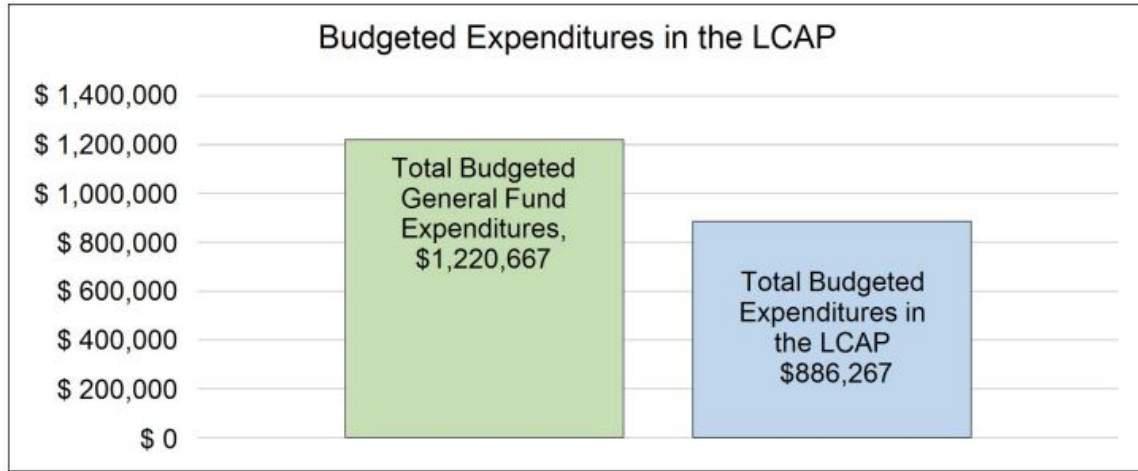


# Three Rivers Charter School



LCAP

2023 - 2024



Budgeted funds that are not included in the LCAP are general operating expenses like rent, insurance, legal fees, and professional services.

#### Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Three Rivers Charter School is projecting it will receive \$233,027 based on the enrollment of foster youth, English learner, and low-income students. Three Rivers Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Three Rivers Charter School plans to spend \$743,267 towards meeting this requirement, as described in the LCAP.

Our LCAP has 3 goals:

Goal 1: Increase Student and Family Engagement

Goal 2: Increase Student Achievement

Goal 3: Maintain a Positive School Climate and Culture

# Reflection: Successes

- Leading up to Covid pandemic we were very successful in raising test scores and aligning our demographics more closely with FBUSD
- Low suspension and expulsion rates
- Implemented a free daily breakfast and lunch program for all students
- Implemented After School Sports Program
- Grew Homework Club after school academic support program
- Expanded access to our Student Support Counselor and referrals to other mental health supports for students
- Launched new website
- Expanded extracurricular and elective options including Mock Trial and Math Counts Team
- Made improvements to the playground
- Enjoyed greater parent involvement demonstrated by excellent attendance at Parent Teacher Network (PTN) meetings and academic themed family nights
- Offered Summer Session with 25% of students attending

# Reflection: Identified Need

- Continued and increased academic support for students
- Continued and increased social emotional learning and mental health supports
- Increase engaging extracurricular and elective options.

## **Actions to address these needs in the LCAP include:**

- Reading Intervention
- Expanded Learning Opportunities after school and in summer
- Investment in standards aligned curriculum and professional development
- SEL curriculum,
- Counselor support
- School meals program
- Implement Parent Square platform for communications\*\*

# Additional Targeted Support and Improvement (ATSI)

\*\*Dashboard data shows that our Hispanic families are more chronically absent than other groups at the school which qualified us for Additional Targeted Support and Improvement (ATSI). This plan outlines actions we will take to address the need of better engaging the Hispanic population at our school, creating more buy-in and better communication, thus better attendance. We believe that the implementation of Parent Square to communicate with families will help us to meet these needs.

# Engaging Educational Partners

## Families

- PTN Meetings and LCAP Workshop
- Spring Survey
- Regular two way communication with families by Director and Teachers

## Staff

- Weekly staff meetings
- Continuous improvement process with MCOE's School CLimate & Culture Director
- PTN Meetings and LCAP Workshop

## Board

- At Regular Meetings and Public Hearing

## Students

- Spring Student Survey given in May 2023.

# Influence of Feedback from Educational Community

## **Focus on Goal 1: to increase student and family engagement.**

- More opportunities for families to engage in school activities and support their students.
- Increase elective and extracurricular options,
- Continue after school sports program
- Expand our after school offerings

## **Focus on Goal 2: to increase student achievement.**

- Increase one on one and small group tutoring
- Continue to provide academic support at Homework Club after school
- Invest in tools and supplemental curriculum for the classrooms.
- Continue Reading Intervention Program
- Focus on STEAM (Science, Technology, Engineering, Art and Math).

## **Focus on Goal 3: to promote positive school climate and culture.**

- Previous actions to grow our after school program to include Fridays and serving two nutritional meals per day are valuable and appreciated.
- Continued implementation of a Social Emotional Learning curriculum
- Continued involvement of our Student Support Counselor
- Actions to improve our facilities and playground
- Focus on anti-bullying and our Positive Behavior Intervention and Supports (PBIS) program.



# Goal 1: Increase student and family engagement.

1	Increase engagement of SED and EL families at school activities.
2	Expand Elective and Extracurricular Options
3	Assist Families to Support their Students with Academics and Technology
4	TIDES After School Program
5	After School Recreational Sports Program

# Goal 1 Metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome
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%	Average for the first three of four meetings which were held remote on Zoom was seven families represented out of 67 families which is 10%. Our final meeting switched from Zoom to in person and 18 families were represented which is 27%.	Average number of families represented at our four PTN meetings is 17 of 61 families which is 28%.
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 Extracurricular options were offered this year.	20 Extracurricular options were offered this year as Friday electives and sessions during and after school.
Events for students and families including academic theme nights, technology training and other support and informational events to increase.	No events were held in SY 20-21.	No events were held this year.	TRCS held a Family STEAM Night, Science and Art Fair and a Music Concert/Variety Show.

## Goal 1 Metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome
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.	26 of 85 students are enrolled in the TIDES Program which is 31%.	32 of 83 students are enrolled in the TIDES Program which is 39%. Program expanded to include Friday afternoons (early release day).
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.	An average of 10-15 students attend Homework Club daily which is 12-18% of TRCS students.	An average of 10 students attend Homework Club daily which is 8.3% of TRCS students.
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 fully implemented. 49 students participate in one or more of the four sports sessions	After School Sports Program fully implemented. 47 students participate in one or more of the four sports sessions

## Goal 1 Metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome
Chronic Absenteeism Rate (Priority 5.b.)	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	Chronic Absenteeism Rate for SY 21-22: 16.9% according to the CA Dashboard. (86 students enrolled)  Absences include students out for Covid related reasons who did not participate independent study that was offered.	Chronic Absenteeism Rate for SY 22-23: will be reported on after the close of the school year.
School Attendance Rate (Priority 5.a.)	School Attendance Rate for SY 18-19: 94.29%	School attendance rate for SY 21-22: 94.22%	School attendance rate for SY 22-23 at the time of writing the LCAP: 93%

# Goal 2: Increase Student Achievement

1	Support English Learner (EL) Students
2	Reading Intervention Program
3	Services for Foster and Homeless .
4	Upgrade technology
5	Standards aligned curriculum materials for all students.
6	STEAM Focus
7	Supplemental Curriculum and Assessment Tools
8	Professional Development
9	Certificated and Classified Staff
10	Breakfast and Lunch Program

# Goal 2 Metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome
<p>TRCS English Language Arts (ELA) CAASPP scores (Priority 4.a.)</p> <p>*Due to COVID-19, CAASPP testing was suspended for the SY 19-20 and CAASPP testing was optional for the SY 20-21. Thus we</p>	<p>TRCS 18-19 ELA CAASPP scores on the California School Dashboard are listed below:</p> <p>For all students (83 students), ELA scores are 2.1 points above standard. This is a 11.3 point increase from 17-18.</p>	<p>TRCS 21-22 ELA CAASPP scores on the California School Dashboard are listed below:</p> <p>For all students (61 students), ELA scores are .8 points below standard. This is a 2.9 point decrease from</p>	<p>Scores for 2022-23 CAASPP not yet available in June 2023.</p>
<p>are using SY 18-19 data as a baseline.</p>	<p>Socioeconomically Disadvantaged (SED) group scores are 4.3 points below standard which is a 16.3 point increase from SY 17-18.</p> <p>*Other student groups do not contain enough students to be reported on the CA School Dashboard.</p>	<p>SY18-19 (before the Covid 19 Pandemic).</p> <p>Socioeconomically Disadvantaged (SED) group scores are 1.3 points below standard which is a 3 point increase from SY18-19.</p> <p>*Other student groups do not contain enough students to be reported on the CA School Dashboard.</p>	



# Goal 2 Metrics

<p>TRCS Math CAASPP scores (Priority 4.a.)</p> <p>*Due to COVID-19, CAASPP testing was suspended for the SY 19-20 and CAASPP testing was optional for the SY 20-21. Thus we are using SY 18-19 data as a baseline.</p>	<p>TRCS 18-19 Math CAASPP scores on the California School Dashboard are listed below:</p> <p>For all students (83 students), Math scores are 15.6 points below standard. This is a 16.1 point increase from 17-18.</p> <p>Socioeconomically Disadvantaged (SED) group scores are 28.1 points below standard</p>	<p>TRCS 21-22 MATH CAASPP scores on the California School Dashboard are listed below:</p> <p>For all students (61 students), MATH scores are 34 points below standard. This is a 18.4 point decrease from SY18-19 (before the Covid 19 Pandemic).</p> <p>Socioeconomically Disadvantaged (SED)</p>	<p>Scores for 2022-23 CAASPP not yet available in June 2023</p>
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2023-24 Local Control and Accountability Plan for Three Rivers Charter School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome
	<p>which is a 18.5 point increase from SY 17-18.</p> <p>*Other student groups do not contain enough students to be reported on the CA School Dashboard.</p>	<p>group scores are 31 points below standard which is a 2.9 point decrease from SY18-19.</p> <p>*Other student groups do not contain enough students to be reported on the CA School Dashboard.</p>	

## Goal 2 Metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome
English Learner Performance Assessment for California (ELPAC) Scores (Priority 4.e.)	Number of EL Students in SY 20-21: 6 students  83% of EL students made progress towards English language proficiency	Number of EL Students in SY 21-22: 3 students. All three students, 100%, made progress toward English language proficiency.	Number of EL Students in SY 22-23: 2 students. One of two students, 50%, made progress toward English language proficiency.
English Learner Reclassification (Priority 4.f.)	Percent of English Learners Reclassified:  19-20: 0% 20-21: 33% reclassified	One of three students was reclassified in SY 21-22 which is 33%.	The two EL students were not reclassified this year.



## **Goal 3: Maintain a positive school climate and culture.**

1	Maintain and Improve Facility
2	PBIS Program
3	MTSS Program
4	Restorative Practices Professional Development

# Goal 3 Metrics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome
Parent/guardian satisfaction data from Surveys	SY 18-19 responses in Parent Survey indicate 87% of parents taking the survey are satisfied with TRCS.	Spring Family Survey results indicate 97% of families are satisfied with TRCS. On a scale of 1-4 with 4 being the highest rating, 86% gave a 4 rating and 11% gave a 3 rating.	Spring Family Survey results indicate 100% of families are satisfied with TRCS. On a scale of 1-4 with 4 being the highest rating, 84% gave a 4 rating and 16% gave a 3 rating.
Discipline Data - Number of discipline referrals to School Director annually by staff.	New tracking system implemented in SY 21-22. Begin tracking student referrals to the School Director for discipline issues.	New tracking system created, piloted this year and is being revised to be more effective in SY 2022-23.	New behavior tracking system implemented and 32 referrals to the School Director were made for discipline issues.
Student Suspension Rate (Priority 6.a.)	Student Suspension Rate from SY 18-19 is 2.7%.	Suspension Rate for SY 2021-22 is 2.4% which is two of 85 students.	Student Suspension rate for SY 2022-23 is 0% (zero).
Student Expulsion Rate (Priority 6.b.)	Student Expulsion rate for SY 2018-19 is 0% (zero).	Student Expulsion rate for SY 2021-22 is 0% (zero).	Student Expulsion rate for SY 2021-22 is 0% (zero).

## See LCAP Document for:

- Goal Analysis for each goal
- Info on Increased/Improved Services for Unduplicated Pupils
- 23-24 Expenditure Tables
- 23-24 Contributing Actions Tables
- 22-23 Annual Update Table
- 22-23 Contributing Actions Annual Update Table
- 22-23 LCFF Carryover table

Thank You!

