

# 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)*

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## 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.