Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Three Rivers Charter School	Kim Morgan School Director	director@trcschool.org (707) 964-1128

Plan Summary [2021-22]

General Information

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

Three Rivers Charter School is a small, first through eighth grade charter school with an enrollment of about 100 students. It has 4 multi-graded classrooms (1-2, 3-4, 5-6, and 7-8.) We have an instructional aide in every classroom with a credentialed teacher. We pride ourselves on providing instruction and an educational program that addresses the "whole" child. We are just as interested in a child living a happy, well-rounded life as a child that is academically strong. We develop programs that address individual students and we stress our REACH values which are; respect, empathy, achievement, citizenship, and hardwork. We have developed and maintain a Multi-Tier Student Support System (MTSS) which provides social-emotional support and academic support.

Reflections: Successes

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

We have been very successful in raising our testing scores. We have aligned our demographics better with our authorizing district and we have a significantly low suspension and expulsion rate. Our students that go onto the local district's high school find that academically they are at or above the levels of other students so we feel we are instructing our students at proper levels. We are also seeing students leaving our school with high values and a strong sense of who they are. We enjoy a positive reputation with our community.

Reflections: Identified Need

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

The area needing the most improvement is engagement. This would include developing an electives program, restarting our after school program (TIDES) and having more parents and families participating in school activities. We will also need to focus on bringing students up

to their grade levels due to the distance learning that has been occurring this last year. We feel as though many of our students will show gaps in their learning.

LCAP Highlights

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

Our LCAP will break-down into 3 main areas:
1) Increase Student and Family Engagement
2) Increase Student Achievement
3) Maintain a positive school climate and culture.

Each of these areas is critical to the success of our school and each have their own action items. As the Covid-19 pandemic evolves in the 21-22 school year we are focussed on re-engaging our students and families. We'll be focused on academic and social emotional support and Interventions as we return to campus after distance learning and increasing academic achievement as we return to in person learning. Maintaining a safe environment for the students as well as the staff will be key and we will be working to rebuild the positive school culture and climate in our school community.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

We engaged stakeholders in the following ways:
1. Parent Teacher Network (PTN) - The PTN meets four times per year and consists of parents, teachers and other staff. This year all of our PTN meetings have been done via zoom. We presented to the group at our meeting on November 12, 2020 and goals and actions were discussed. The LCAP was again discussed at our February 25, 2021 meeting. Previous goals and actions were reviewed and we engaged in a process to solicit ideas and input. Post it notes were distributed around the room and a poster hung on the wall for stakeholders to post their ideas, suggestions and thoughts about the LCAP. An LCAP Workshop was then held and stakeholder discussed the ideas shared in more detail and offered more input. Invitations for stakeholders to attend PTN meetings and the LCAP Workshop are promoted in the Directors email bulletins to families, on the marquee on the front of the school building, in teacher newsletters to families, on the school Facebook page and with flyers.
2. Staff input was gathered in several ways. The LCAP Goals were shared at a weekly staff meeting and teachers gave input. All staff, certificated and classified received a survey over email and in paper form. The survey shared the LCAP goals and actions and provided space for staff to share what they think is going well, improvements they see, suggestions they would like to offer and suggestions they have. Additionally, all staff is invited to be part of the PTN.
3. LCAP Goals were shared and discussed with the TRCS Board of Directors in a meeting on 9/15/20, 2/23/21 and 4/20/21.

A summary of the feedback provided by specific stakeholder groups.

Most of the stakeholders are fine with the plan and programs we are currently working on. There was very little change suggested or asked for, so we will continue with the plan and enhance the programs as appropriate. Many of our programs are being impacted by the pandemic, so we will continue with them as we can. Support for our families have been enhanced because of the pandemic and we are more active in providing food support, clothing and rental support, and technology support.

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

As mentioned above, family needs for support for various programs has changed because of the pandemic. Because access to our campus is restricted, many of our programs have been limited. during the 21-22 school year, restrictions and guidelines put out by the Public Health Departments, the CDE and the needs of our families will determine how many of our programs will be shaped. That will continue to unfold over the next several months. The Board and community members present at the last Board meeting also requested a sports related program be put into the LCAP for next year.

Goals and Actions

Goal

Goal #	Description
1	Increase student and family engagement.

An explanation of why the LEA has developed this goal.

It is necessary to continue to encourage families to be part of the governance of the school and to make it desirable for families to enroll students to Three Rivers Charter School (TRCS). Student engagement leads to overall satisfaction, increased academic achievement and steady enrollment at our school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average number of families attending quarterly Parent Teacher Network Meeting (PTN) to increase by 3% annually compared to School Year (SY) 19/20 baseline.	Average number of families represented at PTN meetings in school year SY 19-20 is 7 families out of 70 families = 10%				19% or more of families are represented at PTN meetings.
Number of electives and extra curricular options offered to increase by at least one offering annually.	At the outset of SY19-20 before the pandemic, 9 elective and extracurricular options were offered to students.				13 or more elective and extracurricular options offered to students.
Training events for students and families for using technology increase to increase	No events were held in SY 20-21.				Three technology training events are held during the school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to two events annually.					
TIDES After School Program continues to be offered and utilized by families. Steady enrollment in the program maintained.	At the outset of SY19-20 before the pandemic, 15% students were enrolled in the After School Program.				15% or more of students at TRCS are enrolled in the After School Program.
Increase attendance at Homework Club by 3% annually compared to SY 19-20 baseline.	At the outset of SY19-20 before the pandemic, 5% of students attended homework club regularly.				17% or more of students attend Homework Club.
After School Sports Program implemented and attended by 15% of students with attendance maintained or increased annually.	No After School Sports Program existed before SY 21-22.				After School Sports Program continues to be offered with 15% or more of students attending annually.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase engagement of SED and EL families at school activities.	For all school activities including PTN, Science Fair and other events, increase engagement of SED/EL families by providing refreshments, childcare and translation.	$3,000.00	No Yes
2	Develop more extensive electives and extra curricular options for students.	Staff, materials and training to increase electives and extracurricular options during and after school.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Assist parents and students with technology issues.	Provide training events, materials, equipment and technical support for parents and students to access and use technology.	$15,000.00	Yes
4	Develop a robust after-school program.	Materials, supplies and staffing for TIDES After School Program (Three Rivers Interactive Daily Educational Supplement).	$10,000.00	Yes
5	Provide parental support for working with their students academically.	Staff, food and materials for themed academic events (Math Night for example). Homework Club staff members available to support family members.	$12,500.00	No
6	Develop an After School Recreational Sports Program	Staffing for Recreational Sports Program offered after school for all students.	$10,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Increase Student Achievement

An explanation of why the LEA has developed this goal.

High student academic achievement is a key feature of the TRCS mission and vision for our students. Student academic achievement is key to the success of our school. TRCS math and English language arts California Assessment of Student Performance and Progress (CAASPP) data indicates a need to maintain student academic progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
TRCS English Langage Arts (ELA) CAASPP scores *Due to COVID-19, CAASPP testing was suspended for the SY 19-20 and CAASPP testing was optional for theSY 20-21. Thus we are using SY 18-19 data as a baseline.	TRCS 18-19 ELA CAASPP scores on the California School Dashboard are listed below: For all students (83 students), ELA scores are 2.1 points above standard. This is a 11.3 point increase from 17-18. Socioeconomically Disadvantaged (SED) group scores are 4.3 points below standard which is a 16.3 point increase from SY 17-18.				Maintain scores above standard for all students. Increase SED group scores by at least 3 points annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Other student groups do not contain enough students to be reported on the CA School Dashboard.				
TRCS Math CAASPP scores *Due to COVID-19, CAASPP testing was suspended for the SY 19-20 and CAASPP testing was optional for theSY 20-21. Thus we are using SY 18-19 data as a baseline.	TRCS 18-19 Math CAASPP scores on the California School Dashboard are listed below: For all students (83 students), Math scores are 15.6 points below standard. This is a 16.1 point increase from 17-18. Socioeconomically Disadvantaged (SED) group scores are 28.1 points below standard which is a 18.5 point increase from SY 17-18. *Other student groups do not contain enough students to be reported on the CA School Dashboard.				Increase scores in all student groups by at least 3 points annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Performance Assessment for California (ELPAC) Scores	Number of EL Students in SY 20-21: 6 students 83% of EL students made progress towards English language proficiency				Percent of EL students making progress towards language proficiency to be maintained or increased annually.
English Learner Reclassification	Percent of English Learners Reclassified: 19-20: 20-21: 33% reclassified				Reclassification of EL students percentage to be maintained or increased annually.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue to support and provide assistance to English Learners	Staff and materials to provide assistance and support to EL students.	$10,000.00	Yes
2	Continue to provide Reading Intervention Program	Reading Specialist three days per week and materials for Reading Intervention Program.	$15,500.00	Yes
3	Ensure Foster and Homeless students are receiving the services available and needed.	Homeless Liaison and Counselor will work with Foster and Homeless Youth to be sure these students have the supplies and support needed to be successful in and out of school.	$3,000.00	Yes
4	Upgrade technology	Upgrade network equipment, computers, and internal network.	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	Curriculum materials and professional development for implementation of standards aligned curriculum in all subjects.	Purchase curriculum materials and provide professional development (PD) opportunities for teachers for delivering standards aligned curriculum across all grade levels.	$10,000.00	No
6	Adopt new standards aligned Science curriculum.	Next Generation Science Standards (NGSS) aligned curriculum materials.	$2,000.00	No
7	Tools and supports for students and staff for implementation of standards aligned curriculum across all grade levels and subjects.	Online academic support and learning programs (such as Aleks Math) that provide individualized student instruction to bring students up to grade level and promote better access TRCS standards aligned curriculum. Online assessment platform (NWEA) to provide assessment tools for teachers and track student progress and teacher success in delivery of curriculum.	$12,000.00	Yes
9				

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Maintain a positive school climate and culture.

An explanation of why the LEA has developed this goal.
We know that a positive school climate and culture is crucial for student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	Chronic Absenteeism Rate for SY 18-19: 21.2% (104 students) This is a 12.6% increase from SY17-18. SY 19-20: No data available due to COVID-19				TRCS Chronic Absenteeism rate will decline 1% annually as compared to SY 18-19 data.
Parent/guardian satisfaction data from School Climate Survey	SY 18-19 responses in Parent Survey indicate 87% of parents taking the survey are satisfied with TRCS.				Parent satisfaction to increase by 1% or more each year as indicated on School Climate Survey.
Discipline Data - Number of discipline referrals to School	New tracking system implemented in SY 20-21 begin tracking student referrals to the				Number of referrals to decrease by 1% annually beginning in SY 22-23.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Director annually by staff.	School Director for discipline issues.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Improve basic services to our students including cleanliness of the school.	Upgrade physical appearances and cleanliness.	$2,500.00	No
2	Develop and implement a food program.	Food and supplies to provide a daily free breakfast program for all students.	$20,000.00	Yes
3	Address facilities concerns	Continue looking for a long term lease and a better facilities arrangement.	$1,500.00	No
4	Maintain demographics similar to our charter authorizer Fort Bragg Unified School District.	Develop promotions and translate critical documents to Spanish as necessary to reach LatinX population in the community.	$5,000.00	Yes
5	Positive Behavior Intervention and Supports (PBIS): Continue to develop and implement our REACH Program (Respect, Empathy, Achievement, Citizenship and Hard Work)	Implement school-wide activities, assemblies and "Osprey Buck" incentives with our REACH Program.	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	Provide remedial support for student behavior.	School Counselor and Social Emotional Learning Materials to provide support for students and families.	$23,000.00	Yes
7	Implement Multi Tiered Systems of Support (MTSS) with increased School Counselor involvement.	PD and materials for counselor and staff to create and maintain a MTSS program.	$14,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
21.32%	168816

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

Required Descriptions

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

Goal 1: Action 2: Developing electives and extra curricular activities - Since a majority of our students are SED/EL/Foster (75%) Developing these activities for All will directly help SED/EL/Foster Groups.

Goal 1: Action 3: Providing parental support -Since a majority of our students are SED/EL/Foster (75%) Developing these activities for All will directly help SED/EL/Foster Groups.

Goal 2: Action 5: Teacher aligning instruction to the state standards -Since a majority of our students are SED/EL/Foster (75%) Developing these activities for All will directly help SED/EL/Foster Groups.

Goal 2: Action 6: Upgrading Technology -Since a majority of our students are SED/EL/Foster (75%) Developing these activities for All will directly help SED/EL/Foster Groups.

Goal 3: Action 1: Cleanliness -Since a majority of our students are SED/EL/Foster (75%) Developing these activities for All will directly help SED/EL/Foster Groups.

Goal 3: Action 3: Developing Facilities:Since a majority of our students are SED/EL/Foster (75%) Developing these activities for All will directly help SED/EL/Foster Groups.

Goal 3: Action 5: Teaching our REACH Values -Since a majority of our students are SED/EL/Foster (75%) Developing these activities for All will directly help SED/EL/Foster Groups.

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

An effort is being made to focus on these groups to make sure they are receiving all of the services in our school. Since such a high percentage of our school falls within these groups an increase in services to "ALL" is an increase to these focused groups.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$175,000.00			$28,000.00	$203,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$110,000.00	$93,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Low Income	Increase engagement of SED and EL families at school activities.	$3,000.00				$3,000.00
1	2	All	Develop more extensive electives and extra curricular options for students.	$20,000.00				$20,000.00
1	3	English Learners Foster Youth Low Income	Assist parents and students with technology issues.	$15,000.00				$15,000.00
1	4	English Learners Foster Youth Low Income	Develop a robust after-school program.	$10,000.00				$10,000.00
1	5	All	Provide parental support for working with their students academically.	$12,500.00				$12,500.00
1	6	All	Develop an After School Recreational Sports Program	$10,000.00				$10,000.00
2	1	English Learners	Continue to support and provide assistance to English Learners	$5,000.00			$5,000.00	$10,000.00
2	2	English Learners Foster Youth Low Income	Continue to provide Reading Intervention Program	$10,500.00			$5,000.00	$15,500.00
2	3	Foster Youth	Ensure Foster and Homeless students are receiving the services available and needed.	$3,000.00				$3,000.00
2	4	All	Upgrade technology	$12,000.00				$12,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	All Students with Disabilities	Curriculum materials and professional development for implementation of standards aligned curriculum in all subjects.	$10,000.00				$10,000.00
2	6	All	Adopt new standards aligned Science curriculum.	$2,000.00				$2,000.00
2	7	English Learners Foster Youth Low Income	Tools and supports for students and staff for implementation of standards aligned curriculum across all grade levels and subjects.	$7,000.00			$5,000.00	$12,000.00
2	9							
3	1	All	Improve basic services to our students including cleanliness of the school.	$2,500.00				$2,500.00
3	2	English Learners Foster Youth Low Income	Develop and implement a food program.	$15,000.00			$5,000.00	$20,000.00
3	3	All	Address facilities concerns	$1,500.00				$1,500.00
3	4	English Learners	Maintain demographics similar to our charter authorizer Fort Bragg Unified School District.	$5,000.00				$5,000.00
3	5	All	Positive Behavior Intervention and Supports (PBIS): Continue to develop and implement our REACH Program (Respect, Empathy, Achievement, Citizenship and Hard Work)	$2,000.00				$2,000.00
3	6	English Learners Foster Youth Low Income	Provide remedial support for student behavior.	$22,000.00			$1,000.00	$23,000.00
3	7	English Learners Foster Youth Low Income	Implement Multi Tiered Systems of Support (MTSS) with increased School Counselor involvement.	$7,000.00			$7,000.00	$14,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$102,500.00	$130,500.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$3,000.00	$3,000.00
Schoolwide Total:	$99,500.00	$127,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Increase engagement of SED and EL families at school activities.	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$3,000.00	$3,000.00
1	3	Assist parents and students with technology issues.	Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,000.00	$15,000.00
1	4	Develop a robust after-school program.	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
2	1	Continue to support and provide assistance to English Learners	Schoolwide	English Learners	All Schools	$5,000.00	$10,000.00
2	2	Continue to provide Reading Intervention Program	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,500.00	$15,500.00
2	3	Ensure Foster and Homeless students are receiving the services available and needed.	Schoolwide	Foster Youth	All Schools	$3,000.00	$3,000.00
2	7	Tools and supports for students and staff for implementation of	Schoolwide	English Learners Foster Youth	All Schools	$7,000.00	$12,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		standards aligned curriculum across all grade levels and subjects.		Low Income			
3	2	Develop and implement a food program.	Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,000.00	$20,000.00
3	4	Maintain demographics similar to our charter authorizer Fort Bragg Unified School District.	Schoolwide	English Learners	All Schools	$5,000.00	$5,000.00
3	6	Provide remedial support for student behavior.	Schoolwide	English Learners Foster Youth Low Income	All Schools	$22,000.00	$23,000.00
3	7	Implement Multi Tiered Systems of Support (MTSS) with increased School Counselor involvement.	Schoolwide	English Learners Foster Youth Low Income	All Schools	$7,000.00	$14,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		