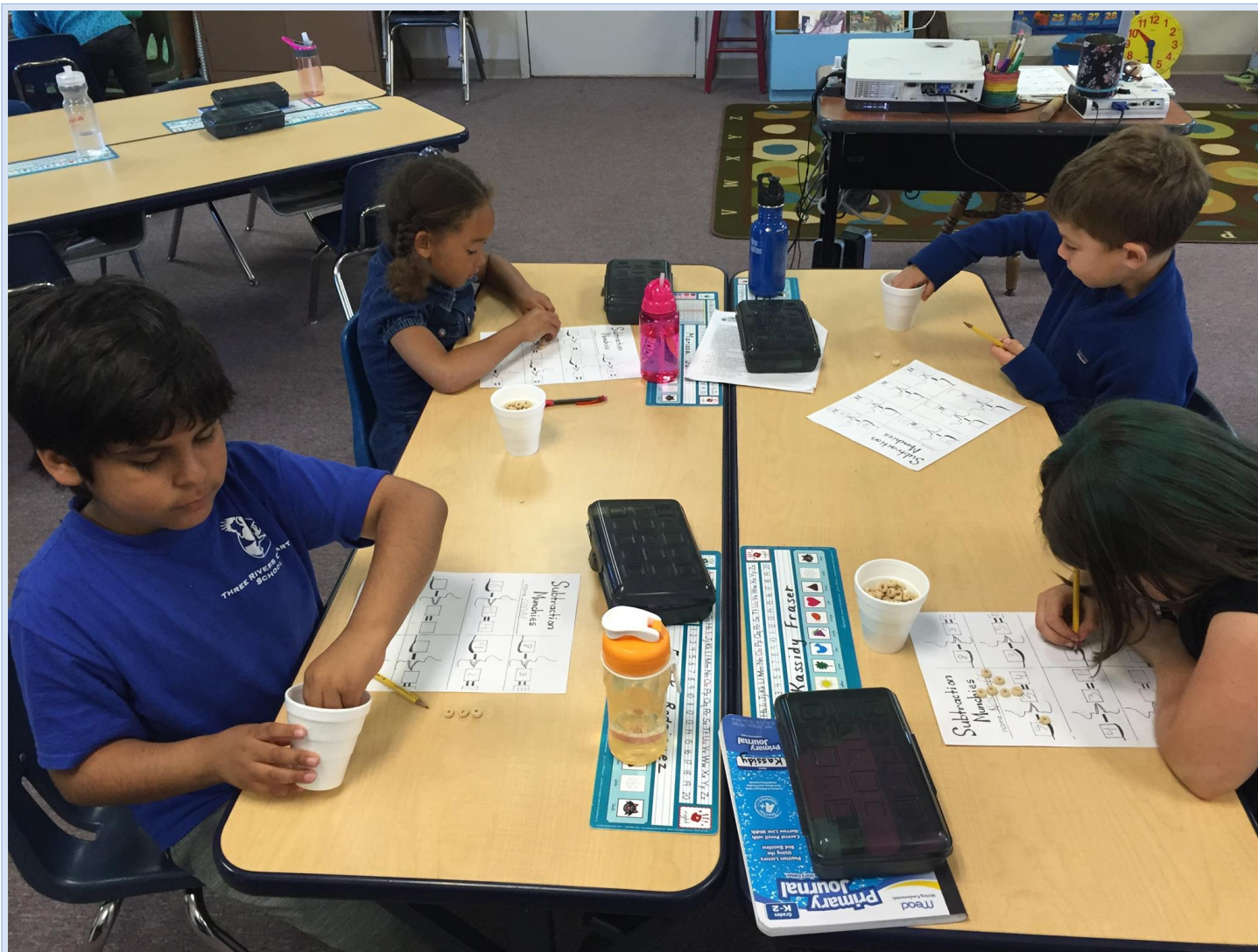
LEA Name	Contact Name and Title	Email and Phone
Three Rivers Charter School	Roger Coy School Director	director@trcschool.org (707) 964-1128

2017-20 Plan Summary

The Story

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

Our families normally come to us looking for an alternative to the traditional school setting. They are either having an issue with their existing school or they are looking for a smaller school setting. Our community is a small community in a rural setting without a lot of alternatives or choices for our families. We are the only authorized charter school in the community. One of the key aspects to our school is our positive culture which tends to have very few bullying problems and because we are small in size our students do not fall through the cracks. We have a cap of 120 students enrolled which again, lends itself to a unique environment. In the 2019-2020 school year we will serve grades 1-8 with 4 classes. These next few years we will be focusing on raising our test scores, building a more diverse population of students, and provide the technical services the students and staff require. We are also focused on creating more student engagement activities and support services. We are focused on developing a Multi-tiered Support system (MTSS) and have recently implemented a school-wide reading support program.



LCAP Highlights

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

The key features of this year's LCAP are:

1. Continued support for our EL students. Our goal is for all of our students to be english proficient within 3 years of starting enrollment with us.
2. We want to focus on SED students and EL students and families to be more involved with the activities of our school.
3. Develop an extensive elective and extra-curricular activities program.
4. Assist parents with technology issues by providing services, equipment, and training.
5. Develop a more robust after-school program including a place for students whose parents work and a homework club.
6. Develop an effective remedial program including an extensive Reading Program.
7. Make sure all of our foster families and homeless families are connected to available resources.
8. Parental support for working with their students on academic work.
9. Continue to upgrade our technology in the classrooms.
10. Improve basic services to our students including cleanliness of school and a lunch program.
11. New cohesive and standards aligned curriculum throughout all of our grades.
12. New facilities located and secured.
13. Improvement on SBAC scores.

14. Demographics more closely aligned to Fort Bragg.
15. Implemented MTSS(Multi-tiered System of Supports) program

Review of Performance

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

Greatest Progress

We have put in place many of the services we decided upon last year including support for our EL students and tutorial and Multi-tiered/RTI programs. We have achieved the reclassification of over 50% of our EL students and all within our goal of "within 3 years" of enrollment at Three Rivers. We have gotten our remedial programs working and have been able to continue it uninterrupted for the last 2 years. This year we were able to reenergize our Homework Club program and we have consistently managed to have active participation of over 25% of our parent base in our Parent Teacher Network Group. Implementing a new Reading Program was exciting and allows us to catch the students that have fallen through the cracks that are not receiving IEP or EL support.

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

Greatest Needs

We have shown performance in the "orange" category for testing results in both ELA and in Math. We have placed a significant amount of importance in raising these scores. We are doing this in a number of ways including:

1. We continue to work with a consultant to review our practices and to outline steps we should take to improve our scores.
2. We have transitioned away from a 1-12 grade model to a 1-8 grade model in order to get a better focus on a smaller amount of grades
3. We realigned our textbooks and curriculum to ensure there are no gaps and have refocused the teachers on making sure they address all of the standards. We are in the process of developing a cohesive program with no gaps. In the 18-19 school year we implemented a new ELA program throughout all of the grades, and for the 19-20 school year we will be implementing our new math program.
4. We have implemented a new Math analysis and support tool to help us identify any gaps within the students and provide support instructional tools to close those gaps.
5. We've met with our parents and our school to change the "mind-set" towards testing within our school our students are taking it a lot more serious and our parents are on-board to make sure our students are well rested and fed. Our parents have even developed some testing-week support for the students to assist the students with anxiety and lack of energy.

- 6. Our teachers are using the Interim/Practice Testing available on the CAASPP Site.
- 7. We feel the greatest pressure from the lack of space. We are working to find a new space and relocate the school. We have so many programs working now that new space will go along way in assisting us in implementing those programs in a way that they will be successful.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

We did not have any student groups performing below the "all student" performance. But in order to ensure we don't, we know we have to continue to provide support and outreach to the various groups. Our math support program (ALEKS) and our reading program will help find and close any gaps.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

To create new programs to engage all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

EL students show improvement in scoring and after three years are reclassified using the CELDT Testing.

18-19

100% of 3yr students reclassified

Baseline

100% of 3 yr students reclassified.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

30 minutes per day of special attention and services for EL students.

30 minutes per day of support for EL students.

2000-2999: Classified Personnel Salaries Supplemental \$15000

2000-2999: Classified Personnel Salaries LCFF \$15000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Technology support by providing computer support, instruction and hardware.	Added Smart Boards	5000-5999: Services And Other Operating Expenditures Supplemental \$1000	Smart Boards 4000-4999: Books And Supplies LCFF Base 14000
		Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2000	ELCAP training 5800: Professional/Consulting Services And Operating Expenditures LCFF 1000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Training for teachers and support personnel on EL instruction and intervention strategies.	Training on support including support training	5000-5999: Services And Other Operating Expenditures Supplemental \$2000	Master Teacher and others 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 1000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We were successful in installing smart boards in every classroom. We continued with the support for EL students and support for EL support providers.

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

Even though we did not achieve the reclassification of all of our EL students, we have strengthened our EL support program and we are definitely offering the students substantial support.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was not a significant difference for our EL support. There was a difference for technology available as we added smart boards and additional pieces of student equipment.

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

No major changes. We want to continue to move the students through their proficiency levels.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

Increased attendance of parents or unduplicated students at school functions based upon previous years.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Increased attendance of parents or unduplicated students at school functions based upon previous years.</p> <p>18-19 30% of parents attending</p> <p>Baseline 10% of parents attending</p>	<p>Actual results were 15/70 or 21 %</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All announcements involving school functions and activities to	We provided translation as needed and requested	Translation services and interpretation services 5800: Professional/Consulting Services	Translation services and interpretation services 0000: Unrestricted Not Applicable 500

be translated. Provide translation services at functions

And Operating Expenditures Supplemental \$5000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase % of EL students and create a sub group of parents sharing school involvement activities with each other and providing support for each other.	Worked on creating support groups. Achieved limited success on having parents of EL students to attend activities.	Promotion and creation of media 5000-5999: Services And Other Operating Expenditures Supplemental \$1000	Promotion and creation of media and events 0000: Unrestricted LCFF Base 1000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide assistance for information to reach intended targets and for transportation, and other supports to be provided.	Very little extra services asked for or provided. We were able to provide lunches as needed, shoes and sleeping bags.	Expenses for materials and time for work. 5000-5999: Services And Other Operating Expenditures Supplemental \$1000	Expenses for materials and time for work. 5900: Communications LCFF Base 600

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Special events and services provided. An effort was made to provide whatever services were needed.

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

Our overall Latino families were increased from 15% to 21%. We have active participation on the Board and at our PTN group mtgs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Services, computer assistance, and help was not asked for or needed.

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

Lower expectations on what services would be needed.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Increase the number and variety of elective opportunities for all students as well as after school and extra curricular activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Increased number of activities and electives and increased number of students involved in activities.

18-19

Grades 3-6 added electives periods

Baseline

Jr High Existing/Need more focus on younger grades

Increased number of activities and electives and increased number of students involved in activities. We had 100% participation in electives and we added additional courses and music programs.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Hire staff support and provide after school programs such as art programs, robotics, athletic, academic support, technology, music, and other programs.

Hire staff support and provide after school programs such as art programs, athletic, academic support, technology, music, and other programs.

2000-2999: Classified Personnel Salaries Supplemental \$5000

4000-4999: Books And Supplies Supplemental 2000

Staff support and materials for art projects. Membership on coding programs. 2000-2999: Classified Personnel Salaries LCFF 7500

4000-4999: Books And Supplies LCFF Supplemental and Concentration 2500

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase electives (art program, language, gardening etc)	Increase electives (art program, language, gardening etc)	2000-2999: Classified Personnel Salaries Supplemental \$5000	Increase electives (art program, language, gardening etc) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 2500
		Software Licenses for support programs (coding etc) 5000-5999: Services And Other Operating Expenditures Supplemental 2000	2000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We have hired staff to provide support classes and to add additional elective programs. As a school we do electives every Friday and the students rotate based upon their selection. Every year we change the electives based upon the choices of the students. Most classes in addition to the above do their own electives as well.

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

The main purpose is for student engagement and our elective program is very popular.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a significant increase in the costs due to additional supports from staff being used.

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

We will continue with the services as is.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

Students and parents will have more opportunities to access technological resources within the school and home will receive training and support from the school.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Increased access and use of online resources including classes. Increase teacher's capacity to provide technological support.

18-19

100 % of students having access to technological resources.

Baseline

Most students having access to technological resources

We are currently at 100% of students with access to technology in classes 3-12. Classes 1-2 also have full access to technology, but are not assigned personal computers.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase additional computer systems and increase bandwidth at school. Include home use and parental involvement.	Purchased additional computers systems, increased the bandwidth at school with new point to point, and added smart boards.	5000-5999: Services And Other Operating Expenditures Supplemental \$8000	Added new Technology 5000-5999: Services And Other Operating Expenditures LCFF Base 10000
		Internet for home service 5900: Communications Supplemental 2000	Did not provide any service for any families. 5900: Communications LCFF Supplemental and Concentration 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide parental and student training and opportunities for parent engagement.	Offered training and opportunities. Parents were not interested. Set up family math night to show families how to access math programs online.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5000	Staff Salaries 1000-1999: Certificated Personnel Salaries LCFF 1000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

More technology was available to the parents and the students. Computers, smart boards, and programs all accessible from home. Parents were offered training on this technology during parent meetings and classes and access to the technology.

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

Even though access was offered and provided more services can be made available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Providing internet and training on technology to the parents was not taken advantage of by the parents.

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

Better promotion can be made with active recruitment for training and services provided to the families.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 5

Provide for Remedial work by providing additional personnel working with the teachers and students on a daily basis.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Student's scores improving in the class as well on state testing. Teachers feeling better support and no child falling through the cracks.

18-19

Median Score: ELA 2659 Math 2627

Baseline

Median Score: ELA 2507 Math 2477

Student scores improved. Not as much as attempted but the Math mean increase 42.7 puts to 2519 and the English mean increased 27.4 puts to 2533.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Hire staff support and provide support during school. Develop program with teachers for additional pull out.

Additional remedial staff was hired and a new reading support program was implemented.

2000-2999: Classified Personnel Salaries Supplemental \$20000

Staff hired and support programs
2000-2999: Classified Personnel Salaries LCFF 25000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Action was implemented (staff hired, trained, and new reading program implemented) Homework club is also being provided.

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

Overall the actions were effective. Programs need to be continued and more can be done. Our percentile in the state rose from the 42nd percentile to the 74th percentile.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures were actually as expected.

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

Goals should be the same except changed to "mean" numbers instead of "median" as that is what is being calculated on the Smarter Balanced website.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 6

Expansion of After School Programs

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

More services and activities available. Including clubs, homework clubs, some sports or active programs.

18-19

Offer TIDES, chess club, homework club and tutoring add a sports activity

Baseline

We currently offer TIDES, chess club, homework club

TIDES was offered and a regular Homework Club was kept in place. Events such as a Science Fair, PTN mtgs for parents, and Math Nights were held. We worked with the Lion's Club on their haunted house for Halloween, and added a PE program as an elective with organized activities.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1. Survey students on desire
2. Hire additional help
3. Implement program.

Students were surveyed and provided input on desired programs. Programs were implemented, but no formal after school sports activity was added.

2000-2999: Classified Personnel Salaries Supplemental \$7000

Survey created and completed and activities supported 2000-2999: Classified Personnel Salaries LCFF 1000

Supplies and equipment 4000-4999: Books And Supplies LCFF 2000

No supplies purchased 2000-2999: Classified Personnel Salaries LCFF 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Minimal. Minimal sports related activities created or implemented.

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

Because the actions were not taken to hire and start an after school program the actions were not effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The main difference is no one was hired to do this.

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

No changes for next year. A new survey will have to be completed to see exactly what the students will want.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 7

Foster youth and homeless students better connected to resources. (Foster youth definition expanded to students not being raised by biological parents and not adopted)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Foster students % receiving needed resources. Families connected to public services including medical care.

18-19

100 % students receiving entitled services

Baseline

100 % students receiving entitled services

We only had 1 foster student and they were receiving full services and medical care.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1. Survey students/families on need and desire
2. Find resource, assist parent to make connection.
3. Follow up to make sure resource received.

Surveyed family and nothing was needed.

5800: Professional/Consulting Services And Operating Expenditures Concentration \$1000

Services Provided 5800: Professional/Consulting Services And Operating Expenditures Concentration 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Effective, but not needed.

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

Goal achieved, but action on our part un-needed

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Services not provided.

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

For the future, services should go beyond the basic services. Additional assistance may be needed.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 8

Provide Tutoring Help to Parents to Help With Child's Homework

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parents Participation on a Weekly Basis</p> <p>18-19 2 parents regularly attending</p> <p>Baseline 0 parents regularly attending</p>	<p>Parents were not interested in this assistance. Held 1 math night and had a nice turn-out.</p>

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Continue Homework Club and Improve Outreach to Parents

Homework was continued.

1000-1999: Certificated Personnel Salaries Concentration 7000

2000-2999: Classified Personnel Salaries LCFF 2000

Run and Manage Homework Club 2000-2999: Classified Personnel Salaries LCFF 4000

Assistance with Homework Club and Parent Nights 2000-2999: Classified Personnel Salaries LCFF 1000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Homework Club implemented but parents not interested in attending or getting assistance.

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

Homework club effective, but not for assisting parents.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Required less personnel then originally expected.

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

Some other form of assistance needs to be created. A help line, or some other idea.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 9

Upgrade technology in the classroom

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

New equipment, great presentation ability

18-19

Add Smart Boards and on-line tutorials for parents

Baseline

Poor projectors, poor visibility for students. Limited connectivity between presentation and computers.

Smart Boards were added to every classroom.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Purchase 4 SmartBoards and Presentation Equipment

Smart Boards purchased

Materials/Equipment 4000-4999: Books And Supplies Supplemental and Concentration \$10000

New Boards 4000-4999: Books And Supplies LCFF Supplemental and Concentration 13000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Purchase and Installation was completed. Some training was given.

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

Totally effective. Better presentations, sound and sight for the students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Slightly more costs.

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

Goal was completed.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 10

Basic Services to be improved including adding a lunch program and cleanliness of school

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Measurable Lunches Served and complaints regarding cleanliness

18-19

Continue to add improvements to cleanliness, check with surveys, work out details on adding lunches.

Baseline

No lunches, need for better cleanliness.

Lunch program not implemented, however, much work was accomplished and it will be implemented for the 19-20 school year. More time was added to janitorial time and additional help was brought in to assist with floors.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Add additional clean up times for rooms. Work out details on lunch program.

Details for lunches being worked out. Program has been approved.

5000-5999: Services And Other Operating Expenditures LCFF \$5000

More cleaning time added to service. 5000-5999: Services And Other Operating Expenditures LCFF 6000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The facilities is cleaner due to more time being spent on cleaning. The lunch program will require more time to implement but will be implemented for next year.

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

It's been effective, however, more time is going to be required.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Considering the work being completed, the difference in the budget has been minimum. More time required cost a little more.

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

Continue to work on this including the scheduling of more cleaning time and the full implementation of a lunch program.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 11

Develop a Cohesive Curriculum Program Between all Classes

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Programs implemented addressing all of the state standards and a verification that no gaps exist between classes.

18-19

Scores improve by 3%

Baseline

No cohesive overlapping programs, no verification of all standards being addressed, test scores low results.

Programs implemented addressing all of the state standards and a verification that no gaps exist between classes.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

New ELA program for grades 1-8 and new Math programs for grades 7-8 implemented.

New ELA program for grades 1-8 and new Math programs for grades 7-8 implemented.

Aleks/Redbird and other testing systems 4000-4999: Books And Supplies Concentration \$10000

Books, Aleks/Redbird Implemented 4000-4999: Books And Supplies LCFF Supplemental and Concentration 17000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Teachers reviewed materials, chose programs, and Board approved. Materials purchased and rolled out this year.

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

Until test results come back it is difficult to tell. The programs appear to be working and effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional costs for the materials. Especially the literature portion of the program

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

This goal will continue with the addition of PD for the teachers in implementing the programs and for next year we will be implementing the math program for grades 1-5.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 12

New Facilities identified, and preliminary planning and arrangements being made to move school to permanent quarters.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Current lease or purchase arrangement for new facilities.

18-19

School relocated and in place.

Baseline

Terminating lease, no new facilities.

New lease agreed upon for next year and a new location has been found.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Begin planning phase and take initial action.

Planning phase is in process with the city.

Planning, design and moving expenses. 5800:

5800: Professional/Consulting Services And Operating

Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
\$50,000

Expenditures LCFF Supplemental
and Concentration 50,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Started design of new location and have started to find the required contractors.

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

It is necessary and the proper steps are being taken.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference.

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

Add to this goal the completion of the purchase or leasing of new space and the plan to move.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 13

Significantly Raise SBAC Scores

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator
 Mean Scale Score

18-19
 ELA - 2660
 Math - 2628

Baseline
 ELA - 2507
 Math - 2477

ELA scores increase 1% to 2513 and Math increase 1% to 2516 instead of the 6% originally desired.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Set up new curriculum (articulated ELA 1-8 and Math 6-8), support programs, pacing guides, instructional equipment, etc	New curriculum for ELA established for grades 1-8 and for Math for grades 6-8.	4000-4999: Books And Supplies Supplemental and Concentration \$15000	New curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration 17000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Approval was reached with the teacher's active participation, and the materials purchased and implemented. Training was provided from a minimum level.

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

The actions were effective and the programs implemented.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

The next step will be to increase training for the teachers and to implement the rest of the math curriculum for grade 1-5.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 14

Demographics More closely Aligned to FBUSD

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Local Priorities: Demographics Alignment

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of Hispanic Students</p> <p>18-19 21%</p> <p>Baseline 16%</p>	<p>Reached 21% so actions were successful.</p>

Actions / Services

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

Action 1

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

Build rapport with the Latino community by participating in various community events.

Made several presentations and created a Hispanic event, called La Familia.

4000-4999: Books And Supplies Supplemental \$2000

Various materials and supplies.
4000-4999: Books And Supplies LCFF Supplemental and Concentration 1000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Formed committees, worked with parents, community, promoted etc.

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

We were successful in raising our families to 21%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Money was donated and raised so not as much money was needed.

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

We will continue to work on this for next year.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 15

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

This year, all of the stakeholders were identified and work started early to identify what was critical to them. 1) Weekly bulletins are sent to parents, guardians, teachers, staff, boardmembers and anyone expressing an interest in receiving them. 2) Surveys have been conducted on parents, students, staff, and board members in order to ensure we are understanding the needs and desires of our stakeholders. 3) Outside processes were used to gather information including groups such as ACSA, CCSA, CDE, and other colleagues for input. At school, suggestion boxes were placed and input was sought at school events. Weekly teacher staff meetings, monthly teacher's aide's meetings, and monthly board meetings are held. In order to raise attendance at the Parent Teacher Network meetings, meetings were cut down to four times per month; held to 1 hour; new officers were put in place; child care was provided; and snacks were provided with a translator at each meeting. We did see a significant increase in parent participation. We increase our parent participation from 2% to 20%.

Annual Update: Since developing plans on improving the involvement of various stakeholders and new stakeholder groups to the school a better focus on those action items has been occurring. More involvement can be seen and felt at the school.

Impact on LCAP and Annual Update

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

A richer, fuller picture on what is needed at the school and improvements to the process have been implemented. A better understanding has developed for the various

stakeholders of the need for their input and a feeling that their input is valued. Because many of the recommended changes have actually been implemented, stakeholders are feeling more empowered. Student input has increased student participation in the governance of the school. We regularly have a student Rep at our Board Meetings and our Student Council is continuing to meet regularly to discuss desires, and issues for the students.

Annual Update: We have developed after school programs, began looking for ways to reach out to unduplicated groups, and are developing better enrichment programs. We provide EL support and Remedial support on a daily basis.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

To create new programs to engage all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL students show improvement in scoring and after three years are reclassified using the CELDT Testing.	100% of 3 yr students reclassified.	80% of 3 yr students reclassified	100% of 3yr students reclassified	100% of 3yr students reclassified

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups:

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools:

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Three Rivers

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

30 minutes per day of special attention and services for EL students.

2018-19 Actions/Services

30 minutes per day of special attention and services for EL students.

2019-20 Actions/Services

30 minutes per day of special attention and services for EL students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15000	\$15000	\$15000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Three Rivers

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Technology support by providing computer support, instruction and hardware.

2018-19 Actions/Services

Technology support by providing computer support, instruction and hardware.

2019-20 Actions/Services

Technology support by providing computer support, instruction and hardware.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	14000	\$5000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Hardware	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	2000	1000	2000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Training	5800: Professional/Consulting Services And Operating Expenditures Training	5800: Professional/Consulting Services And Operating Expenditures Training

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: EL
 [Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 [Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
 [Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Three Rivers
 [Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Training for teachers and support personnel on EL instruction and intervention strategies.

2018-19 Actions/Services

Training for teachers and support personnel on EL instruction and intervention strategies.

2019-20 Actions/Services

Training for teachers and support personnel on EL instruction and intervention strategies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	\$2000	\$2000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Increased attendance of parents or unduplicated students at school functions based upon previous years.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Low participation rate for parents of unduplicated students participating in school activities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increased attendance of parents or unduplicated students at school functions based upon previous years.	10% of parents attending	20% of parents attending	21% of parents attending	30% of parents attending

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Three Rivers

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

All announcements involving school functions and activities to be translated. Provide translation services at functions

2018-19 Actions/Services

All announcements involving school functions and activities to be translated. Provide translation services at functions

2019-20 Actions/Services

All announcements involving school functions and activities to be translated. Provide translation services at functions. More communication including notices sent home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000	\$500	\$1000
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Translation services and interpretation services	5800: Professional/Consulting Services And Operating Expenditures Translation services and interpretation services	5800: Professional/Consulting Services And Operating Expenditures Translation services and interpretation services

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Three Rivers

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Increase % of EL students and create a sub group of parents sharing school

2018-19 Actions/Services

Increase % of EL students and create a sub group of parents sharing school

2019-20 Actions/Services

Increase % of EL students and create a sub group of parents sharing school

involvement activities with each other and providing support for each other.

involvement activities with each other and providing support for each other.

involvement activities with each other and providing support for each other.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	0	\$1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Promotion and creation of media	5000-5999: Services And Other Operating Expenditures Promotion and creation of media	5000-5999: Services And Other Operating Expenditures Promotion and creation of media

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools:
[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Provide assistance for information to reach intended targets and for transportation, and other supports to be provided.

Provide assistance for information to reach intended targets and for transportation, and other supports to be provided.

Provide assistance for information to reach intended targets and for transportation, and other supports to be provided.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	600	1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Expenses for materials and time for work.	5000-5999: Services And Other Operating Expenditures Expenses for materials and time for work.	5000-5999: Services And Other Operating Expenditures Expenses for materials and time for work.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Increase the number and variety of elective opportunities for all students as well as after school and extra curricular activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

More opportunities for students to engage via extra-curricular activities.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increased number of activities and electives and increased number of students involved in activities.	Jr High Existing/Need more focus on younger grades	Grades 3-6 added electives periods	Grades 3-8 added electives periods	Continue to add electives

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools:
[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Three Rivers

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Hire staff support and provide after school programs such as art programs, athletic, academic support, technology, music, and other programs.

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

Unchanged Action

2018-19 Actions/Services

Hire staff support and provide after school programs such as art programs, athletic, academic support, technology, music, and other programs.

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

Unchanged Action

2019-20 Actions/Services

Hire staff support and provide after school programs such as art programs, athletic, academic support, technology, music, and other programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000	\$7500	8500
Source	Supplemental	Supplemental	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	2000	2500	3000
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Three Rivers
Specific Grade Spans: 3-8

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Increase electives (art program, language, gardening etc)

Increase electives (art program, language, gardening etc)

Increase electives (art program, language, gardening etc)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000	2500	\$5000
Source	Supplemental	Supplemental	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	2000	2000	2000
Source	Supplemental	Supplemental	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Software Licenses for support programs (coding etc)	5000-5999: Services And Other Operating Expenditures Software Licenses for support programs (coding etc)	5000-5999: Services And Other Operating Expenditures Software Licenses for support programs (coding etc)

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 4

Students and parents will have more opportunities to access technological resources within the school and home will receive training and support from the school.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Students need to have better access to technology resources along with training

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increased access and use of online resources including classes. Increase teacher's capacity to provide technological support.	Most students having access to technological resources	85% of students having full access to technological resources	100 % of students having access to technological resources.	100% of students having access to technological resources.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Three Rivers

Specific Grade Spans: 1-8

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Purchase additional computer systems and increase bandwidth at school. Include home use and parental involvement.

2018-19 Actions/Services

Purchase additional computer systems and increase bandwidth at school. Include home use and parental involvement.

2019-20 Actions/Services

Purchase additional computer systems and increase bandwidth at school. Include home use and parental involvement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8000	10000	\$8000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	2000	2000	5000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5900: Communications Internet for home service	5900: Communications Internet for home service and increasing bandwidth at school	5900: Communications Internet for home service and increasing bandwidth at school

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Three Rivers

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Provide parental and student training and opportunities for parent engagement.

Provide parental and student training and opportunities for parent engagement.

Provide parental and student training and opportunities for parent engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000	1000	2000
Source	Supplemental	Supplemental	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 5

Provide for Remedial work by providing additional personnel working with the teachers and students on a daily basis.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Students falling behind in their work or needing assistance

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student's scores improving in the class as well on state testing. Teachers feeling better support and no child falling through the cracks.	Median Score: ELA 2507 Math 2477	Median Score: ELA 2507 Math 2477	Median Score: ELA 2513 Math 2516	Median Score: ELA 2563 Math 2566

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Three Rivers
Specific Grade Spans: Grades 3-8

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Hire staff support and provide support during school. Develop program with teachers for additional pull out.

2018-19 Actions/Services

Hire staff support and provide support during school. Develop program with teachers for additional pull out.

2019-20 Actions/Services

Hire staff support and provide support during school. Develop program with teachers for additional pull out.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20000	25000	\$27000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Amount			15000
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Reading Program

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 6

Expansion of After School Programs

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

We need to improve student engagement

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
More services and activities available. Including clubs, homework clubs, some sports or active programs.	We currently offer TIDES, chess club, homework club	Offer TIDES, chess club, homework club and add tutoring	Offer TIDES, chess club, homework club and tutoring add a sports activity	Offer TIDES, chess club, homework club, tutoring, sports activity and add woodworking activity.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: Three Rivers
Specific Grade Spans: Gr. 1-8

Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

1. Survey students on desire
2. Hire additional help
3. Implement program.

2018-19 Actions/Services

1. Survey students on desire
2. Hire additional help
3. Implement program.

2019-20 Actions/Services

1. Survey students on desire
2. Hire additional help
3. Implement program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7000	1000	\$7000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	2000	0	2000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Supplies and equipment	4000-4999: Books And Supplies Supplies and equipment	4000-4999: Books And Supplies Supplies and equipment

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 7

Foster youth and homeless students better connected to resources. (Foster youth definition expanded to students not being raised by biological parents and not adopted)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Some Foster students are unaware of available resources and how to obtain them.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Foster students % receiving needed resources. Families connected to public services including medical care.	100 % students receiving entitled services	100 % students receiving entitled services	100 % students receiving entitled services	100 % students receiving entitled services

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
 Specific Schools: Three Rivers
 Specific Grade Spans: Gr. 1-8

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1. Survey students/families on need and desire
2. Find resource, assist parent to make connection.
3. Follow up to make sure resource received.

2018-19 Actions/Services

1. Survey students/families on need and desire
2. Find resource, assist parent to make connection.
3. Follow up to make sure resource received.

2019-20 Actions/Services

1. Survey students/families on need and desire
2. Find resource, assist parent to make connection.
3. Follow up to make sure resource received.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	0	\$1000
Source	Concentration	Concentration	Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 8

Provide Tutoring Help to Parents to Help With Child's Homework

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Parents Have Asked for Assistance on Homework

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parents Participation on a Weekly Basis	0 parents regularly attending	0 parents regularly attending	0 parents regularly attending	2 parents regularly attending

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Three Rivers
Specific Grade Spans: Gr. 1-8

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

Started Homework Club and have invited parents to participate

2018-19 Actions/Services

Continue Homework Club and Improve Outreach to Parents

2019-20 Actions/Services

Continue Homework Club and Improve Outreach to Parents as needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1000	4000	5000
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	1000	1000	1200
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 9

Upgrade technology in the classroom

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Poor presentation ability within the classroom

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
New equipment, great presentation ability	Poor projectors, poor visibility for students. Limited connectivity between presentation and computers.	No change.	Add Smart Boards and on-line tutorials for parents	Improve sound quality and interaction with technology and curriculum

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Three Rivers
Specific Grade Spans: Gr. 1-8

Actions/Services

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

New Action

2017-18 Actions/Services

Survey teachers and determine needs. Bring in consultants for tech review.

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

New Action

2018-19 Actions/Services

Purchase 4 SmartBoards and Presentation Equipment

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

New Action

2019-20 Actions/Services

Improve sound Quality and technology interconnectivity

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$10000	\$5000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	4000-4999: Books And Supplies Materials/Equipment	4000-4999: Books And Supplies Materials/Equipment

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 10

Basic Services to be improved including adding a lunch program and cleanliness of school

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Some students are poorly fed and there are some complaints about the cleanliness of the school

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Measurable Lunches Served and complaints regarding cleanliness	No lunches, need for better cleanliness.	No lunches, improvement on cleanliness.	Continue to add improvements to cleanliness, check with surveys, work out details on adding lunches.	Lunches added, cleanliness maintained and improved

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Three Rivers
Specific Grade Spans: Gr. 1-8
[Add Location(s) selection here]

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

Janitorial more focused on keeping school clean.

2018-19 Actions/Services

Add additional clean up times for rooms. Work out details on lunch program.

2019-20 Actions/Services

Maintaining cleanliness, and added lunch service.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000	\$5000	\$60,000
Source	LCFF	LCFF	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 11

Develop a Cohesive Curriculum Program Between all Classes

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

With teachers developing their own programs an assurance of no gaps existing between classroom programs is needed.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Programs implemented addressing all of the state standards and a verification that no gaps exist between classes.	No cohesive overlapping programs, no verification of all standards being addressed, test scores low results.	Testing sets baseline.	Scores improve by 18%	Scores improve by 3%,

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Three Rivers
Specific Grade Spans: Gr. 3-8

Actions/Services

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

New Action

2017-18 Actions/Services

Programs reviewed and approved and a plan developed to implement programs.

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

New Action

2018-19 Actions/Services

New ELA program for grades 1-8 and new Math programs for grades 7-8 implemented.

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

New Action

2019-20 Actions/Services

New math program for grades 1-6 implemented.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000	\$10000	\$5000
Source	Concentration	Concentration	LCFF Base
Budget Reference	4000-4999: Books And Supplies Aleks/Redbird	4000-4999: Books And Supplies Aleks/Redbird and other testing systems	4000-4999: Books And Supplies Aleks/Redbird and other testing systems

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 12

New Facilities identified, and preliminary planning and arrangements being made to move school to permanent quarters.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Our Lease is terminating on our existing location and we must find a new location

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Current lease or purchase arrangement for new facilities.	Terminating lease, no new facilities.	Lease in place or new location identified and secured.	New property identified and contingencies being removed	New facilities built and school preparing to relocate.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Three Rivers
Specific Grade Spans: Gr. 1-8

Actions/Services

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

New Action

2017-18 Actions/Services

Continue search.

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

New Action

2018-19 Actions/Services

Begin planning phase and take initial action.

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

New Action

2019-20 Actions/Services

Preparing to move

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$20,000	150000
Source	Not Applicable	LCFF	LCFF
Budget Reference	0000: Unrestricted	5800: Professional/Consulting Services And Operating Expenditures Planning, design and moving expenses.	6000-6999: Capital Outlay Purchasing modulars and costs related to facilities.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 13

Significantly Raise SBAC Scores

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Because our SBAC scores have been identified with needing significant improvement we have identified this a major part of our improvement plan.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Mean Scale Score	ELA - 2507 Math - 2477	ELA - 2507 (scores for test taken 16-17) Math - 2477	ELA - 2513 (scores for test taken 17-18) Math - 2516	ELA - 2563 (scores for test taken 18-19) Math - 2566

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Three Rivers
Specific Grade Spans: Gr. 3-8

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

Refocus family, students, Board and teachers on the need for positive SBAC results.

2018-19 Actions/Services

Set up new curriculum (articulated ELA 1-8 and Math 6-8), support programs, pacing guides, instructional equipment, etc

2019-20 Actions/Services

Refine and purchase new curriculum (articulated Math 1-5), support programs, pacing guides, etc

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	\$15000	\$10000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 14

Demographics More closely Aligned to FBUSD

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Local Priorities: Demographics Alignment

Identified Need:

FBUSD has made it a requirement for our charter that we must raise our Hispanic/Latino Population to be within 10 percentage points of them. They are currently at 40% and we are at 16%.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of Hispanic Students	16%	16%	21%	24%

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Three Rivers
Specific Grade Spans: Gr 1-8

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

Perform significant outreach into the Hispanic community. Events, presentation, promotions

2018-19 Actions/Services

Build rapport with the Latino community by participating in various community events.

2019-20 Actions/Services

Provide lunch services and perhaps transportation services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	1000	\$2000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 15

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$104000

15%

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

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

Salaries to continue to be applied to support and learning programs. Additional reading program created and better training for EL support will be provided. Training for state standards are being applied and new technology will be added as needed. A focus on a new facility is in place and preparing for a school move is underway. Additional elective programs will be added in both the after school program and during elective's periods for the entire school. A new lunch program will also be put into place which will mainly support our unduplicated families and is not included in the supplemental funds.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$152984

19.4%

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

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

Portions of salaries for EL support and activities including the after school program specifically support economically disadvantaged students. Training and materials and methods of instruction have been provided.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$158,871

20%

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

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

Portions of salaries for EL support and activities including the after school program specifically support economically disadvantaged students. Training and materials and methods of instruction have been provided.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

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

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
- (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “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).
- (e) “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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 EC 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	187,000.00	193,600.00	102,000.00	152,600.00	350,700.00	605,300.00
Concentration	18,000.00	0.00	7,000.00	14,000.00	6,000.00	27,000.00
LCFF	9,000.00	61,500.00	8,000.00	26,000.00	173,200.00	207,200.00
LCFF Base	0.00	26,600.00	0.00	0.00	75,500.00	75,500.00
LCFF Supplemental and Concentration	0.00	105,000.00	0.00	0.00	6,000.00	6,000.00
Not Applicable	0.00	500.00	0.00	0.00	0.00	0.00
Supplemental	85,000.00	0.00	85,000.00	87,600.00	75,000.00	247,600.00
Supplemental and Concentration	75,000.00	0.00	2,000.00	25,000.00	15,000.00	42,000.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	187,000.00	193,600.00	102,000.00	152,600.00	350,700.00	605,300.00
0000: Unrestricted	0.00	1,500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	7,000.00	1,000.00	1,000.00	4,000.00	20,000.00	25,000.00
2000-2999: Classified Personnel Salaries	54,000.00	56,000.00	53,000.00	52,000.00	63,700.00	168,700.00
4000-4999: Books And Supplies	41,000.00	64,500.00	14,000.00	52,500.00	32,000.00	98,500.00
5000-5999: Services And Other Operating Expenditures	20,000.00	18,000.00	19,000.00	19,600.00	74,000.00	112,600.00
5800: Professional/Consulting Services And Operating Expenditures	63,000.00	52,000.00	13,000.00	22,500.00	6,000.00	41,500.00
5900: Communications	2,000.00	600.00	2,000.00	2,000.00	5,000.00	9,000.00
6000-6999: Capital Outlay	0.00	0.00	0.00	0.00	150,000.00	150,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	187,000.00	193,600.00	102,000.00	152,600.00	350,700.00	605,300.00
0000: Unrestricted	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	LCFF Base	0.00	1,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Not Applicable	0.00	500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Concentration	7,000.00	0.00	1,000.00	4,000.00	5,000.00	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	1,000.00	0.00	0.00	15,000.00	15,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	2,000.00	53,500.00	1,000.00	1,000.00	6,200.00	8,200.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	0.00	0.00	0.00	8,500.00	8,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	2,500.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	52,000.00	0.00	52,000.00	51,000.00	49,000.00	152,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Concentration	10,000.00	0.00	5,000.00	10,000.00	0.00	15,000.00
4000-4999: Books And Supplies	LCFF	2,000.00	0.00	2,000.00	0.00	2,000.00	4,000.00
4000-4999: Books And Supplies	LCFF Base	0.00	14,000.00	0.00	0.00	5,000.00	5,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	50,500.00	0.00	0.00	3,000.00	3,000.00
4000-4999: Books And Supplies	Supplemental	4,000.00	0.00	5,000.00	17,500.00	7,000.00	29,500.00
4000-4999: Books And Supplies	Supplemental and Concentration	25,000.00	0.00	2,000.00	25,000.00	15,000.00	42,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00	6,000.00	5,000.00	5,000.00	0.00	10,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	10,000.00	0.00	0.00	62,000.00	62,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	2,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	15,000.00	0.00	14,000.00	14,600.00	12,000.00	40,600.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	1,000.00	0.00	1,000.00	0.00	1,000.00	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	1,000.00	0.00	20,000.00	0.00	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	1,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	50,000.00	0.00	0.00	3,000.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	12,000.00	0.00	12,000.00	2,500.00	2,000.00	16,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	50,000.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	LCFF Base	0.00	600.00	0.00	0.00	0.00	0.00
5900: Communications	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	Supplemental	2,000.00	0.00	2,000.00	2,000.00	5,000.00	9,000.00
6000-6999: Capital Outlay	LCFF	0.00	0.00	0.00	0.00	150,000.00	150,000.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	20,000.00	31,000.00	20,000.00	32,000.00	24,000.00	76,000.00
Goal 2	7,000.00	2,100.00	7,000.00	1,100.00	3,000.00	11,100.00
Goal 3	14,000.00	14,500.00	14,000.00	14,500.00	18,500.00	47,000.00
Goal 4	15,000.00	11,000.00	15,000.00	13,000.00	15,000.00	43,000.00
Goal 5	20,000.00	25,000.00	20,000.00	25,000.00	42,000.00	87,000.00
Goal 6	9,000.00	1,000.00	9,000.00	1,000.00	9,000.00	19,000.00
Goal 7	1,000.00	0.00	1,000.00	0.00	1,000.00	2,000.00
Goal 8	9,000.00	5,000.00	2,000.00	5,000.00	6,200.00	13,200.00
Goal 9	10,000.00	13,000.00	0.00	10,000.00	5,000.00	15,000.00
Goal 10	5,000.00	6,000.00	5,000.00	5,000.00	60,000.00	70,000.00

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



PL 17-01

POLICY: CHARTER SCHOOLS ENFORCEMENT JURISDICTION

DISCIPLINES: Structural, Accessibility, Fire and Life Safety

PURPOSE: This policy clarifies the enforcement agency jurisdictional authority for Charter School construction projects, such as new building and facility construction, reconstruction, rehabilitation, alterations, and additions.

DEFINITIONS:

Charter School Facilities Program: A program under the Leroy F. Greene School Facilities Act (Education Code Sections 17070.10 et. seq.), administered by the Office of Public School Construction, to provide funding for charter school facilities.

POLICY:

1. Charter school facilities construction projects must be submitted to the Division of the State Architect (DSA) for plan review and construction oversight if the project will be funded by the Charter School Facilities Program, independent of land ownership (see Education Code Section 17078.54).
2. If the project will not be funded by the Charter School Facilities Program, the project must be submitted to either:
 - 2.1 DSA for plan review and construction oversight (see Education Code Section 47610.5(a)); or
 - 2.2 The local building enforcement agency with jurisdiction over the area in which the charter school is located (see Education Code Section 47610(d)).

REFERENCES:

California Code of Regulations (CCR), Title 24
Part 2: California Building Code, Section 1134B
California Education Code, Sections 17070.10 et seq., 17078.52-17078.66, 17280, 17457.5,
47610-47610.5

A DSA Policy is a formally established set of governing statements based on law and code objectives, addressing any aspect of DSA's plan and construction review program that is not clearly addressed by code. A Policy also may specify administrative or technical requirements that are not yet addressed within Title 24, but are deemed important and necessary to fulfill code objectives in advance of adoption into the code.

Director's Report 5/21/19

- Upcoming Events
 - Spring Concert - May 23, Grace Community, 6:00 pm
 - Awards Dinner - 3 Adopt A Fifth Grader (5/31), 5:00 Grace Community
 - State Testing - Completed with a couple of make-ups
 - Preliminary Audit - June 3rd and 4th
 - Graduation - (6/7 - 1:00 pm)

- Staff Contracts - Working
- FBUSD Food Contract - working (est. number of daily lunches - 50)
- Spring Survey - See tabulations
- LCAP Completed - see Attached
- Facilities Update
 - Application to city to be completed once design is selected
 - DSA Update (We are not required to use DSA)
 - Prevailing Wage - TBD

Spring Survey 2018-2019 School Year

School Wide Results - Grades 3-8

	Poor	Fair	Very Good
1. Overall, how has this school year gone for you?	2 (3%)	32 (47%)	34 (50%)
2. How good is your relationship with your teacher?	2 (3%)	30 (44%)	36 (53%)
3. Do you feel your making the academic progress you should be?	Yes 64 (94%)	No 4 (6%)	
4. Would you recommend Three Rivers Charter School to your friends?	Yes 62 (91%)	No 6 (9%)	
A. The school is cleaned properly:	Yes 57 (84%)	No 11(16%)	
B. There is enough staff on the playground during recess:	Yes 53 (80%)	No 15 (20%)	
C. I feel safe at school:	Yes 63 (93%)	No 5 (5%)	
D. I feel bullied at school:	Yes 9 (9%)	No 59 (87%)	
E. The school staff is easy to talk to:	Yes 57 (84%)	No 11(16%)	
F. I can get help when I need it:	Yes 67 (99%)	No 1(1%)	
G. I feel the rules are fair at TRCS:	Yes 66 (97%)	No 2 (3%)	

Overall rating of TRCS by students is: 8.2/10

Spring Survey 2018-2019 School Year

I am in the following class: 3-4

	Poor	Fair	Very Good
1. Overall, how has this school year gone for you?	1 (<1%)	10 (50%)	9 (49%)
2. How good is your relationship with your teacher?	0	8 (40%)	12 (60%)
3. Do you feel your making the academic progress you should be?	Yes 19 (99%) No 1(<1%)		
4. Would you recommend Three Rivers Charter to your friends?	Yes 20 (100%)		

Please Rate the Following:

A. The school is cleaned properly:	Yes 15 (75%)	No 5 (25%)
B. There is enough staff on the playground during recess:	Yes 16 (80%)	No 4 (20%)
C. I feel safe at school:	Yes 18 (90%)	No 2 (10%)
D. I feel bullied at school:	Yes 5 (25%)	No 15 (75%)
E. The school staff is easy to talk to:	Yes 17 (85%)	No 3(15%)
F. I can get help when I need it:	Yes 20 (100%)	No 0
G. I feel the rules are fair at TRCS:	Yes 18 (90%)	No 2 (10%)

My overall rating of TRCS is:(circle one) 9.25/10

Spring Survey 2018-2019 School Year

I am in the following class: 5-6x

	Fair	Very Good
1. Overall, how has this school year gone for you?	9 (38%)	15 (62%)
2. How good is your relationship with your teacher?	13 (54%)	11(46%)
3. Do you feel your making the academic progress you should be?	Yes 24 (100%)	No 0
4. Would you recommend TRCS to your friends?	Yes 24 (100%)	No 0
Please Rate the Following:		
A. The school is cleaned properly:	Yes 23(96%)	No 1(4%)
B. There is enough staff on the playground during recess:	Yes 19 (79%)	No 5 (21%)
C. I feel safe at school:	Yes 24 (100%)	No 0
D. I feel bullied at school:	Yes 1 (4%)	No 23 (96%)
E. The school staff is easy to talk to:	Yes 22 (92%)	No 2 (8%)
F. I can get help when I need it:	Yes 23 (96%)	No 1 (4%)
G. I feel the rules are fair at TRCS:	Yes 24 (100%)	No 0

Overall rating of TRCS is: 8.5

Spring Survey 2018-2019 School Year

I am in the following class: **7X**

- | | Poor | Fair | Very Good |
|---|------|--------------|-----------|
| 1. Overall, how has this school year gone for you? | | 3 (33%) | 6 (67%) |
| 2. How good is your relationship with your teacher? | | 3 (33%) | 6 (67%) |
| 3. Do you feel your making the academic progress you should be? | | Yes 8 (89%) | No 1(11%) |
| 4. Would you recommend Three Rivers Charter School to your friends? | | Yes 9 (100%) | |

Please Rate the Following:

- | | | |
|---|--------------|-------------|
| A. The school is cleaned properly: | Yes 8 (89%) | No 1(11%) |
| B. There is enough staff on the playground during recess: | Yes 9 (100%) | No |
| C. I feel safe at school: | Yes 9 (100%) | No |
| D. I feel bullied at school: | Yes | No 9 (100%) |
| E. The school staff is easy to talk to: | Yes 7 (78%) | Some 2(22%) |
| F. I can get help when I need it: | Yes 9 (100%) | No |
| G. I feel the rules are fair at TRCS: | Yes 9 (100%) | No |

My overall rating of TRCS is:(circle one) **8.8/10**

Spring Survey 2018-2019 School Year

I am in the following class: **8X**

	Poor	Fair	Very Good
1. Overall, how has this school year gone for you?	1 (6%)	10 (67%)	4 (27%)
2. How good is your relationship with your teacher?	2 (13%)	6 (40%)	7 (47%)
3. Do you feel your making the academic progress you should be?	Yes 12(80%) No 3(20%)		
4. Would you recommend TRC to your friends?	Yes 10 (67%) No 5 (33%)		

Please Rate the Following:

A. The school is cleaned properly:	Yes 11(73%)	No 4(27%)
B. There is enough staff on the playground during recess:	Yes 9(60%)	No 6 (40%)
C. I feel safe at school:	Yes 12(80%)	No 3 (20%)
D. I feel bullied at school:	Yes 3 (20%)	No 12 (80%)
E. The school staff is easy to talk to:	Yes 11(73%)	Some 4(27%)
F. I can get help when I need it:	Yes 15 (100%)	No
G. I feel the rules are fair at TRCS:	Yes 15 (100%)	No

My overall rating of TRCS is:(circle one) **6.6/10**

Cover Sheet

Discuss and Accept LCAP Federal Addendum

Section: IV. Discussion and Action Items
Item: B. Discuss and Accept LCAP Federal Addendum
Purpose: Vote
Submitted by:
Related Material:

2019_LCAP_Budget_Overview_for_Parents_Three_Rivers_Charter_20190516.pdf
2019_Local_Control_and_Accountability_ESSA_Addendum_Three_Rivers_Charter_20190516.pdf

2019-20 Local Control and Accountability Plan (LCAP) Budget Overview for Parents Input Form

Required Prompts(s)	Response(s)
Local Educational Agency (LEA) Name: Enter the LEA name	Three Rivers Charter School
CDS Code: Enter the County District School (CDS) code for the LEA (14 digits)	23655650123737
LEA Contact Information: Enter the name, phone number, and email of the LEA's contact	Roger Coy, School Director
Coming LCAP Year: Enter the upcoming fiscal year for which the LCAP will be adopted using this format: 20XX-XX	2019-20
Current LCAP Year: Enter the current fiscal year for which the previous LCAP was adopted using this format: 20XX-XX	2018-19

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
Total LCFF Funds Enter the total amount of LCFF funds the LEA estimates it will receive in the LCAP Year.	\$1106001
LCFF Supplemental & Concentration Grants Enter the total amount of LCFF supplemental & concentration grants the LEA estimates it will receive	\$192396
All Other State Funds Enter the total amount of other state funds (excluding LCFF funds) the LEA estimates it will receive	\$63028
All Local Funds Enter the total amount of local funds and entitlements the LEA estimates it will receive	\$49460
All Federal Funds Enter the total amount of federal funds (including all Every Student Succeeds Act Title funds)	\$35852
Total Projected Revenue There is no entry required as the total is calculated for you	\$1254341

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
Total Budgeted General Fund Expenditures Enter the total budgeted General Fund expenditures for the Coming LCAP year	\$1280547
Total Budgeted Expenditures in LCAP Enter the total amount of budgeted expenditures included in the LCAP for the Coming LCAP Year	\$350700
Total Budgeted Expenditures for High Needs Students in LCAP Enter the total amount of budgeted expenditures for planned actions and services included in the LCAP for the Coming LCAP Year that contribute to increasing or improving services for unduplicated students	\$193240
Expenditures Not in the LCAP	\$929847

Expenditures for High Needs Students in the 2018-19 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP Enter the total of the budgeted expenditures, from all fund sources, that are identified as contributing to the increased or improved services for unduplicated students included in the current LCAP year	\$53000
Estimated Actual Expenditures for High Needs Students in LCAP Enter the total of the estimated actual expenditures (from all fund sources) associated with the actions/services that are identified as contributing to increasing or improving services for unduplicated students as reflected in the Annual Update in the current LCAP year	\$54500

Funds for High Needs Students	Amount
2019-20 Difference in Projected Funds and Budgeted Expenditures	\$844
2018-19 Difference in Budgeted and Actual Expenditures	\$1500

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	Many of the programs we have are offered to all of the students with emphasis on our unduplicated students. We manage the extra expense from our budget as needed. This would include the remedial support, the homework assistance, and some of the programs that provide electives.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Three Rivers Charter School

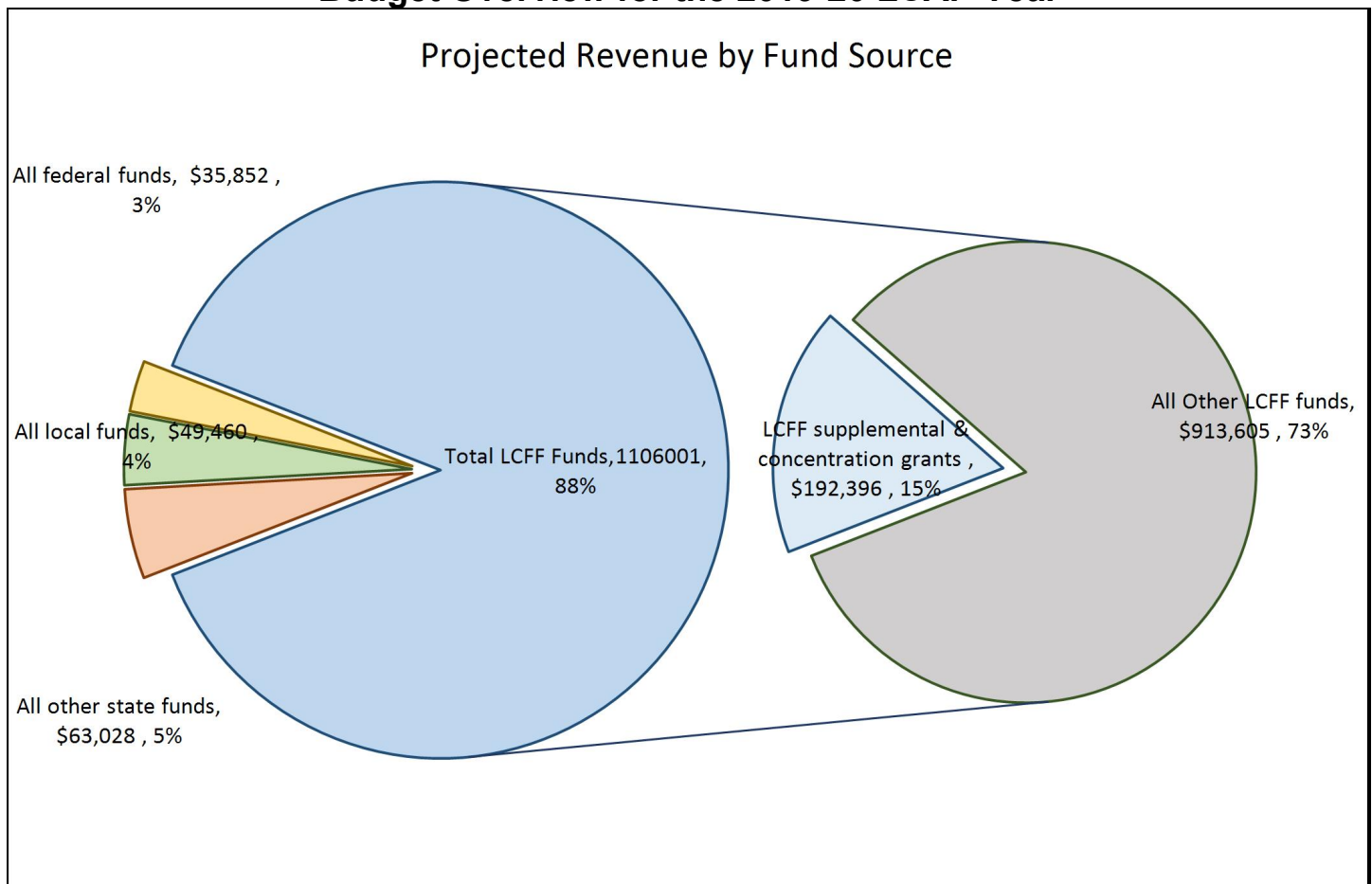
CDS Code: 23655650123737

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Roger Coy, School Director

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

Budget Overview for the 2019-20 LCAP Year

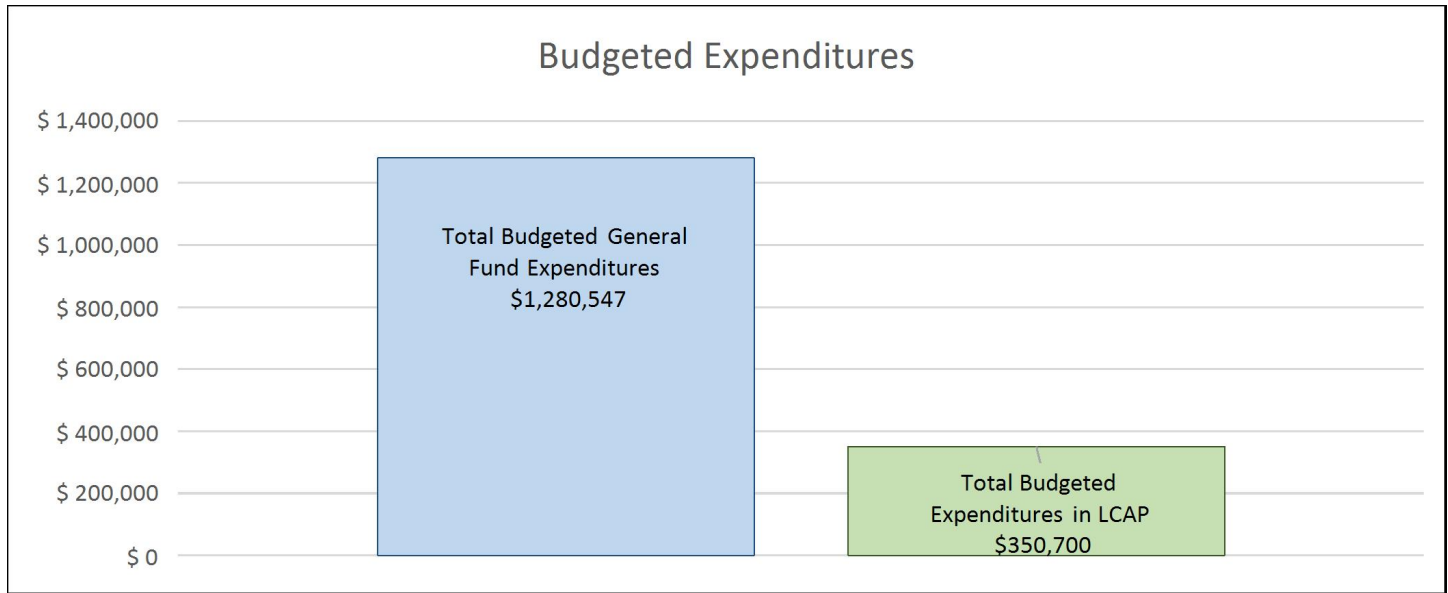


This chart shows the total general purpose revenue Three Rivers Charter School expects to receive in the coming year from all sources.

The total revenue projected for Three Rivers Charter School is \$1,254,341, of which \$1,106,001 is Local Control Funding Formula (LCFF), \$63,028 is other state funds, \$49,460 is local funds, and \$35,852 is federal funds. Of the \$1,106,001 in LCFF Funds, \$192,396 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Three Rivers Charter School plans to spend \$1,280,547 for the 2019-20 school year. Of that amount, \$350,700 is tied to actions/services in the LCAP and \$929,847 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

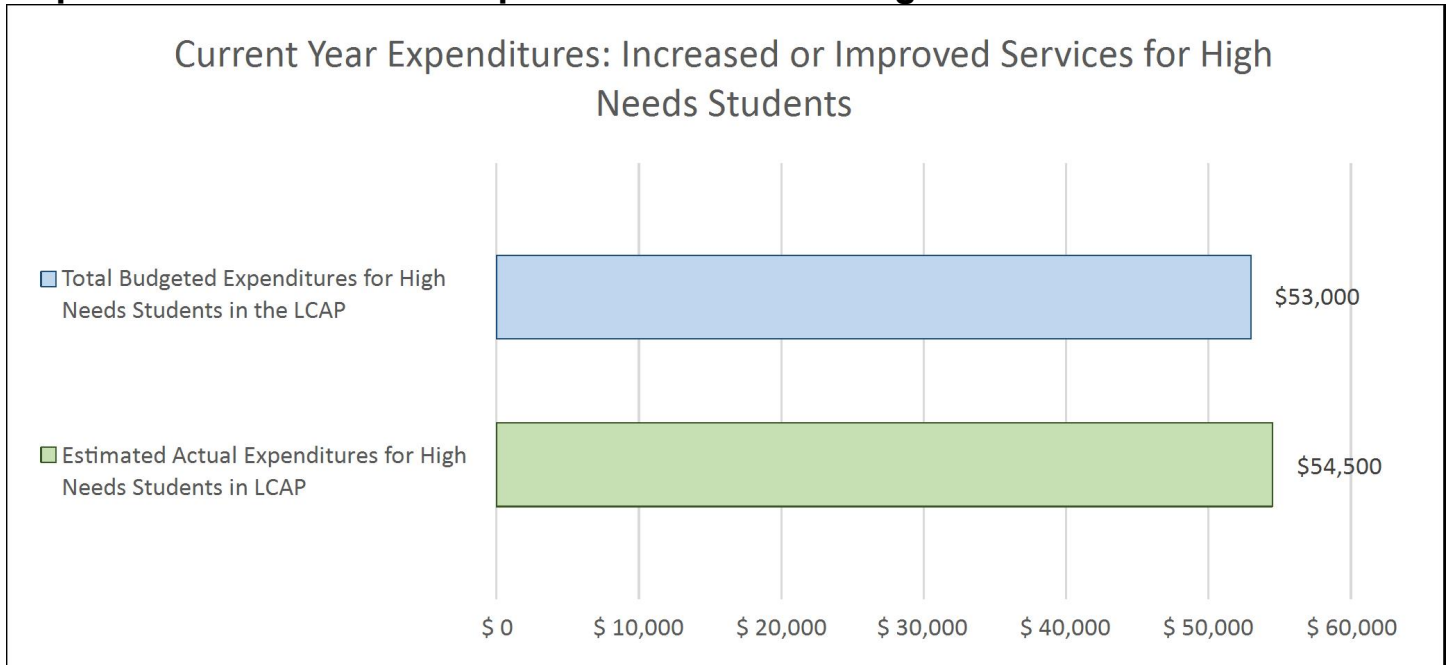
Many of the programs we have are offered to all of the students with emphasis on our unduplicated students. We manage the extra expense from our budget as needed. This would include the remedial support, the homework assistance, and some of the programs that provide electives.

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

In 2019-20, Three Rivers Charter School is projecting it will receive \$192,396 based on the enrollment of foster youth, English learner, and low-income students. Three Rivers Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Three Rivers Charter School plans to spend \$193,240 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



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

In 2018-19, Three Rivers Charter School's LCAP budgeted \$53000 for planned actions to increase or improve services for high needs students. Three Rivers Charter School estimates that it will actually spend \$54500 for actions to increase or improve services for high needs students in 2018-19.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Three Rivers Charter School

CDS Code:

23655650123737

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Our strategy for using Federal Funding is to develop strategies regarding the educational programs and needs for addressing these at Three Rivers and then as opportunities for funding become available through the state or the federal government to attempt to access those funds. The development of most of these programs come about through having identified the need. If we can use the funds for developing more effective programs then that is our desire. Our basic programs throughout our LCAP The key features of this year's LCAP are:

1. Continued support for our English Learner students. Our goal is for all of our students to be english proficient within 3 years of starting enrollment with us.
2. We want to focus on Socio Economically Disadvantaged (SED) students and English Learner students and families to be more involved with the activities of our school.
3. Develop an extensive elective and extra-curricular activities program.
4. Assist parents with technology issues by providing services, equipment, and training.
5. Develop a more robust after-school program including a place for students whose parents work and a homework club.
6. Develop an effective remedial program.
7. Make sure all of our foster families and homeless families are connected to available resources.
8. Parental support for working with their students on academic work.
9. Upgrade our technology in the classrooms.
10. Improve basic services to our students including cleanliness of school and a lunch and snack program.
11. New cohesive and standards aligned curriculum throughout all of our grades.
12. New facilities located and secured.
13. Improvement on SBAC scores.
14. Demographics more closely aligned to Fort Bragg.
15. Creating and developing a MTSS (Multi Tiered Support System)
16. Reading Program

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Again, there are many areas where the federal funds can support certain programs such as Title II and Title IV funding will help with staff training, program support, and adding programs for the students. Title I helps with all of our basic programs and services. Our scores have shown an increase in state testing over the last two years and we are developing programs so no students fall through the cracks, especially with our Multi-tiered support system and our new reading program. Looking at the above mentioned programs, there is an obvious overall alignment so all of the programs are working together and all of the staff and families are working together as well. Training and professional development is key to our success and we are starting to focus on that.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

We continue to work on our academic programs to make sure they are not only aligned but providing the support for the students as needed. We have specific individuals working with our English Learners; not just in pull-out work but in the classroom as well. We have targeted goals for each of the students and have spent time and money on training and developing an effective staff. We feel by involving our Socio Economically Disadvantaged students families to be more engaged in the school the students will have a greater affinity for the school and do better in class. In also becomes easier to work with the parents in using strategies at home. We have put in place a Homework Club that is available to both students and parents for support on their academics. We have offered parents support with technology so they can assist their students at home. Support programs in both ELA and in Math provide assessments for the students and the support they need. All of our students either have a Redbird or Aleks license which we monitor for use and growth. Our remedial program allows for both work in and out of the classroom and we have worked very hard in implementing a full Multi-tiered support system and will continue that development for next year. We'll continue to upgrade the technology in the classrooms and we have aligned our curriculums throughout the school. We have started a new reading program and will continue it next year. We are closely monitoring our SBAC scores and tracking our overall status.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Our first priority is to work with all of the student groups in the classroom rather than pull them out. Each classroom has an aide to work with the students as needed or work with smaller groups within the classroom. We typically have a very low level of suspensions (usually 0 or 1) and we have no expulsions in the last 5 years. We will call an SST with the parents and teachers to review problem students and to develop a plan, rather than just dish out discipline. The entire staff has been trained on Cooperative Problem Solving and we are looking for solutions with the students.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Since our grade levels next year only go up to the 8th grades we will be providing basic support programs and will assist with career selection and guidance on getting the students to become familiar with the various programs.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

We have been providing various types of development and training for our staff as well as looking for other ways to support effective instruction. With English Learners we provide direct support to the classroom academics and make sure that the support we are providing is aligned with what is needed. This is true with all of our students as well. We provide direct support after school and the teachers are available for direct support as needed as well as a Homework Club and a Summer School Program. We want the students to feel engaged at the school and to feel excited about being here and feel confident they can succeed here. We provide one on one technology for the students which can be helpful to them at school as well as at home. By continuing to provide support and training on the state standards we can strengthen our teaching methods and show improvement on the state testing scores. Many of our students that come here are struggling in other schools and we find that they are missing some basic skills such as reading, so we are focused on making sure we are doing everything possible to help the students read on their appropriate level.

Any type of training that the teachers or administrative identifies as needed is provided to the teachers. We work with our county office of education to access supports that they offer as well including materials, training, and consulting services.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All of our teachers are certified and experienced in the field or class they are teaching in. We are tracking and reviewing this, but we do not see any trend in this area. If we did see a trend, we would work with a particular teacher, but since we have 1 teacher, teaching 2 grades, all students in those grades report to that particular teacher.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We do feel this is being addressed in our LCAP. One way is to personally contact those families and invite them to our events. We offer translation services and try to make them feel more comfortable. For our Parent Teacher Network meetings we offer child care, food and hold the meetings to 1 hour long. We offer assistance to parents with technology issues by providing services, equipment, and training. We make sure all of our foster families and homeless families are connected to available resources. We offer parental support for working with their students on academic work and next year we are implementing a lunch program.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

WE are such a small school and our community is very rural. We do not have any students in the described institution. We we do come across a situation of student neglect we contact the proper authorities. We work with the parents to determine if there is a need we can assist with. We maintain a children's fund for any needs such as shoes or clothes, and provide any support that we have identified as being needed.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

We currently do not have any homeless children. When we have in the past we work with the families to make sure they are getting the resources they need.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We do not see the students until they have already started in elementary programs so transitions for that are not done. However, students do need to transition from our 8th grade program into the local High School. We normally have the High School counselors come to our school and speak to our students as well as they hold a transition meeting for incoming 9th graders and provide student mentors and do a tour of the campus. I also meet with families as needed to assist them with any transition help needed.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each class identifies gifted and talented students and we develop a case by case program. We often provide an opportunity for the students to take subjects in classes that are high level then the norm and we also allow them to tailor elective programs as needed. In technology classes students are often able to move at their own pace.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We actively participate in the Northern California Teacher Induction Program. All new teachers complete that two year program and all teachers work on clearing their credential. Any administrators either have or are in the process of obtaining a clear services credential. Identified training opportunities are taken advantage of and we regularly set aside time each week to discuss topics and receive training on particular areas. Observations of each teacher is done by all teachers and they are in turn observed as well. Learning goals are established at the beginning of each year and offered to the teacher.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Since this is a single site LEA all funding is received at this location.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

For the last two years we have brought in a consultant who has spent several days observing each class and teacher and reviewing the overall status of the school with me. He also had several meetings with our charter authorizer.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We have working relationships with many different community organizations: MCFF (Mendocino County Children's Fund) provides services for students and resources for various things; Safe Passages - Parent Classes, clothes donations; Mendocino College for classes, space for our graduation, job fairs, Adopt a Fifth Grader Program (scholarships); Soroptimist Club (scholarships); Rotary Club - Provide Dictionaries for our 3rd Graders; Lions Club (fundraisers, glasses, Halloween activities); PAL Police Activity League (free helmets, bicycle safety, parties, activities); Noyo Marine Center (science fair, whale cleaning activities); Audubon (nature walks); SF Science Academy (tours, classes, training, live class video streaming); Latino Coalition, Redwood Children Services, MCOE (Mendocino county Office of Education) training and many different services; FBUSD

Funds will be used in conjunction with some of these groups and with developing an extensive elective and extra-curricular activities program. Parents are assisted with technology issues by providing services, equipment, and training. We have developed a more robust after-school program including a place for students whose parents work and a homework club. Every year we upgrade our technology in the classrooms. New cohesive and standards aligned curriculum throughout all of our grades. Our new Reading Program will help students in all grades.

We are monitoring the effectiveness of the programs by doing surveys, tracking parental participation, tracking the scores on the SBAC and other means.

Cover Sheet

Budget for 2019-2020 School Year

Section: IV. Discussion and Action Items
Item: C. Budget for 2019-2020 School Year
Purpose: Discuss
Submitted by:
Related Material: 2019-2020 Budget (Board).xlsx

Cover Sheet

Discuss Board Officers

Section: IV. Discussion and Action Items
Item: F. Discuss Board Officers
Purpose: Discuss
Submitted by:
Related Material: Board Terms (Shareable) - Sheet1.pdf

TRCS Board Terms				Officer Position		
Name	Position	Term-Start	Term-End	Officers	Pos Term Start	Pos. Term End
Amanda Friscia	Trustee	5/21/19	5/20/21			
Jennifer Tyler	Treasurer	4/21/15	4/20/19	Treasurer	1/2015	1/2019
Isabel Saldana	Secretary	7/1/16	6/30/18	Secretary	9/2016	9/2018
Michael Wasco	Trustee	12/18/18	12/17/18			
Jade Tippett	Trustee	9/28/17	9/27/19			
Jody Stickels	President	7/1/15	6/30/19	President Term:	5/16/17	5/15/19
Jaime Ries	Trustee	9/18/18	9/17/20			

Cover Sheet

Adopt Board Meeting Minutes

Section: VII. Additional Action Items
Item: A. Adopt Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Board Meeting on April 16, 2019



Three Rivers Charter School

Minutes

Regular Board Meeting

Date and Time

Tuesday April 16, 2019 at 5:30 PM

Location

1211 Del Mar Drive, Fort Bragg, CA, 95437

Board meetings are held in public. The agenda provides any citizen an opportunity to directly address the Board under the section entitled "Community Comment" on any item under the subject matter jurisdiction of the Board that is not on the agenda. The Public will be provided an opportunity to address the Board on agenda items before or during the Board's deliberation. To request a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting, please submit your request in writing to the School Director or Board President at least 10 days before the scheduled meeting date. Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the school: 1211 Del Mar Drive, Suite 301, Fort Bragg, CA 95437. In compliance with Government Code section 54954.2(a) Three Rivers Charter School will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact the school at (707) 964-1128 at least 72 hours prior to the meeting.

Directors Present

I. Saldana, J. Ries, J. Tippett, J. Tyler, M. Wasco

Directors Absent

J. Stickels

Guests Present

Amanda Friccia, Becky Walker, Calob Mayberry, Elijah Tyler, Kim Morgan, R. Coy

I. Opening Items

A. Call the Meeting to Order

J. Tyler called a meeting of the board of directors of Three Rivers Charter School to order on Tuesday Apr 16, 2019 @ 5:34 PM at 1211 Del Mar Drive, Fort Bragg, CA, 95437.

B. Record Attendance and Guests

C. Changes to the Agenda?

No changes

II. Community Comment

A. Community Comment

None

III. Reports

A. Financial Report

Jennifer reviewed financials. and submitted report.

B. Student Representative Report

Calob reported on student's feelings on tires which was positive. Concern about security cameras. Some students like them some don't. Team building games played last month were popular.

C. Teacher Write-Ups

Reviewed by Board, no comments.

D. Director's Report

Presented by Mr. Coy.

IV. Discussion and Action Items

A. Nutritional Meal

Update given by Mr. Coy. Health Permit has been applied for. An initial inspection for done by the Health Dept and a preliminary thumbs-up on the popcorn room being used as a serving room. Pilar from FBUSD is working with us on securing a system, pricing and menu. Michael Wasco has information on the management program to forward to Mr. Coy

B. Review App and Meet Potential New Board Member Amanda Friccia

Board reviewed application and asked candidate several questions.

C. Review Freedom of Speech/Expression Policy

Mr. Coy presented existing policy and lawyer approved updated policy. A couple of typos noted.

D. Approve Changes to Freedom of Speech Policy

J. Tippett made a motion to Accept the revised version of the policy with typos fixed.

J. Ries seconded the motion.
The board **VOTED** to approve the motion.

V. Closed Session

A. Discuss New Terms for Facilities Proposal

Terms of offer presented with need for approval of \$50K for expenses related to removing contingencies including site plan and botanical inspection.

B. Adopt Terms and Procedure Regarding Property

J. Tippett made a motion to To accept terms and provide the additional money for expenditures.

M. Wasco seconded the motion.
The board **VOTED** to approve the motion.

C. Discussion Regarding New Board Member and Vote

J. Tippett made a motion to Accept Amanda Friscia as new Board Member.

J. Ries seconded the motion.
The board **VOTED** to approve the motion.

D. Teacher Salary and Position Review

Salary proposed increases presented by Roger Coy.

E. Approve Salary Increases

J. Tippett made a motion to Approve salary increases as proposed.

J. Ries seconded the motion.
The board **VOTED** to approve the motion.

F. Update on Investigation and Actions Taken Regarding Threats and Hate Speech

Report presented by Roger Coy. Reviewed and discussed by board.

VI. Reporting Out

A. Items to Report Out

Items to report out:

1) Terms approved for 860 Hazelwood St Property - \$715K, 90 day escrow, escrow extension as needed based upon presented contingencies. Escrow to be opened 4/17/19.

2). New board member approved and added - Amanda Friscia

3). Teacher and staff salary increases for 19-20 school year approved.

VII. Additional Action Items

A. Adopt Board Meeting Minutes

I. Saldana made a motion to approve minutes from the Regular Board Meeting on 03-19-19.

M. Wasco seconded the motion.
The board **VOTED** to approve the motion.

VIII. Closing Items

A. Adjourn Meeting

No further action.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:52 PM.

Respectfully Submitted,
R. Coy

Attachments

The following files are attached to this PDF: You will need to open this document in an application that supports attachments (i.e. [Adobe Reader](#)) in order to access these files.

April 2019 - Balance Sheet Details - Three Rivers.xlsx

April 2019 - Budget to Actual - Three Rivers.xlsx

April 2019 - Check Register - Three Rivers.xlsx

2019-2020 Budget (Board).xlsx