

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

## LEA Name

Three Rivers Union Elementary

## Contact Name and Title

Susan P. Sherwood

Superintendent

## Email and Phone

spsherwood@3rusd.org

559-561-4466

## 2017-20 Plan Summary

### The Story

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

Three Rivers School is a single K-8 school district located in the foothills of the Sierra Nevada Mountains just before the entrance to Sequoia National Park. The population of our community is approximately 2500. The three forks of the Kaweah River run through the town and homes are spread across nearly 150 square miles. The school has maintained a steady population of 140-145 students for the last 5 years. Our student population is mainly middle to upper class Caucasian. Many homes in our community are vacation homes and accommodate the visitors to the National Park. The school has 9 teachers including the Superintendent as a teacher in 8th grade. All classes are self-contained. Students from Three Rivers go to Woodlake High School, which is a 25-minute bus ride down the hill. There is a strong parent and community support group as well as a very active Booster Club and Foundation. It is the goal of the District to prepare students for success in high school and beyond and to help them become well-rounded, contributing, global citizens as adults.

### LCAP Highlights

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

This year's LCAP focuses on providing the best education possible for our students. As such, the Board of Trustees, staff and stakeholders have placed a priority on maintaining single-grade classrooms across the grade levels. In addition, we want to offer a rigorous, varied curriculum that provides opportunities for enrichment and exploration while also meeting the needs of the wide spectrum of abilities found in any

classroom setting. The staff is focused on implementing the Common Core State Standards and using technology as a catalyst for learning when appropriate. The trustees of the Three Rivers School Board support the staff in building a strong partnership among the staff, parents, community members and available nearby resources like the National Park. We are proud of our history of involvement and participation throughout the community.

## Review of Performance

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

## Greatest Progress

In reviewing the California School Dashboard, Three Rivers is proud of our blue rating on Suspension (0%) and overall improvements in the area of academics for ELA (Improved 12.6 points from standards met) and Math (Improved 12.5 points from standards met). However, Three Rivers School is most proud of our ability to offer students a well-rounded, hands-on education which will prepare them for their adult careers. Small class sizes, enrichment activities that build on the curriculum, strong parent participation and a supportive school board allow students at Three Rivers School to grow and thrive. Art, band, extra-curricular science activities, drama, and sports all serve to create a well-rounded education for our students. The community of Three Rivers is very supportive of the school and members volunteer in many different capacities.

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

## Greatest Needs

Three Rivers School did not have any indicators in the red or orange performance category. Three Rivers has two indicators in the Yellow, Mathematics and English Language Arts, grades 3-8. However, both these areas grew from the previous year. Mathematics increased 12.5 points and English Language Arts increased 12.6 points. We continue to strive to improve in these areas. Staff development will focus on strategies and practices that will help us grow. Staff will continue to develop a series of benchmark tests to be used from year to year to track needs and progress.

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

## Performance Gaps

Three Rivers has no performance gaps.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved Services

See LCAP highlights.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$1,411,440.00

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$96,247.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The General Fund Budget Expenditures for 2018-2019 includes certificated and classified salaries, employee benefits, core curriculum materials and supplies, services and operating expenditures, and capital outlay. These expenditures are not included in the LCAP.

### DESCRIPTION

### AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$1,197,474.00

# Annual Update

**LCAP Year Reviewed:** 2017-18

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

## Goal 1

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.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 4, 5, 7, 8

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

**Actual**

Maintain 100% Single Grade Classrooms in order to guarantee that all learners including unduplicated and special needs, have access to their full grade level curriculum.

During the 2017-2018 school year and projected for the 2018-2019 school year, Three Rivers School had and will continue to have single-grade classrooms in grades 1-8. Due to our small total student population and small class size transitional kindergarten and kindergarten are being taught as a combination class. All other classes were single grade. The Three Rivers School Board is committed to single-grade classrooms and will continue to strive to maintain this goal, within the constraints of the budget.

Using the District adopted Curriculum; teachers will administer the previous year's end of the year test at the start of school and then 3 Benchmark Assessments and a final Assessment at the completion of the curriculum. Data will be recorded and turned in to establish across the grades baseline data.

Assessments were administered but data was not aggregated and collected effectively in math. We will continue working on this goal for the 2018-2019 school year.

Quarterly, use STAR reading, Accelerated Reading and Rigby Reading to gather, report and establish baseline data.

STAR Reading Reports and Accelerated Reading Reports provided data for grades 1-6 in reading but data is not collected and recorded at this writing.

Teachers will work together to revise writing assessments as needed to reflect the CCSS. Assessments will be given quarterly and results will be shared with staff for comparison. Writing folders will be passed on to the next year's teacher.

Writing assessments were given in all grades but grading across the grade levels was not standardized. In addition, teachers need to continue to work on establishing quarterly assessments that reflect the expectations by grade level in the Common Core State Standards.

**Expected**

SBAC Assessment for English Language Arts: 10.0 points below level 3

SBAC Assessment for Mathematics: 30 points below level 3

**Actual**

For all students the SBAC assessment in ELA was 6.7 points below level 3 but represented an increase of 12.6 points. For the socioeconomically disadvantaged group, the result of the ELA assessment was 18.1 points below level 3 but represented an increase of 20.7 points. For the Hispanic group, the assessment in ELA was 3.9 points above level 3 and a significant increase of 33.7 points. We are making progress in English Language Arts overall.

In mathematics, grades 3-8, all students scored 25.1 points below level 3, but this was an increase of 12.5 points. In addition the socioeconomically disadvantaged group scored 30.1 points below level 3 but this was a significant increase of 31.6 points and the Hispanic group scored 34.1 points below level 3 but again it was an increase 26 points. We will continue working to improve math assessments.

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Three Rivers School will provide small class sizes in single grade classrooms. This will allow more time for individualized instruction. 100% of the teachers will be credentialed and appropriately assigned. Math and English Language Arts Standards will be implemented for all students.

All classrooms at Three Rivers School were single grade in 2017-2018 and will continue to be single grade in 2018-2019. Grades 1,3 & 4 have 11 students each; grade 2 has 13 students; grades 5 & 6 have 20 & 21 students and grades 7 & 8 have 17 & 18 students. The Board realizes that classes this size are unheard of but as long as we can effectively manage single grades with the parameters of the budget, the Board intends to do so.

\$58,232  
LCFF/S  
Certificated Salary & Benefits

\$59,979  
LCFF/S  
Certificated Salary & Benefits

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Para-educators will continue working in the classrooms, particularly in grades K-3, to augment instruction and assist teacher in targeting individual needs. An additional para-educator will be hired as an intervention aide. Training for all para-educators will be provided as appropriate. Para-educators are intended to be used to assist the teacher in meeting the needs of unduplicated pupils as well as pupils with special needs. In addition programs such as targeted instruction, individual tutoring, homework club, peer tutors, and remediation / reinforcement activities online will help to address this need.

The staff at Three Rivers School works as a team and para-educators are an integral part of that team. We will continue to use them in the capacity discussed above and we are always looking for other ways to use para-educators as well as volunteers to support student learning and success.

\$15,000  
LCFF/S  
Classified Salary & Benefits

\$15,450  
LCFF/S  
Classified Salary & Benefits

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



Planned After School activities for remediation and homework assistance will continue to be provided in order to support a broad course of study.

Some planned After School activities included homework assistance, Monday-Thursday, 3:15-4:00 in the school library. In addition, the Recreation Committee provided after school and evening sports activities, clay classes, cooking classes, private music lessons offered on campus, hikes, and other enrichment activities.

\$3072 / Robin, Homework Club  
REAP  
Classified Salary & Benefits

\$3164 / Robin, Homework Club  
REAP  
Classified Salary & Benefits

## Analysis

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

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

Rigorous conditions for learning have been implemented at Three Rivers School. Some activities include para-educators in primary classrooms, small, single-grade classrooms, intervention aide, small group intervention by the Resource specialist, appropriately credentialed and assigned teachers, para-educators in the primary classrooms, peer tutors, volunteers in the classroom to assist in instruction and small groups, more individualized instruction, core and enrichment materials available to all students, and activities after school hours that enrich curriculum and learning.

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

The actions and services performed under this goal were effective in that students received more individualized instructional time. The Fall 2017 assessment scores improved but are still not where we want them to be. We will continue looking for strategies and activities that will enrich the curriculum and engage all students in learning. Increased student achievement in English Language Arts and Math is our goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The majority of LCFF money was used to support certificated salaries and benefits. Most of the remaining was used to support classified instructional aides in the classroom.

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

No significant changes were made to this goal. Staff will continue to work on meeting regularly to discuss curriculum and evaluate student work. Assessments will be given regularly and data will be collected regularly. Regular communication with parents regarding their child's progress will be emphasized. Parents of students in grades 4-8 will have access to their child's grades and progress on Jupiter Grades, an online grading program.

Teachers will update weekly. Mid-quarter reports will also be sent home in these grades.

# 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.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 4, 7

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

Log of staff development / training completed by each staff member: 2-4 days focused on implementation of CCSS or Technology

**Actual**

Staff development training was completed by 9 out of 9 teachers. Most staff attended only one or two workshops. Topic areas included, History Social Science, Ag in the classroom, Math Number talks and place value workshops, training for para-educators, Erate training, Fostering Resilient learners, Writing workshop, Coaching beliefs and practices, use of STAR Reading as an assessment tool, Discipline strategies for the classroom and use of County resources at the Educational Resource Services Library.

**Expected**

Opportunity to observe 1-2 days in another classroom at another school.

Administrator will collect lesson plans weekly and staff will be asked to delineate how technology is being used in instruction.

All students, K-8, will use CA Common Core adopted math textbook. ELA materials will be investigated by staff for adoption.

**Actual**

Only three teachers took the opportunity to observe in another teacher's classroom. In a small school like ours, getting substitutes can sometimes be a challenge and especially when several teachers want to be gone on the same day.

Lesson plans were collected fairly regularly but not consistently. The emphasis on technology and how it is being used in instruction was not emphasized. Teachers are active learners when it comes to technology and continue to strive to find effective ways to integrate technology into the classroom activities.

All students in grades K-8 are using CA Common Core math textbooks. We are in our 4th year of implementation and most teachers have found that supplemental materials are needed to augment the curriculum. We did not spend time as a staff researching ELA materials during the year. At the end of the year, it was the consensus of the staff to adopt a new Social Studies curriculum and continue using our older adoption of ELA.

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Students will have increased access to technology for projects across the curriculum areas and teachers will receive additional training in the use of technology.

Students have 1-1 access in technology with either Ipads or Chromebooks in grades 3-8. Some teachers are still in need of training to assist them in using the technology to support rather than supplant the curriculum. Teachers in grades 3 & 4 have decided that they would like to have Chromebooks instead of Ipads in their classrooms. We will consider recycling Chromebooks left by 8th graders when they graduate to these classrooms. In addition we will purchase new Chromebooks for 5th graders which they will use through 8th grade.

\$1,500  
LCFF/S  
Operating Expenses

\$1,700  
LCFF/S  
Operating Expenses

## Action 2

### Planned Actions/Services

Staff will research materials that are aligned with CCSS and approved by State Board of Education in Language Arts.

### Actual Actions/Services

The above action has not been accomplished at this time.

### Budgeted Expenditures

\$500  
LCFF/S  
Operating Expenses

### Estimated Actual Expenditures

\$0  
LCFF/S  
Operating Expenses

**Action 3**

**Planned Actions/Services**

Staff will continue to develop teaching strategies using the newly adopted Common Core math materials and there will be sufficient materials for all students.

**Actual Actions/Services**

Staff continues to explore and develop their curriculum around the Common Core Standards. There are sufficient materials for all students. Online programs in math, vocabulary, and reading are being used to support the grade level curriculum and reinforce basic skills.

**Budgeted Expenditures**

\$1,500  
Base  
Certificated Salaries

**Estimated Actual Expenditures**

\$1,545  
Base  
Certificated Salaries

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

## Analysis

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

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

Opportunities for staff development increased during the 2017-2018 school year but participation was not as extensive as hoped. All staff members had at least 1 Staff Development Day. Some had between 2-4 days. More technology training is needed as well as opportunities to observe and collaborate with other teachers.

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

Students definitely had increased access to technology through the use of Chrome Books and iPads as well as the installation of high-speed internet on the school campus. Teachers are becoming more proficient in their use of technology as well as their ability to integrate technology into the curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

None.



# 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.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 3, 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

Superintendent will post a notice of a meeting and the agenda on the school website. Meeting date and time will also be posted on the marquis in front of the school 50% of the time.

**Actual**

This goal was not met at all. The monthly School Board Agenda is posted at the Three Rivers Post Office and on the Bulletin board in the hallway of the school. The meetings were posted on the marquis only 2 out of 11 months. The school website has a great deal of good information but more day to day information is needed.

## Expected

Superintendent will make 5 targeted phone calls in an effort to involve parents of low income or special education students in order to increase their awareness of programs and resources offered and encourage them to take part in the decision-making process.

All personnel will work to involve parents in classroom activities and supplementary activities. We will explore new ways to make parents feel welcome & involved. We hope to achieve 1550 volunteer hours.

The District will continue to keep the facilities clean and operable and maintain a good or better rating on the FIT survey.

## Actual

The Superintendent talked frequently to parents of low income, special education, and low and high achieving students as well as students with behavioral issues. A parent contact of some sort was made 2-3 times a week. Contacts were by phone, text, email, in person, by appointment, at events and in the community. The Superintendent has also encouraged all parents and staff to attend monthly School Board meetings so they can have an idea of what is going on in their school.

Volunteer hours are abundant and appreciated at Three Rivers School. Every grade has volunteers but there are probably more hours logged in the primary grades than in the Jr. High Grades. Volunteers work in the classroom, supervise students on field trips, prepare materials for the teacher, provide special activities for the students, drive for sports, coach, referee sports, work at special events, fund raise, and are willing to do whatever is asked of them when help is needed. Although we have not tallied our Volunteer hours for this year, I am sure that we easily exceeded 1550 hours.

The District has done a good job of keeping an old facility in reasonable condition as we wait for modernization money to be released to us. Many repairs are needed, however, staff strives to keep the site welcoming and safe for all students.

## Expected

The District will strive to improve the attendance rate by 1%. Target of 96%.

The District will strive for an improvement of 2% in our absenteeism rate. Target unexcused absenteeism rate of 36%.

The District will strive for an improvement of 2% in our Chronic absenteeism rate. Target chronic absenteeism rate of 24%.

The District will strive to maintain a suspension/expulsion rate of 0%.

The District will strive to maintain a drop-out rate of 0%.

The District will distribute a survey focused on school safety and connectedness to parents, students, and staff in March. Results will be tallied by Site Council and the Superintendent will report to staff and the Board. The goal is 30 completed surveys.

## Actual

The District attendance rate for 2017-2018 was 95.35%.

The unexcused absenteeism rate was 2.78%.

The Chronic absenteeism rate was 9.55%.

The suspension rate was 2% and expulsion rate was 0%.

The District maintains a 0% drop-out rate. We did have one 8th grade student who missed 18% of the school year in absences. Overall attendance and completion rate for 8th grade students is good.

A survey was not completed as planned. The District recognizes that parents and staff are always concerned about school safety, especially since we are located on a major highway. The board has taken steps to secure all classroom with doors that lock from the inside and train staff in the use of bear spray in case of an intruder. We are in close contact with the local sheriff if support is needed.

## Actions/Services

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

### Action 1

#### Planned Actions/Services

Provide opportunities for Math Nights or Family Game Nights or other curriculum activities.

#### Actual Actions/Services

These Family nights and other after hours curriculum activities did not happen.

#### Budgeted Expenditures

\$1,000  
LCFF / Base  
Certificated pay for extra duty

#### Estimated Actual Expenditures

\$0  
LCFF / Base  
Certificated pay for extra duty

### Action 2

#### Planned Actions/Services

Superintendent will produce a semi-annual newsletter to be mailed home and posted on the District Website.

#### Actual Actions/Services

A semi-annual newsletter was not mailed home to parents or posted on the District Website. The Superintendent will try to accomplish this goal in the upcoming school year.

#### Budgeted Expenditures

Superintendent's hourly rate for 5 hours - \$302.00  
LCFF / Base  
Administrative Salary

#### Estimated Actual Expenditures

\$0  
LCFF / Base  
Administrative Salary

### Action 3

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Site Council will review and approve surveys to be distributed in March to students, staff, and parents. Site Council will tally & Superintendent will report survey results in May.

This action was not completed.

\$0.00  
Volunteer Hours &  
Superintendent's hourly rate  
times 4 hours - \$242.00  
Superintendent's Salary

\$0.00  
Volunteer Hours &  
Superintendent's hourly rate  
Superintendent's Salary

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

## Analysis

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

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

Overall, the specifics of this goal were not implemented. Communication by the Superintendent, teachers and parents is frequent but often informal. Because the Superintendent was also teaching, time constraints were also a factor in formal communication processes. In a small community like ours, there are many outside of school and out of town activities for students, like sports, dance, gymnastics, etc. as well as community activities. Many parents commute to work and so have long work days. The need for even more activities is not really very strong.

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

Parent involvement is strong at Three Rivers School and opportunities for community involvement are encouraged. Some activities that were successful were: Community judges for our Poetry & Prose contest as well as our science fair projects; volunteer parents who facilitate the art program for primary and middle school students; National Park consultants who come to the classroom and join students as guides on their trips to the park, local artists who volunteer their skills in the classroom, volunteers to complete facility and site improvements in conjunction with the school plan. We have amazing parents who will do just about anything they can to help.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In a small school like ours, planning additional activities is always hindered by a lack of manpower. I would say that is the one thing that stops us from accomplishing some of the things we would like to....even though we accomplish a great deal due to a dedicated staff, parents and community who always put the students first.

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

The District will continue to seek and utilize community volunteers. The District also will recognize volunteer efforts as much as possible, through newspaper articles & pictures, public thank yous, events honoring volunteers, and personal thank you notes. The Superintendent and the Board recognize the importance of cultivating this valuable human resource!

# Stakeholder Engagement

**LCAP Year:** 2018-19

## Involvement Process for LCAP and Annual Update

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

The LEA presented a review of the LCAP to School Site Council, which includes teachers, classified staff, an administrator, and parents, in the fall of 2017. Goals, actions, and services were discussed and members agreed they were appropriate. The Superintendent/Principal had a difficult time getting SSC members together for subsequent meetings. The LCAP was reviewed with SSC on 4-30-18. The LCAP was reviewed and discussed at the Board of Trustees meeting on 5-2-18. In addition Student Council worked with their advisor to submit ideas about what the school needs to do to support students. The public is encouraged to attend and give input. Because a May meeting of SSC was not possible, members were given a draft of the LCAP and asked to submit input.

A paper survey and information on the 8 state priorities was given to parents and staff in April 2018 asking for input. Thirty surveys were returned. Surveys were also made available at Open House night but few were filled out.

## Impact on LCAP and Annual Update

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

The LCAP did not change much. Stakeholders reviewing the plan felt that it was written as a three-year plan and most goals still had components that were not fully implemented. Therefore, they saw no need for changes.



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

## Goal 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.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 4, 5, 7, 8

**Local Priorities:**

**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 combination classrooms were utilized.

**Expected Annual Measureable Outcomes**

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Master Schedule

All Single Grade Classrooms will guarantee that all learners including unduplicated and special needs, have access to their full grade level curriculum. (2016-17)

Maintain 100% Single Grade Classrooms in order to guarantee that all learners including unduplicated and special needs, have access to their full grade level curriculum.

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Maintain 100% Single Grade Classrooms in order to guarantee that all learners including unduplicated and special needs, have access to their full grade level curriculum.

Math Assessments given 3-4 times a year to establish baseline date

Some assessments given but not consistently across grade levels and data not compiled yet

Using the District adopted Curriculum; teachers will administer the previous year's end of the year test at the start of school and then 3 Benchmark Assessments and a final Assessment at the completion of the curriculum. Data will be recorded and turned in to establish across the grades baseline data.

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**Metrics/Indicators****Baseline****2017-18****2018-19****2019-20**

Quarterly reports in STAR reading

Assessments done sporadically; baseline data not compiled yet

Use STAR reading, Accelerated Reading and Rigby Reading to gather, report and establish baseline data.

Use STAR reading, Accelerated Reading and Rigby Reading to gather, report and establish comparative data.

Use STAR reading, Accelerated Reading and Rigby Reading to gather, report and establish comparative data.

Quarterly writing assessments addressing CCSS will be developed and given and baseline data will be established

Writing assessments were given but not on a regular basis across the grade levels. Baseline data was not established.

Teachers will work together to revise writing assessments as needed to reflect the CCSS. Assessments will be given quarterly and results will be shared with staff for comparison. Writing folders will be passed on to the next year's teacher.

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SBAC Assessment for English Language Arts

19.3 points below level 3 (2016).

10.0 points below level 3

At level 3

10 points above level 3

SBAC Assessment for Mathematics

37.7 points below level 3 (2016).

30 points below level 3

20 points below level 3

10 points below level 3

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Degree to which teachers are appropriately assigned and credentialed

100% of teachers are appropriately assigned and credentialed (2016-17)

100% of teachers are appropriately assigned and credentialed.

100% of teachers are appropriately assigned and credentialed.

100% of teachers are appropriately assigned and credentialed.

Implementation of academic content and performance standards for all students including EL's access to CCSS and ELD standards

Implementation Status:  
ELA - Full  
ELD - Initial  
Math - Full and Sustainability  
NGSS - Beginning  
History/Social Science - Beginning

Implementation Status:  
ELA - Full  
ELD - Initial  
Math - Full and Sustainability  
NGSS - Beginning  
History/Social Science - Beginning

Implementation Status:  
ELA - Full and Sustainability  
ELD - Full  
Math - Full and Sustainability  
NGSS - Initial  
History/Social Science - Initial

Implementation Status:  
ELA - Full and Sustainability  
ELD - Full and Sustainability  
Math - Full and Sustainability  
NGSS - Full  
History/Social Science - Full

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

All students, including Unduplicated pupils and those with exceptional needs will have access to a broad course of study (per course schedule and elective opportunities).

100% of students have access to varied activities constituting a broad course of study.

100% of students have access to a broad course of study.

100% of students have access to a broad course of study.

100% of students have access to a broad course of study.

Percentage of EL's who make progress toward English Proficiency as measured by CELDT/ELPAC

English Learners will advance toward English proficiency by at least one level yearly.

Due to the change in EL assessment from CELDT to ELPAC, no data is yet available on EL progress toward English Language proficiency

Growth baseline rate to be determined due to state implementation of ELPAC

Target to be determined based on establishment of 2018-19 Baseline

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

EL Reclassification Rate

0% students Reclassified per 2016-17 CDE Data Reporting Office (Only 1 EL enrolled). The District had no EL students during 2017-18 thus no students were reclassified.

The District had no EL students during 2017-18 thus no students were reclassified.

Due to low to no EL enrollment, target growth rates are difficult to establish.

Due to low to no EL enrollment, target growth rates are difficult to establish.

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## Actions/Services

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

Unchanged

### 2017-18 Actions/Services

Three Rivers School will provide small class sizes in single grade classrooms. This will allow more time for individualized instruction. 100% of the teachers will be credentialed and appropriately assigned. Math and English Language Arts Standards will be implemented for all students.

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

Modified

### 2018-19 Actions/Services

Budget Modified

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

Unchanged

### 2019-20 Actions/Services

Budget Modified

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$58,232	\$73,213	\$73,213
Source	LCFF/S	LCFF/S	LCFF/S

Year	2017-18	2018-19	2019-20
Budget Reference	Certificated Salary & Benefits	Certificated Salary & Benefits	Certificated Salary & Benefits

## Action #2

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

Students to be Served	Location(s)
N/A	N/A

**OR**

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services



Para-educators will continue working in the classrooms, particularly in grades K-3, to augment instruction and assist teacher in targeting individual needs. An additional para-educator will be hired as an intervention aide. Training for all para-educators will be provided as appropriate. Para-educators are intended to be used to assist the teacher in meeting the needs of unduplicated pupils as well as pupils with special needs. In addition programs such as targeted instruction, individual tutoring, homework club, peer tutors, and remediation / reinforcement activities online will help to address this need.

Para-educators will continue working in the classrooms, particularly in grades K-3, to augment instruction and assist teacher in targeting individual needs. An additional para-educator will be hired as an intervention aide. Training for all para-educators will be provided as appropriate. Para-educators are intended to be used to assist the teacher in meeting the needs of unduplicated pupils as well as pupils with special needs. In addition programs such as targeted instruction, individual tutoring, homework club, peer tutors, and remediation / reinforcement activities online will help to address this need.

Para-educators will continue working in the classrooms, particularly in grades K-3, to augment instruction and assist teacher in targeting individual needs. An additional para-educator will be hired as an intervention aide. Training for all para-educators will be provided as appropriate. Para-educators are intended to be used to assist the teacher in meeting the needs of unduplicated pupils as well as pupils with special needs. In addition programs such as targeted instruction, individual tutoring, homework club, peer tutors, and remediation / reinforcement activities online will help to address this need.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	LCFF/S	LCFF/S	LCFF/S
Budget Reference	Classified Salary & Benefits	Classified Salary & Benefits	Classified Salary & Benefits

## Action #3

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

### 2017-18 Actions/Services

Planned After School activities for remediation and homework assistance will continue to be provided in order to support a broad course of study.

### 2018-19 Actions/Services

Planned After School activities for remediation and homework assistance will continue to be provided in order to support a broad course of study.

### 2019-20 Actions/Services

Planned After School activities for remediation and homework assistance will continue to be provided in order to support a broad course of study.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$3072	\$3072	\$3072
<b>Source</b>	REAP	REAP	REAP
<b>Budget Reference</b>	Robin, Homework Club- Classified Salary & Benefits	Robin, Homework Club- Classified Salary & Benefits	Robin, Homework Club- Classified Salary & Benefits

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

Unchanged

# 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.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 4, 7

**Local Priorities:**

### Identified Need:

Three Rivers school staff is in need of more training in CCSS and technology implementation. As a small, rural single school district we face challenges in this area. Getting substitute teachers is sometimes difficult. Teachers are required to travel for any training they attend, at least 40 miles or more. It is not easy to bring trainers to the school because we have only one teacher at each grade level and often the training needs to be grade level specific. We will continue to see opportunities for training in these areas. Teachers are encouraged to seek seminars and workshops which will help them grow professionally.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Log of staff development / training completed by each staff member

Most staff members only did 1-2 days of training focused on implementation of CCSS or technology

2-4 days focused on implementation of CCSS or Technology

2-4 days focused on implementation of CCSS or Technology

2-4 days focused on implementation of CCSS or Technology

Documentation of days staff visits other classrooms and what was observed

Only 2 of 8 teachers visited a classroom once to observe math instruction

Opportunity to observe 1-2 days in another classroom at another school

Opportunity to observe 1-2 days in another classroom at another school

Opportunity to observe 1-2 days in another classroom at another school

Lesson plans documenting the use of technology in the instructional program at least once weekly.

Staff did increase use of technology but lesson plans were not collected on a weekly basis to verify purpose

Administrator will collect lesson plans weekly and staff will be asked to delineate how technology is being used in instruction

Administrator will collect lesson plans weekly and staff will be asked to delineate how technology is being used in instruction

Administrator will collect lesson plans weekly and staff will be asked to delineate how technology is being used in instruction

Documentation of Standards Aligned board adopted materials for all students

California Common Core standards textbook was adopted in 2015. ELA adoption of CC materials has not taken place.

All students, K-8, will use CA Common Core adopted math textbook. ELA materials will be investigated by staff for adoption.

All students, K-8, will use CA Common Core adopted math textbook. ELA materials will be investigated by staff for adoption.

All students, K-8, will use CA Common Core adopted math textbook. ELA materials will be investigated by staff for adoption.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Degree to which students have standards-aligned instructional materials

100% of students have standards aligned instructional materials (2016-17).

100% of students have standards aligned instructional materials

100% of students have standards aligned instructional materials

100% of students have standards aligned instructional materials

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

### 2017-18 Actions/Services

Students will have increased access to technology for projects across the curriculum areas and teachers will receive additional training in the use of technology.

### 2018-19 Actions/Services

Students will have increased access to technology for projects across the curriculum areas and teachers will receive additional training in the use of technology.

### 2019-20 Actions/Services

Students will have increased access to technology for projects across the curriculum areas and teachers will receive additional training in the use of technology.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,500
Source	LCFF/S	LCFF/S	LCFF/S
Budget Reference	Operating Expenses	Operating Expenses	Operating Expenses

## Action #2

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

Schoolwide

**Location(s)**

All Schools

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

Staff will research materials that are aligned with CCSS and approved by State Board of Education in Language Arts.

**2018-19 Actions/Services**

Staff will research materials that are aligned with CCSS and approved by State Board of Education in Language Arts.

**2019-20 Actions/Services**

Staff will research materials that are aligned with CCSS and approved by State Board of Education in Language Arts.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**



<b>Amount</b>	\$500	\$500	\$500
<b>Source</b>	LCFF/S	LCFF/S	LCFF/S
<b>Budget Reference</b>	Operating Expenses	Operating Expenses	Operating Expenses

### Action #3

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Staff will continue to develop teaching strategies using the newly adopted Common Core math materials and there will be sufficient materials for all students.

Staff will continue to develop teaching strategies using the newly adopted Common Core math materials and there will be sufficient materials for all students.

Staff will continue to develop teaching strategies using the newly adopted Common Core math materials and there will be sufficient materials for all students.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$1,500	\$1,500	\$1,500
<b>Source</b>	Base	Base	Base
<b>Budget Reference</b>	Certificated Salaries	Certificated Salaries	Certificated Salaries

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

Unchanged

# 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.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 3, 5, 6

**Local Priorities:**

**Identified Need:**

Three Rivers School District believes that parent and community involvement are pivotal to student success in school. A school campus must be a welcoming place in order to cultivate a positive school climate. Staff is encouraged to involve parents and community members in the day to day activities of the classroom as well as special activities. Our facilities are old and in need of modernization. We try to keep the facilities neat and clean while we wait for the State Building Fund to release our modernization funds.

**Expected Annual Measureable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Record of Public attendance at Board meetings.

Board meeting agendas are posted on the school bulletin board and at the post office 100% of the time.

Superintendent will post a notice of a meeting and the agenda on the school website. Meeting date and time will also be posted on the marquis in front of the school 50% of the time.

Superintendent will post a notice of a meeting and the agenda on the school website. Meeting date and time will also be posted on the marquis in front of the school 75% of the time.

Superintendent will post a notice of a meeting and the agenda on the school website. Meeting date and time will also be posted on the marquis in front of the school 100% of the time.

School Site Council parent members.

Superintendent invites all parents to volunteer to participate in School Site Council.

Superintendent will make 5 targeted phone calls in an effort to involve parents of low income or special education students in order to increase their awareness of programs and resources offered and encourage them to take part in the decision-making process.

Superintendent will make 7 targeted phone calls in an effort to involve parents of low income or special education students in order to increase their awareness of programs and resources offered and encourage them to take part in the decision-making process.

Superintendent will make 9 targeted phone calls in an effort to involve parents of low income or special education students in order to increase their awareness of programs and resources offered and encourage them to take part in the decision-making process.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Parent participation in district decision-making and in programs that support Unduplicated students and those with exceptional needs.

In 2015-2016 we had 1300 volunteer hours. In 2016-2017 we had 1500 volunteer hours.

The effectiveness and quality of the parent education opportunities and student programs throughout the year will be reflected in an increase in volunteer/involvement hours in school activities. In 2017-18, we hope to achieve 1550 parent involvement hours.

The effectiveness and quality of the parent education opportunities and student programs throughout the year will be reflected in an increase in volunteer/involvement hours in school activities. In 2018-19, we hope to achieve 1575 parent involvement hours.

The effectiveness and quality of the parent education opportunities and student programs throughout the year will be reflected in an increase in volunteer/involvement hours in school activities. In 2019-20, we hope to achieve 1600 parent involvement hours.

Rating of facilities on the FIT survey

The District maintains a "Good" rating on the FIT survey.

The District will continue to keep the facilities clean and operable and maintain a good or better rating on the FIT survey.

The District will continue to keep the facilities clean and operable and maintain a good or better rating on the FIT survey.

The District will continue to keep the facilities clean and operable and maintain a good or better rating on the FIT survey.

Rate of attendance

The District has an attendance rate of 95%.

The District will strive to improve the attendance rate by 1% to 96%.

The District will strive to improve the attendance rate by 1% to 97%.

The District will strive to improve the attendance rate by 1% to 98%.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Unexcused Absences

The District has an unexcused absenteeism rate of 38%, which represents 54 out of 143 students.

The District will strive for an improvement of 2% in our absenteeism rate.

The District will strive for an improvement of 3% in our absenteeism rate.

The District will strive for an improvement of 4% in our absenteeism rate.

Chronic Absences

The District has a chronic absenteeism rate of 26%, which represents 37 out of 143 students.

The District will strive for an improvement of 2% in our Chronic absenteeism rate to 24%.

The District will strive for an improvement of 2% in our Chronic absenteeism rate to 22%.

The District will strive for an improvement of 2% in our Chronic absenteeism rate to 20%.

Suspension & Expulsion Rates

The District has a suspension / expulsion rate of 0%.

The District will strive to maintain a suspension/expulsion rate of 0%.

The District will strive to maintain a suspension/expulsion rate of 0%.

The District will strive to maintain a suspension/expulsion rate of 0%.

Drop-out Rate

The District has a drop-out rate of 0%.

The District will strive to maintain a drop-out rate of 0%.

The District will strive to maintain a drop-out rate of 0%.

The District will strive to maintain a drop-out rate of 0%.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

School Survey distributed in March to parents, students, and staff, regarding school safety and connectedness.

The District has distributed a survey to parents in the past but did not do so in 2016-2017. A survey has not been distributed to students and staff.

The District will distribute a survey focused on school safety and connectedness to parents, students, and staff in March. Results will be tallied by Site Council and the Superintendent will report to staff and the Board. The goal is 30 completed surveys.

The District will distribute a survey focused on school safety and connectedness to parents, students, and staff in March. Results will be tallied by Site Council and the Superintendent will report to staff and the Board. The goal is 40 completed surveys

The District will distribute a survey focused on school safety and connectedness to parents, students, and staff in March. Results will be tallied by Site Council and the Superintendent will report to staff and the Board. The goal is 50 completed surveys

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Provide opportunities for Math Nights or Family Game Nights or other curriculum activities.

Provide opportunities for Math Nights or Family Game Nights or other curriculum activities.

Provide opportunities for Math Nights or Family Game Nights or other curriculum activities.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$1,000

\$1,000

\$1,000

**Source**

LCFF / Base

LCFF / Base

LCFF / Base



Year	2017-18	2018-19	2019-20
Budget Reference	Certificated pay for extra duty	Certificated pay for extra duty	Certificated pay for extra duty

## Action #2

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

Students to be Served	Location(s)
All Students	All Schools

**OR**

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Superintendent will produce a semi-annual newsletter to be mailed home and posted on the District Website.

Superintendent will produce a newsletter 3 times annually to be mailed home and posted on the District Website.

Superintendent will produce a newsletter quarterly to be mailed home and posted on the District Website.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	Superintendent's hourly rate for 5 hours - \$302.00	Superintendent's hourly rate for 7.5 hours. - \$462.00	Superintendent's hourly rate for 10 hours. - \$628.00
<b>Source</b>	LCFF / Base	LCFF / Base	LCFF / Base
<b>Budget Reference</b>	Administrative Salary	Administrative Salary	Administrative Salary

## Action #3

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

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

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

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

New

Unchanged

Unchanged

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

Site Council will review and approve surveys to be distributed in March to students, staff, and parents. Site Council will tally & Superintendent will report survey results in May.

Site Council will review and approve surveys to be distributed in March to students, staff, and parents. Site Council will tally & Superintendent will report survey results in May.

Site Council will review and approve surveys to be distributed in March to students, staff, and parents. Site Council will tally & Superintendent will report survey results in May.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$0.00	\$0.00
Source	Volunteer Hours & Superintendent's hourly rate times 4 hours	Volunteer Hours & Superintendent's hourly rate times 4 hours	Volunteer Hours & Superintendent's hourly rate times 4 hours

**Year**

**2017-18**

**2018-19**

**2019-20**

**Budget  
Reference**

Superintendent's Salary

Superintendent's Salary

Superintendent's Salary

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$ 76,232

Percentage to Increase or Improve Services

7.45 %

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

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

At Three Rivers School District, 43% of its students qualify for Free & 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 among 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 2017-2018 Supplemental and Concentration Grant funding for qualifying purposes as required.

Currently, the Supplemental and Concentration grant funds are principally directed at unduplicated pupils. The demographics of the District indicate that

43% of the District's students are qualified for Free and Reduced Meals. Also, only 1 of the District's students is an English Learner. All District goals are designed to close the achievement for these students and our remaining 57% 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, 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.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$89,194

Percentage to Increase or Improve Services

8.24%

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

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

Services at Three Rivers School will not change. At Three Rivers School District, 43% of its students qualify for Free & 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 among 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 2018-2019 Supplemental and Concentration Grant funding for qualifying purposes as required.

Currently, the Supplemental and Concentration grant funds are principally directed at unduplicated pupils. The demographics of the District indicate that 37% of the District's students are qualified for Free and Reduced Meals. Also, only 1 of the District's students is an English Learner. All District goals are designed to close the achievement for these students and our remaining 63% 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, 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.