

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Three Rivers Contact (Name, Title, Email, Phone Number): Susan P. Sherwood; Superintendent; spsherwood@three-rivers.k12.ca.us;
559-561-4466 LCAP Year: 2014

Three Rivers School District is a single K-8 district with 157 students. Our mission is to perpetuate a tradition of excellence in education and to nurture the development of our students so that they will experience their full potential as human beings and participate responsibly in their society. Our school is located in the foothills of the Sierra Nevada Mountains and somewhat isolated. We have only one class at each grade level. All teachers except one live locally. It has been our experience that teachers who commute to Three Rivers School do not generally stay beyond 6 years so we value local applicants. Our parents are very involved in the school activities and are present on a regular basis as classroom volunteers. Our facilities are old; state modernization plans have been approved and we are currently in line for state modernization funding. The curriculum we currently use is standards based but not common core approved. We intend to look at Common Core math curriculum for 2014-2015 and other subject areas in subsequent years. We offer our students a variety of supplemental activities in varied curriculum areas: science & technology, language arts, writing, art, and other areas.

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Three Rivers School sought parent, student, and community involvement and input in the completion of the LCAP. We did this in the following manner:</p> <ol style="list-style-type: none"> 1. Information regarding the LCAP and LCFF was presented at February, March, April, and May, 2014 school board meetings. 2. A paper survey and information on the 8 state priorities was mailed home at the beginning of April, 2014 to parents and given to certificated and classified staff for input. Four responses were received. 3. Information presented to School Site Council members and input gathered from members at a meeting on May 5, 2014. The survey was sent home again with students on May 7, 2014 asking for input. An additional 10 surveys were received. 	<ol style="list-style-type: none"> 1. Survey results were compiled and shared with staff, school board, and general public. 2. Draft copies of the LCAP were posted and made available to parents Following the 5-21-14 School Board Meeting 3. Further input was gathered and considered for changes in the draft LCAP 4. LCAP was presented at the public budget hearing on June 11, 2014 For adoption 5. 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 school site council. 6. Our public input, both written and in meetings, led us to focus our priorities on smaller class sizes, elimination of combination classes, continued use of para-educators in the classroom, continued opportunities for students, training for teachers in implementation of common core standards and increased communication between the school and its constituents.

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?

- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified;
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3:2016-17	
<p>Need: We have combination classrooms that do not allow for quality instruction.</p> <p>Sources: Local assessments and Smarter Balance Assesments</p>	<p>#1-Create rigorous conditions for learning that address both the proficient / advanced students as well as those basic & below</p> <p>#2-Para-professionals will be used in classrooms to assist teachers in targeted instruction. Students' academic achievement will improve as a result.</p> <p>#3-Provide more</p>	<p>All Including English Learners, Low Income, and Foster Youth</p>	<p>Single School District</p>	<p>-Single grade classrooms will provide more time for targeted instruction</p> <p>-Utilize para-educators to assist teachers in instruction</p> <p>-Provide after school opportunities for targeted remediation for identified students as well as opportunities for homework assistance and completion</p>	<p>-Positive progress based on previous years data</p>	<p>-Positive progress based on previous years data</p>	<p>Priority: #8-Student Outcomes #5-Student Engagement #4-Student Achievement #7-Broad course of study</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified;
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3:2016-17	
	learning opportunities for socio-economically disadvantaged youth: #4-Address individual academic needs of students as well as provide opportunities to excel				-Provide time for collaboration among staff -Develop District assessments to be given to all students at the start and end of the school year -Explore additional opportunities for student enrichment and teacher support			

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified;
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Teachers need more training in Common Core standards and implementation across the grade levels. Sources: Staff requests for increased opportunities for staff development; Classroom observations; discussions among staff.	#5-District will encourage staff to attend scheduled training in focused areas of Common Core Standards.	All groups: Including English Learners, Low Income, Foster Youth	Single school District		<u>2014-2015</u> Every certificated staff member will attend 3 days of staff development focused on implementation of common core standards. This will allow them to better instruct students for improved academic success. Adopt and Implement Common Core Math Materials	<u>2015-2016</u> Every certificated staff member will attend 2 days of staff development focused on implementation of common core standards. Adopt and implement Common Core English Language Arts materials	<u>2016-2017</u> Every certificated staff member will attend 2 days of staff development focused on implementation of common core standards.	Priority: #1-Williams Compliance, #2-Academic Content & Performance Standards Implementation, #4-Student Achievement, #7-Broad Course of Study

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified;
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Provide more opportunity for parent, student and community connection to the school</p> <p>Sources: -Parent surveys -Information gathered from community organizations; Conversations with stakeholders -Student suspension records -Reports of yard duty supervisors</p>	#6-All staff and school board will increase transparency and visibility throughout the community in order to strengthen communication among stakeholders	All groups: Including English Learners Low Income Foster Youth	Single school District	<p><u>2014-2015</u></p> <p>-Superintendent will produce a quarterly news-letter to be mailed or emailed home</p> <p>-Staff will be encouraged to communicate with parents often and in a variety of ways</p> <p>-Existing school Website will be Updated and Utilized more efficiently</p>	<p><u>2015-2016</u></p> <p>-District will continue to seek opportunities for community and parent input</p> <p>-Cross-age and cross-curricular activities will increase connectedness among students</p>	<p><u>2016-2017</u></p> <p>-District will continue to seek opportunities for student, parent, and community involvement and input</p>	<p>Priority: #3-Parental Involvement, #6-School Climate</p>	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?

- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
#1-Rigorous conditions for learning	#8,5,4,& 7	-Reduce Class Size -Eliminate combination classes	School-wide	August and April of each School Year	\$18,000 to help fund an additional teacher LCFF	\$30,131 to help maintain single grade classrooms LCFF	\$40,222 to help maintain single grade classrooms LCFF
#2-Para-professionals in the classrooms	#4	-Assist teachers in instruction	School-wide	August and April of each School Year	\$9,501 – para-educators LCFF	\$15,000-para-educators LCFF	\$15,000-Para-educators LCFF
#3-More learning opportunities #4-Address individual academic needs	#8,5,4,& 7	-Additional opportunities -Targeted remediation after school	School-wide & targeted students	August and April of each School Year	\$3,500 toward after school homework club LCFF	\$3,500 toward after school homework club LCFF	\$3,500 toward after school homework club LCFF
#5-Staff training in Common Core Implementation	#1, 2,4, & 7	-Staff will attend training in Common Core Standards and Implementation	School-wide	August and April of each School Year	\$2,000 for staff development LCFF	\$3,000 for staff development LCFF	\$3,000 for staff development LCFF
#6-Strengthen communications among	#3 & 6	-Improve District Website and look for other avenues	School-wide	August and April of each School Year		\$3,500 LCFF	\$3,000 LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
stakeholders		of communication with stakeholders					

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

****This chart is not applicable for District purposes as all actions and services are directed to the School-Wide level.**

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
For Low Income Students, see Table A.		For low income pupils:					
This District has no English Learners at this time.		For English learners:					
This District has no Foster Youth at this time.		For foster youth:					
This District has no redesignated fluent English proficient pupils at this time.		For re-designated fluent English proficient pupils:					

- C. Describe the LEA's increase in 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, school-wide, countywide, or charter-wide 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 school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Three Rivers School is projected to receive \$33,001 in 2014-15, \$55,131 in 2015-16, and \$64,722 in 2016-17 in Supplemental and Concentration grant funding. The increase in funds will be used to lower class sizes, eliminate combination classrooms, utilize classroom para-educators and provide increased opportunities for helping students achieve as well as more opportunities for students to excel and exceed the standards. Our percentage for unduplicated pupils is 43.04%. In a small school setting like Three Rivers, we have found that it is often ineffective to isolate and target students in order to give them academic assistance. We find it more effective to work with small groups, allow for some peer tutoring and support, utilize the necessary supplemental materials and provide opportunities which all students can access. Application of skills can be accomplished at individual levels with support given as needed. We operate as a family in this small school and helping all students together is our goal. When additional help is needed it is given by the classroom teacher, the homework club supervisor, or another adult on campus. We believe that reducing class sizes and eliminating combination classrooms will enhance our ability to help all students be successful.

D. 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). 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). 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.

Action & Service	Level of Service	Supplemental & Concentration Grant Dollars		
		2014-15	2015-16	2016-17
Only				
Reduce Class Size / Eliminate Combinations	School-Wide	\$18,000	\$30,131	\$40,222
Assist Teachers in Instruction & Support	School-Wide	\$9,501	\$15,000	\$15,000
Additional opportunities / After School Support	School-Wide	\$3,500	\$3,500	\$3,500
Training in Common Core	School-Wide	\$2,000	\$3,000	\$3,000
Improve District Website / Increase avenues Of communication	School-Wide		\$3,500	\$3,000
		Totals	\$33,001	\$55,131
				\$64,722

The District is demonstrating proportional use of supplemental and concentration grant funding by expenditures of those dollars. No attempt is made to demonstrate proportional use by percentage of services.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.