**Introduction:**

**LEA: Three Rivers Union School District     Contact: Susan P. Sherwood; Superintendent; spsherwood@3rusd.org; 559-561-4466     LCAP Year: 2016**

## *Local Control and Accountability Plan and Annual Update Template*

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

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

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

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

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

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

## State Priorities

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

***A. Conditions of Learning:***

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

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

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

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

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

***B. Pupil Outcomes:***

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

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

*C. Engagement:*

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

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

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

**Section 1:  Stakeholder Engagement**

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

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

**Guiding Questions:**

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

7) How has stakeholder involvement been continued and supported?  How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

| Involvement Process | Impact on LCAP |
|---|---|
| Three Rivers School sought parent, student, and community involvement and input in the completion of the LCAP. We did this in the following manner:<br>1. Information regarding the LCAP was presented at the February, and  May , 2016 school board meetings.<br>2. A paper survey and information on the 8 state priorities was given to parents and staff in April asking for input. Thirty surveys were returned. Surveys were also made available at Open House night but few were filled out.<br>3. Information was also presented to School Site Council. | 1. Survey results were compiled and shared with staff, school board, and general public.<br>2. Draft copies of the LCAP were made available prior to the public budget hearing on June 15, 2016.<br>3. LCAP will be reviewed with staff in August of each year prior to the start of school.  It will be reviewed again in April with Staff, Parents, and Site Council.<br>4. Our public input, both written and in meetings or one-to-one discussions led us to continue to focus our priorities on smaller class sizes, elimination of combination classrooms, continued use of para-educators in the classroom, continued enrichment opportunities for students, continued training for teachers in implementation of common core standards and increased |

| | communication between the school and its constituents. |
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| **Annual Update:**<br>Along with the process of developing the LCAP we provide stakeholders an opportunity to give the district input on the progress of the existing LCAP (2015-16). This included parents, students, and community members. We did this in the following manner:<br>1. Information regarding the LCAP was presented at the February and May , 2016 school board meetings.<br>2. A paper survey and information on the 8 state priorities was given to parents and staff in April asking for input.<br>3. Information was also presented to School Site Council. | **Annual Update:**<br>There were minor revisions to the plan.  Goals and objectives were reviewed. Some were accomplished; some were partially accomplished; some were carried over to the 2016-2017 plan. Many of the goals and actions stem from both the 2015-2016 plan and stakeholder input. |

**Section 2:  Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

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

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

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

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

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

**Goal:**  Describe the goal:

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

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

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

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

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

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

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

**Guiding Questions:**

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual schoolsites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

| GOAL: | #1 Continue to create rigorous conditions for learning that address both proficient / advanced students as well as students basic / below, as evidenced by increased student achievement | Related State and/or Local Priorities:<br>1_X_ 2__ 3__ 4_X_ 5_X_ 6__ 7_X 8_X<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|
| Identified Need : | Eliminate combination classrooms and keep single grade classrooms small, < 20, because of the challenges of meeting the needs of students in combination classrooms. Previously, over the past five years there has been up to 3 combination classes in a K-8 school. Metric: Master Schedule. | |
| Goal Applies to: | Schools | Three Rivers Elementary |
| | Applicable Pupil Subgroups: | All |

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|---|---|---|---|
| **LCAP Year 1:** 2016-17 | | | |
| Expected Annual Measurable Outcomes: | -Math assessments given 3-4 times a year to establish baseline data<br>-Establish baseline data using quarterly reports in STAR reading<br>-Quarterly writing assessments addressing CCSS will be developed and given and baseline data will be established<br>-SBAC will be used to establish baseline data for student achievement<br>-API targets will be addressed when available.<br>-All teachers will be appropriately assigned | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| #1<br>Three Rivers will provide smaller class sizes that offer more time for individualized, targeted instruction and are taught by fully credentialed teachers who are appropriately assigned. English Language Arts and Math standards will be implemented for all pupils. | Schoolwide | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $57,555<br>LCFF/S Certificated Salary & Benefits |
| #2<br>Para-educators will continue working in the classrooms, particularly in grades K-3, to augment instruction and assist teacher in targeting individual needs | Schoolwide | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $15,000<br>LCFF/S Classified Salary and Benefits |
| #3<br>Planned after School Activities for remediation and homework assistance will continue to be provided in order to support a broad course of study. | Schoolwide | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $1,800<br>Classified Salary & Benefits / REAP |
| **LCAP Year 2**: 2017-18 | | | |
| Expected Annual Measurable Outcomes: | -Math assessments given 3-4 times a year to establish baseline data<br>-Establish baseline data using quarterly reports in STAR reading<br>-Quarterly writing assessments addressing CCSS will be developed and given and baseline data will be established<br>-SBAC will be used to establish baseline data for student achievement<br>-API targets will be addressed when available.<br>-All teachers will be appropriately assigned | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| #1 Three Rivers will provide smaller class sizes that offer more time for individualized, targeted instruction and are taught by fully credentialed teachers who are appropriately assigned. English Language Arts and Math standards will be implemented for all pupils. | Schoolwide | _X_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $69,883 LCFF/S Certificated Salary & Benefits |
| #2 Para-educators will continue working in the classrooms, particularly in grades K-3, to augment instruction and assist teacher in targeting individual needs | Schoolwide | _X_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $15,000 LCFF/S Classified Salary and Benefits |
| #3 Planned after School Activities for remediation and homework assistance will continue to be provided in order to support a broad course of study. | Schoolwide | _X_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Robin / After School / REAP $3,072 Classified Salary & Benefits |

**LCAP Year 3**: 2018-19

| Expected Annual Measurable Outcomes: | -Math assessments given 3-4 times a year to establish baseline data<br>-Establish baseline data using quarterly reports in STAR reading<br>-Quarterly writing assessments addressing CCSS will be developed and given and baseline data will be established<br>-SBAC will be used to establish baseline data for student achievement<br>-API targets will be addressed when available.<br>-All teachers will be appropriately assigned |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| #1 Three Rivers will provide smaller class sizes that offer more time for individualized, targeted instruction and are taught by fully credentialed teachers who are appropriately assigned. English Language Arts and Math standards will be implemented for all pupils. | Schoolwide | _X_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | $73,213 LCFF/S Certificated Salary and Benefits |
| #2 Para-educators will continue working in the classrooms, particularly in grades K-3, to augment instruction and assist teacher in targeting individual needs | Schoolwide | _X_ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient | $15,000 Classified LCFF/S Salary & |

| | | | __Other Subgroups: (Specify)_____ | Benefits |
|---|---|---|---|---|
| **#3**<br>Planned after School Activities for remediation and homework assistance will continue to be provided in order to support a broad course of study. | Schoolwide | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | | Robin / After School / REAP $3,072 |

| | | Related State and/or Local Priorities: |
|---|---|---|
| **GOAL:** | # 2 Provide opportunities for continued training for staff in Common Core State Standards (CCSS) and technology implementation in order to improve classroom teaching and learning and raise student achievement in math and language arts. | 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_<br>COE only:  9__  10__<br>Local : Specify _____ |

| **Identified Need :** | -Every certificated staff member will attend 2-4 days of staff development focused on implementation of CCSS and/or technology<br>-Staff will be given opportunity for observation and grade level sharing at other sites not to exceed 1-2 times per year per teacher<br>-Staff will increase use of technology in their instructional program as shown in lesson plans, minimally once a week<br>-All students will have standards-aligned, board adopted materials |
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| **Goal Applies to:** | Schools | Three Rivers Elementary |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| **LCAP Year 1:** 2016-17 | |
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| **Expected Annual Measurable Outcomes:** | -Every certificated staff member will attend 2-4 days of staff development focused on implementation of CCSS and/or technology<br>-Staff will be given opportunity for observation and grade level sharing at other sites not to exceed 1-2 times per year per teacher<br>-Staff will increase use of technology in their instructional program as shown in lesson plans, minimally once a week<br>-All students will have standards-aligned, board adopted materials |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | | Budgeted Expenditures |
|---|---|---|---|---|
| **#1**<br>Students will have increased access to technology for projects across the curriculum areas and teachers will receive additional training in the use of technology | Schoolwide | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | $1,500 LCFF/S Staff Development |

| #2<br>Staff will research materials that are aligned with the CCSS and approved by the State Board of Education in Language Arts | Schoolwide | _X_ALL<br>------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $500<br>LCFF/S<br>Staff<br>Development |
|---|---|---|---|
| #3<br>Staff will continue to develop teaching strategies using the newly adopted Common Core math materials and there will be sufficient materials for all students | Schoolwide | _X_ALL<br>------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $1,500<br>Base<br>Certificated<br>Salaries |

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**LCAP Year 2**: 2017-18

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| Expected Annual Measurable Outcomes: | -Every certificated staff member will attend 2-4 days of staff development focused on implementation of CCSS and/or technology<br>-Staff will be given opportunity for observation and grade level sharing at other sites not to exceed 1-2 times per year per teacher<br>-Staff will increase use of technology in their instructional program as shown in lesson plans, minimally once a week<br>-All students will have standards-aligned, board adopted materials |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| #1<br>Students will have increased access to technology for projects across the curriculum areas and teachers will receive additional training in the use of technology | Schoolwide | _X_ALL<br>------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $1,500<br>LCFF/S<br>Staff<br>Development |
| #2<br>Staff will research materials that are aligned with the CCSS and approved by the State Board of Education in Language Arts | Schoolwide | _X_ALL<br>------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $500<br>LCFF/S<br>Staff<br>Development |
| #3<br>Staff will continue to develop teaching strategies using the newly adopted Common Core math materials and there will be sufficient materials for all students | Schoolwide | _X_ALL<br>------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $1,500<br>Base<br>Certificated<br>Salaries |

## LCAP Year 3: 2018-19

| Expected Annual Measurable Outcomes: | -Every certificated staff member will attend 2-4 days of staff development focused on implementation of CCSS and/or technology<br>-Staff will be given opportunity for observation and grade level sharing at other sites not to exceed 1-2 times per year per teacher<br>-Staff will increase use of technology in their instructional program as shown in lesson plans, minimally once a week<br>-All students will have standards-aligned, board adopted materials |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| #1<br>Three Rivers will provide smaller class sizes that offer more time for individualized, targeted instruction and are taught by fully credentialed teachers who are appropriately assigned. English Language Arts and Math standards will be implemented for all pupils. | Schoolwide | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | $1,500<br>LCFF/S<br>Staff Development |
| #2<br>Para-educators will continue working in the classrooms, particularly in grades K-3, to augment instruction and assist teacher in targeting individual needs | Schoolwide | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | $500<br>LCFF/S<br>Staff Development |
| #3<br>Planned after School Activities for remediation and homework assistance will continue to be provided in order to support a broad course of study. | Schoolwide | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | $1,500<br>Base<br>Certificated Salaries |

| GOAL: | #3 Continue to provide opportunities for parents and community involvement both in and out of the classroom to enhance students' engagement and learning. School Climate and facilities will continue to be addressed. | Related State and/or Local Priorities:<br>1_X_ 2__  3_X_  4__  5_X_ 6_X_  7_ 8_<br>COE only:  9__  10__<br>Local : Specify _____ |
|---|---|---|
| Identified Need : | -Every certificated staff member will attend 2-4 days of staff development focused on implementation of CCSS and/or technology<br>-Staff will be given opportunity for observation and grade level sharing at other sites not to exceed 1-2 times per year per teacher<br>-Staff will increase use of technology in their instructional program as shown in lesson plans, minimally once a week | |

| Goal Applies to: | Schools | Three Rivers Elementary |
|---|---|---|
| | Applicable Pupil Subgroups: | All |

| **LCAP Year 1:** 2016-17 |
|---|

| Expected Annual Measurable Outcomes: | -Superintendent will increase communication with parents via the District web site which will be updated monthly<br>-Superintendent and Board will encourage increased attendance at regular school board meetings to enhance parent input and involvement in District decision making<br>-Special efforts will be made by the District to involve parents of low income or special education students in order to increase their involvement, increase their awareness of programs and resources offered, and gain their input in the decision making process<br>-Teachers will provide increased opportunity for parent involvement in the classroom. In 2015-2016 we had over 1,300 volunteer hours and will work to increase that by 1%.<br>-District will maintain a "Good" rating for facilities as annually measured by the FIT survey<br>-Maintain attendance rate at __96__% and reduce unexcused absenteeism rate of __1.3__%, ensure 0 chronic absenteeism (2015-2016 chronic absenteeism rate, 1.4%), along with 0 suspensions and 0 expulsions, and maintain a drop-out rate of 0%<br>-Continue to distribute school survey to parents, staff, and students. School survey for 2015-2016 had no negative responses regarding school safety and connectedness. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| #1<br>Provide opportunities for math activities involving both students and adults ("Math Night") as well as other curriculum activities | Schoolwide | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $1,000 LCFF/Base Certificated pay for extra duty |
| #2<br>Superintendent will produce a semi-annual newsletter to be mailed home and posted on the District Website | Schoolwide | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $250 LCFF/Base Supts. Hourly rate for 5 hours |
| #3<br>Learning nights for parents will be scheduled based on parent input of desired topics | Schoolwide | _X_ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $500 LCFF/Base Potential Cost of a speaker |

**LCAP Year 2**: 2017-18

| Expected Annual Measurable Outcomes: | -Superintendent will increase communication with parents via the District web site which will be updated monthly<br>-Superintendent and Board will encourage increased attendance at regular school board meetings to enhance parent input and involvement in District decision making<br>-Special efforts will be made by the District to involve parents of low income or special education students in order to increase their involvement, increase their awareness of programs and resources offered, and gain their input in the decision making process<br>-Teachers will provide increased opportunity for parent involvement in the classroom. In 2015-2016 we had over 1,300 volunteer hours and will work to increase that by 1%.<br>-District will maintain a "Good" rating for facilities as annually measured by the FIT survey<br>-Maintain attendance rate at __96__% and reduce unexcused absenteeism rate of __1.3__%, ensure 0 chronic absenteeism (2015-2016 chronic absenteeism rate, 1.4%), along with 0 suspensions and 0 expulsions, and maintain a drop-out rate of 0%<br>-Continue to distribute school survey to parents, staff, and students. School survey for 2015-2016 had no negative responses regarding school safety and connectedness. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| #1<br>Provide opportunities for math activities involving both students and adults ("Math Night") as well as other curriculum activities | Schoolwide | _X_ALL<br>---<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $1,000 LCFF/Base Certificated pay for extra duty |
| #2<br>Superintendent will produce a semi-annual newsletter to be mailed home and posted on the District Website | Schoolwide | _X_ALL<br>---<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $250 LCFF/Base Supts. Hourly rate for 5 hours |
| #3<br>Learning nights for parents will be scheduled based on parent input of desired topics | Schoolwide | _X_ALL<br>---<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | $500 LCFF/Base Potential Cost of a speaker |

## LCAP Year 3: 2018-19

| Expected Annual Measurable Outcomes: | -Superintendent will increase communication with parents via the District web site which will be updated monthly<br>-Superintendent and Board will encourage increased attendance at regular school board meetings to enhance parent input and involvement in District decision making<br>-Special efforts will be made by the District to involve parents of low income or special education students in order to increase their involvement, increase their awareness of programs and resources offered, and gain their input in the decision making process<br>-Teachers will provide increased opportunity for parent involvement in the classroom. In 2015-2016 we had over 1,300 volunteer hours and will work to increase that by 1%.<br>-District will maintain a "Good" rating for facilities as annually measured by the FIT survey<br>-Maintain attendance rate at __96__% and reduce unexcused absenteeism rate of __1.3__%, ensure 0 chronic absenteeism (2015-2016 chronic absenteeism rate, 1.4%), along with 0 suspensions and 0 expulsions, and maintain a drop-out rate of 0%<br>-Continue to distribute school survey to parents, staff, and students. School survey for 2015-2016 had no negative responses regarding school safety and connectedness. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| #1<br>Provide opportunities for math activities involving both students and adults ("Math Night") as well as other curriculum activities | Schoolwide | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | $1,000 LCFF/Base Certificated pay for extra duty |
| #2<br>Superintendent will produce a semi-annual newsletter to be mailed home and posted on the District Website | Schoolwide | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | $250 LCFF/Base Supts. Hourly rate for 5 hours |
| #3<br>Learning nights for parents will be scheduled based on parent input of desired topics | Schoolwide | _X_ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | $500 LCFF/Base Potential Cost of a speaker |

# Annual Update

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

**Guiding Questions:**

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

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

| Original GOAL from prior year LCAP: | #1 Continue to create rigorous conditions for learning that address both the proficient / advanced students as well as those basic & below, as evidenced by increased student achievement | Related State and/or Local Priorities:<br>1 X  2 __  3 __  4 X  5 X  6 __  7 X  8 X<br>COE only: 9 __  10 __<br>Local : Specify _____ |
|---|---|---|
| **Goal Applies to:** | **Schools:** Three Rivers Elementary | |
| | **Applicable Pupil Subgroups:** All including English Learners, Low income, and foster youth | |

| Expected Annual Measurable Outcomes: | 1. Math assessments given 3-4 times a year to establish baseline data<br>2. Establish baseline data using quarterly reports in STAR reading<br>3. Quarterly writing assessments addressing CCSS will be developed and given and baseline data will be established<br>4. SBAC will be used to establish baseline data for student achievement<br>5. API targets will be addressed when available | Actual Annual Measurable Outcomes: | 1. Math Assessments using the new CCSS series were given but the baseline data has not been compiled.<br>2. STAR reading assessments were given in grades K-3 but the baseline data has not been compiled<br>3. Quarterly writing assessments were given in some districts, however, the District plans on rewriting the assessments for 2016-2017.<br>4. SBAC results are not available yet.<br>5. API targets will be addressed when available<br>*The District intends to improve on the collection, use, and distribution of data. |
|---|---|---|---|

**LCAP Year**: 2015-16

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| #1<br>Three Rivers will provide smaller class sizes that offer more time for individualized, targeted instruction and are taught by fully credentialed teachers who are appropriately assigned. English Language Arts and Math standards will be implemented for all pupils. | $45,151 LCFF/S Certificated Salaries and Benefits | Single grade classrooms were maintained at all grade levels. | $45,151 LCFF/S Certificated Salaries and Benefits |
| Scope of service: Schoolwide | | Scope of service: Schoolwide | |
| _X_ ALL | | _X_ ALL | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| #2<br>Para-educators will continue working in the classrooms, particularly in grades K-3, to augment instruction and assist teacher in targeting individual needs | $15,000 LCFF/S Certificated Salaries and Benefits | Para-educators were used in K-5 for instructional and small group support for the students in order to more effectively target individual needs | $15,000 LCFF/S Certificated Salaries and Benefits |

| Scope of service: | Schoolwide | | Scope of service: | Schoolwide | |
|---|---|---|---|---|---|
| X ALL | | | X ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| #3<br>Planned after School Activities for remediation and homework assistance will continue to be provided in order to support a broad course of study. | | $1,800<br>REAP<br>Classified Salaries and Benefits | The After School Homework Club is operated Monday-Thursday, 3:15-4:00 in the TRUS Library. It is free and offers homework/class work assistance to students. In addition some teachers after school tutoring as needed and requested by parents. | | $1,800<br>REAP<br>Classified Salaries and Benefits |
| Scope of service: | Schoolwide | | Scope of service: | Schoolwide | |
| X ALL | | | X ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | | | Continue to maintain single grade classrooms in K-8. Utilize the Kindergarten teacher for additional support in grades 6-8 for 1 hour daily and combine grades 6-8 for physical education. Instructional aide time is reserved for grades K-5.<br>Students, parents, staff and Board of Trustee members all believe that single-grade classrooms provide for more continuity in teaching and learning, richer opportunities to build community, more focused learning, increased academic achievement. It is the goal of these stakeholders to continue this practice as long as it is fiscally prudent. | | |

| Original GOAL from prior year LCAP: | # 2 Provide opportunities for continued training for staff in Common Core State Standards (CCSS) and technology implementation in order to improve classroom teaching and learning and raise student achievement in math and language arts. | Related State and/or Local Priorities:<br>1 X 2 X 3__ 4 X 5__ 6__ 7 X 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---|---|---|
| Goal Applies to: | Schools: Three Rivers Elementary | |
| | Applicable Pupil Subgroups: All including English Learners, Low income, and foster youth | |

| Expected Annual Measurable Outcomes: | 1. Every certificated staff member will attend 2-4 days of staff development focused on implementation of CCSS and/or technology<br>2. Staff will be given opportunity for observation and grade level sharing at other sites not to exceed 1-2 times per year per teacher<br>3. Staff will increase use of technology in their instructional program as shown in lesson plans, minimally once a week | Actual Annual Measurable Outcomes: | -Every staff member attended at least one day of staff development; some attended two or more<br>-Observation and grade level sharing took place on an informal basis, however, site visitations were not scheduled; Administration will continue working on this goal<br>-The use of technology was definitely increased during the 2015-2016 school year. The District secured a high speed network through BIIG; the wireless network was improved and access points placed in every classroom; one-one devices were purchased for grades 3-8; teachers and students had faster, more reliable internet connections; the use of technology in the instructional program as shown in the lesson plans, definitely increased, to a minimum of 3 times weekly. |
|---|---|---|---|

| **LCAP Year**: 2015-16 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| #1<br>Students will have increased access to technology for projects across the curriculum areas and teachers will receive additional training in the use of technology | $1,500<br>LCFF/S | -The use of technology was definitely increased during the 2015-2016 school year. The District secured a high speed network through BIIG; the wireless network was improved and access points placed in every classroom; one-one devices were purchased for grades 3-8; teachers and students had faster, more reliable internet connections; the use of technology in the instructional program as shown in the lesson plans, definitely increased, to a minimum of 3 times weekly. | -$20,000 donation from a private stakeholder<br>-$20,000 donation from the TRUS Foundation<br>-$3,000 donation from Eagle Booster Club<br>-$1,500 from LCFF/S<br>-Application of E-Rate Discount<br>-Installation of High Speed Network through BIIG / No Amount Available<br>-$15,000 LCFF/S |

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|---|---|---|---|---|
| **Scope of service:** Schoolwide | | | Schoolwide | |
| _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **#2**<br>Staff will research materials that are aligned with the CCSS and approved by the State Board of Education in Language Arts | $500<br>LCFF/S | | The staff did not research CCSS materials adopted by the State Board of Education in Language Arts. The District is not adopting for the upcoming year. The staff will research in 2016-2017. | None |
| **Scope of service:** Schoolwide | | | Schoolwide | |
| _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **#3**<br>Staff will continue to develop teaching strategies using the newly adopted Common Core math materials and there will be sufficient materials for all students | $1,500<br>Base<br>Certificated<br>Salaries | | Staff worked together to continue developing teaching strategies based on the Common Core math materials. It is agreed that this is an on-going goal and will continue through subsequent years. The District always assures that there are adequate materials for all students. | None |
| **Scope of service:** Schoolwide | | | Schoolwide | |
| _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _X_ ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| **What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to** | Staff continues to work toward a more complete understanding of the CCSS and ways to effectively implement them in their teaching. Increased staff development will be offered with a focus on achieving these goals.<br>The District recognizes the use of technology in instructional planning and teaching as imperative. | | | |

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|---|---|
| goals? | Consequently the District has taken steps to ensure fast, reliable access for the classrooms. Some training took place during 2016-2017 but more is needed and will subsequently be scheduled. |

| Original GOAL from prior year LCAP: | #3 Continue to provide opportunities for parents and community involvement both in and out of the classroom to enhance students engagement and learning. School Climate and facilities will continue to be addressed. | Related State and/or Local Priorities:<br>1 X  2 __  3 X  4 __  5 __  6 X  7 __  8 __<br>COE only:  9 __   10 __<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | Three Rivers Elementary |
|---|---|---|
| | Applicable Pupil Subgroups: | All including English Learners, Low income, and foster youth |

| Expected Annual Measurable Outcomes: | 1. Superintendent will increase communication with parents via the District web site which will be updated monthly<br>2. Superintendent and Board will encourage increased attendance at regular school board meetings to enhance parent input and involvement in District decision making<br>3. Teachers will provide increased opportunity for parent involvement in the classroom. In 2014-2015 we had 1250 volunteer hours and will work to increase that by 1%.<br>4. Maintain attendance rate at 96 % and reduce unexcused absenteeism rate of 1.3 %, ensure 0 chronic absenteeism, along with 0 suspensions and 0 expulsions<br>5. Continue to distribute school survey to parents, staff, and students. School survey for 2014-2015 had no negative responses regarding school safety and connectedness. | Actual Annual Measurable Outcomes: | 1. The Superintendent did not increase personal communication with parents, in the form of a monthly or quarterly newsletter via the District website. However, the website was expanded and refined, adding resources and links for the students, parents, and community.<br>2. The Superintendent and Board continue to encourage attendance at School Board Meetings. The date is posted on the website, in the monthly bulletin, in the local newspaper, and on the school marquis.  Still, attendance is limited, unless there is an item of particular stakeholder interest.<br>3. The District had a total of 1,300 volunteer hours in 2015-2016, which is an increase of 4%. The staff values their volunteers and will continue to work to increase the number of hours.<br>4. The attendance rate for the District in 2015-2016 was 96.31%.There were 2 suspensions this year but no expulsions.<br>5. The survey was distributed to parents and staff but not to students. This will be corrected for 2016-2017. People who responded continue to list school safety and connectedness as one of their top priorities. |
|---|---|---|---|

| LCAP Year: 2015-16 | | | | |
|---|---|---|---|---|
| Planned Actions/Services | | Budgeted Expenditures | Actual Actions/Services | Estimated Actual Annual Expenditures |
| #1 Provide opportunities for math activities involving both students and adults ("Math Night") as well as other curriculum activities | | $1,000 LCFF/Base Certificated pay for extra duties | Math Nights were not offered this year. However, students in grades 7-8 did have the opportunity to participate in TCOE Math Bowl. The staff will revisit the idea of Math Night during the upcoming year. | No expenditure in certificated pay for extra duties |
| Scope of service: | Schoolwide | | Scope of service: Schoolwide | |
| X ALL | | | X ALL | |
| OR: __Low Income pupils  __English Learners __Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils  __English Learners __Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| #2 Superintendent will produce a semi-annual newsletter to be mailed home and posted on the District Website | | $250 LCFF/Base Superintendent's Hourly rate for 5 hours | The Superintendent did one newsletter in the 2015-2016 school year. This is an on-going goal for subsequent years. | None |
| Scope of service: | Schoolwide | | Scope of service: Schoolwide | |
| X ALL | | | X ALL | |
| OR: __Low Income pupils  __English Learners __Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils  __English Learners __Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| #3 Learning nights for parents will be scheduled based on parent input of desired topics | | $500 LCFF / Base Potential cost of a speaker | No Learning Nights for parents were scheduled during this year. The Superintendent will continue to work on this goal. | None |

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|---|---|---|---|---|---|
| **Scope of service:** | Schoolwide | | **Scope of service:** | Schoolwide | |
| _X_ ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _X_ ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| #4<br>Teachers will provide opportunities to assist in the classroom, chaperone on field trips, help with materials preparation, share skills with students, etc. | | On-going / No real cost / Parent contribution of time, talent and special skills | The hours of volunteer time spent assisting at Three Rivers School in all classrooms is impressive.  At all levels, volunteers chaperone field trips, help with materials preparation, assist in the classroom and the playground, and share their skills with the students as evidenced by the parent organized and run Art Program and the first Career Day held at TRUS for grades K-8. | | No Cost / Parent and community member contribution of time, talent and special skills |
| **Scope of service:** | Schoolwide | | **Scope of service:** | Schoolwide | |
| _X_ ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _X_ ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| #5<br>School Facilities will be addressed. We have applied for State Reconstruction money; plans have been submitted and approved; we have qualified for 1.4 million and are waiting for state funds to be released in order to begin reconstruction. | | $1.4 million State School Modernization fund | The District is currently waiting for state modernization funding.  Funds will be released when bonds are sold.  The District is completing Phase 1 of modernization by replacing the roof of the multi-purpose room and installing HVAC units. The project is expected to be complete in August, 2016. | | $1.4 Million |
| **Scope of service:** | Schoolwide | | **Scope of service:** | Schoolwide | |
| _X_ ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | _X_ ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | The connection between school, parents, and community at Three Rivers School is strong. We will continue to strive to offer more parent education nights, engage the stakeholders through regular communication both through the website and through bulletins home, encourage volunteers to participate in school programs and activities and honor their skills and abilities.<br>The Facilities are in need of modernization. The District is starting Phase I of Modernization by completing a reroofing and installation of new HVAC units in the multipurpose room during the summer of 2016.<br>The District has made good progress in meeting this goal. The biggest hang-up is #5, school facilities. We are still waiting for funding and are prepared to take action as soon as bond money becomes available. |
|---|---|

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

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

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

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

| Total amount of Supplemental and Concentration grant funds calculated: | $ 77,805 |
|---|---|
| Currently, the Supplemental and Concentration grant funds are principally directed at unduplicated pupils. The demographics of the District indicate that 45% of the District's students are qualified for Free and Reduced Meals. Also, 0% of the District students are English Learners. All district goals are designed to close the achievement gap and meet the needs of our low targeted students. By implementing goals and programs to close the achievement gap for these students, our remaining 55% automatically receive similar key programs. At the heart of the district's ||

goals is a personalized learning approach to teaching all of our students. It is the best approach for advancing our high risk students forward. Each student in the district is considered individually as teachers develop learning plans that meet their individual strengths and needs which may include: targeted assistance in the classroom by the teacher or instructional aide, small group targeted instruction by the Resource Specialist, reinforcement activities using appropriate technology applications, research based remediation programs, individual tutoring, peer tutoring, at-home activities provided to the parent to enable them to participate in their child's learning, and homework assistance after school and on line. By providing these services district wide, we are able to reach and serve the populations that generated the funds.

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

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

7.66 | %

At Three Rivers School District 45% of its students qualify for Free and Reduced Lunch. We offer 1-1 tutoring and support when needed; we use peer buddies to help students understand concepts; we offer after school enrichment and homework help; we utilize instructional aides in the classroom for teacher/student support; we use small group, targeted instruction in the classroom; we have an extensive cadre of volunteer parents who are used in teaching, support, and enrichment capacities and we communicate regularly with our parents and work to create a partnership between parents, students, community and school that will enrich the educational experience for all students. All of these programs are available to and may include all students, however they are primarily for the benefit of the unduplicated students, and focus on increasing their academic achievement. Three Rivers School District has demonstrated that the district is meeting its minimum proportionality requirement by expenditure of the total 2016-2017 Supplemental and Concentration Grant funding for qualifying purposes.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is

defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2)

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