

Local Control Accountability Plan and Annual Update (LCAP) Template

[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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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 School District | | |
| Contact Name and Title | Susan P. Sherwood, Superintendent | Email and Phone | spsherwood@3rusd.org , 559-561-4466 |

2017-20 Plan Summary

THE STORY

Briefly 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

The LEA is most proud of its ability to offer students a well-rounded, diverse, 21st Century education. We value hands on learning, using technology as a tool to complete project based learning activities, providing opportunities for enrichment through a variety of field trips, providing a volunteer-run art program for students in grades K-8, providing music instruction and band in 5th – 8th grade, encouraging and facilitating student participation in County run student activities, cultivating a partnership with our community supporters, and utilizing a well-developed program of parents as volunteers in the classroom and outside of the classroom. In a small school like Three Rivers, providing all these opportunities for students is sometimes difficult. We take pride in ourselves for making opportunities happen.

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 has one indicator in the Orange, Academic Indicator for Math. We are striving to improve this area. We will be meeting regularly as a staff to discuss strategies, challenges and success, ideas for presentation of material and review / discussion of student work. The Superintendent will be looking for grade level appropriate, math staff development. In addition, teachers will be encouraged to visit other classrooms to observe math lessons. Staff will also develop benchmark tests to be used throughout the year to assess skills.

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.

INCREASED OR IMPROVED SERVICES

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.

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

\$ 1,275,484

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

\$ 80,804

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 2017-2018 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.

\$ 1,125,132

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

| | |
|---------------------|--|
| <h2>Goal 1</h2> | 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 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Math assessments given 3-4 times a year to establish baseline data
- Establish baseline data using quarterly reports in STAR Reading
- Quarterly writing assessments addressing CCSS will be developed and given and baseline data will be established
- SBAC will be used to establish baseline data for student achievement
- API targets will be addressed when available
- All teachers will be appropriately assigned

ACTUAL

- Math assessments, STAR reading Reports and Quarterly writing assessments have been given across the grade levels with partial consistency but the results from these have not been gathered and compiled as baseline data
- In Mathematics, grades 3-8, 27% of students did not meet the standard; 37% of students nearly met the standard; 23% met the standard; 13% exceeded the standard.
- API is not available
- All teachers are appropriately assigned

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.

| | | |
|------------------|--|--|
| Actions/Services | <p>PLANNED</p> <p>-Three Rivers will provide smaller class sizes that offer more time for individualized, targeted instruction and are taught by fully credentialed teachers who are appropriately assigned, English Language Arts and math standards will be implemented for all pupils.</p> | <p>ACTUAL</p> <p>-Smaller class sizes were provided with only 2 classes, grades 4 & 5, exceeding 20 at a point in the year.</p> |
| | <p>BUDGETED</p> <p>-LCFF/S - \$57,555 / Certificated Salary and Benefits</p> | <p>ESTIMATED ACTUAL</p> <p>-LCFF/S - \$50,359</p> |
| Expenditures | | |

Action **2**

| | | |
|------------------|---|--|
| Actions/Services | <p>PLANNED</p> <p>-Para-educators will continue working in the classrooms, particularly in grades K-3, to augment instruction and assist teacher in targeting individual needs</p> | <p>ACTUAL</p> <p>-Para-educators were assigned to the Kindergarten – 5th grade classrooms with grade K-3 receiving the greatest amount of time</p> |
| | <p>BUDGETED</p> <p>-LCFF/S - \$15,000 / Classified Salary and Benefits</p> | <p>ESTIMATED ACTUAL</p> <p>LCFF/S - \$21,275</p> |
| Expenditures | | |

Action **3**

| | | |
|------------------|--|--|
| Actions/Services | <p>PLANNED</p> <p>-Planned after school activities for remediation and homework assistance will continue to be provided in order to support a broad course of study</p> | <p>ACTUAL</p> <p>-Homework Club was held Monday – Thursday from 3:15-4:00. Students could receive assistance in completing homework. A couple teachers did some private/paid tutoring after school and sometimes teachers assisted students after school but there was no specific activity planned for remediation purposes.</p> |
| | <p>BUDGETED</p> <p>-REAP - \$1,800 / Classified Salary & Benefits</p> | <p>ESTIMATED ACTUAL</p> <p>-REAP-\$1,800</p> |
| Expenditures | | |

Goal 1

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.

Three Rivers School has single-grade classrooms with most classes below 20. We also use para-educators in primary classrooms to assist the teacher and enhance instruction. Our goal is to meet the needs of not only struggling students but also students who are advanced and need more challenge. Homework assistance was provided in the After-School Homework Club and remediation was provided by the Resource Specialist, classroom teacher and instructional aide. The biggest challenge is to find time and resources sufficient to meet the individual needs of all students.

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

The actions / services performed under this goal were effective in that students received more individualized instructional time. However, the results of the Spring, 2016 SBAC testing indicate that there are still improvements needed in order to address increased student achievement by all students. SBAC results showed that 36% of all students met or exceeded the Math Standards while 47% met or exceeded the Language Arts Standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The majority of the 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.

- Hire a 3 ½ hour daily intervention aide and identify students based on SBAC testing & Teacher recommendation within the first month of the school year. Group students based on identified need.
- Staff will meet regularly to discuss challenges and review curriculum implementation
- Beginning of the year math test, from the adopted curriculum, will be given by all teachers. Results will be recorded, compared and discussed,
- STAR reading assessment, Rigby Reading Test, and Accelerated Reader Assessments will be given at the beginning of the year and results will be recorded, compared and discussed.
- Staff will meet weekly to discuss curriculum, compare work samples
- Regular communication with the parent regarding their child's progress and areas of need

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

- Eight teachers attended a 3-day writing workshop; one teacher attended a history workshop; another attended a workshop on teaching students on the autism spectrum. All were presented by Tulare County Office of Education.
- Only 2 / 8 teachers had the opportunity to participate once in grade level observation and sharing at a different site
- All staff increased technology use in 2016-2017. This was due to the installation of high speed internet through the BIG funding.
- The District adopted a CCSS math curriculum, K-8, 3 years ago. All grades are using the materials with varying degrees of regularity. Some have also used supplementary materials in their curriculum.

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**

| | | |
|------------------|---|--|
| Actions/Services | <p>PLANNED Students will have increased access to technology for projects across the curriculum areas and teachers will receive additional training in the use of technology</p> | <p>ACTUAL All students in grades 4-8 had 1-1 devices for use in the classroom. 4th grade had IPADS and grades 5-8 had Chrome Books. Training is still needed in the use of technology to support rather than supplant the existing curriculum.</p> |
| Expenditures | <p>BUDGETED LCFF/S - \$1,500 / Staff Development</p> | <p>ESTIMATED ACTUAL LCFF/S - \$638</p> |

Action **2**

| | | |
|------------------|--|---|
| Actions/Services | <p>PLANNED Staff will research materials that are aligned with the CCSS and approved by the State Board of Education in Language Arts</p> | <p>ACTUAL -Staff has not formally spent time researching the ELA Standards. No curriculum is presently adopted by the State Board of Education in Language Arts.</p> |
| Expenditures | <p>BUDGETED LCFF/S - \$500 / Staff Development</p> | <p>ESTIMATED ACTUAL LCFF/S - \$0</p> |

Action **3**

| | | |
|------------------|---|---|
| Actions/Services | <p>PLANNED Staff will continue to develop teaching strategies using the newly adopted Common Core math materials and there will be sufficient materials for all students</p> | <p>ACTUAL -There are sufficient materials for all students. Staff is using the adopted material but has also found the need to use additional materials, particularly for practice purposes at the primary level. Other grades are using Kahn Academy as a supplement to the curriculum and to improve basic grade level skills.</p> |
|------------------|---|---|

Expenditures

BUDGETED
Base - \$1,500 / Certificated Salaries

ESTIMATED ACTUAL
Base - \$1500 / Certificated Salaries

Goal 2

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.

Although the staff did have opportunities for staff development, it was not as much as indicated in the Actions/Services. More technology training is needed as well as increased opportunity to observe in classrooms at other schools.

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 also became more proficient in their use, but more training is needed.

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Superintendent will increase communication with parents via the District web site which will be updated monthly
- Superintendent and Board will encourage increased attendance at regular school board meetings to enhance parent input and involvement in District decision making
- Special efforts will be made by the District to involve parents of low income or special education students in order to increase their involvement, increase their awareness of programs and resources offered, and gain their input in the decision-making process
- Teachers will provide increased opportunity for parent involvement in the classroom. In 2015-2016, we had over 1,300 volunteer hours and will work to increase that by 1%
- District will maintain a "Good" rating for facilities as annually measured by the FIT survey
- Maintain attendance rate at 96% and reduce unexcused absenteeism rate by 1.3%, ensure 0 chronic absenteeism, along with 0 suspensions and 0 expulsions, and maintain a drop-out rate of 0%
- Continue to distribute school survey to parents, staff and students. School survey for 2015-2016 had no negative responses regarding school safety and connectedness.

ACTUAL

- The District website has grown and includes more information for parents, students, and community, however, the Superintendent did not specifically increase personal communication on the website. It is updated regularly.
- The Superintendent and Board regularly encourage individuals or groups to attend Board meetings.
- More effort should be made by the Superintendent to involve parents of low income and special education students in groups such as School Site Council.
- Parent Involvement at Three Rivers School continues to be very positive. Parents help coach sports, drive for sports and field trips, work in classrooms, organize special events, plan and implement special programs like art and music, and aid school staff in just about any way they are asked,
- Most of our facilities are in "Good" repair, however, we are anxiously awaiting the disbursement of state building money for a \$2,000,000 reconstruction project.
- Our attendance rate was 95% and our unexcused absenteeism rate was 38%. There were no suspensions, expulsions, or dropouts.
- The school survey has not been distributed this year.

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**

| | | |
|------------------|--|--|
| Actions/Services | <p>PLANNED Provide opportunities for math activities involving both students and adults (Math Night) as well as other curricular activities</p> | <p>ACTUAL No math nights have been scheduled however students in grades 7/8 did participate in Tulare County Office of Education Math Super Bowl event. In addition, students can participate in Poetry & Prose, Science Fair, Rube Goldberg Competition, Spelling Bee, and others.</p> |
| Expenditures | <p>BUDGETED LCFF/Base - \$1,000 / Certificated pay for extra duty</p> | <p>ESTIMATED ACTUAL LCFF/Base - \$0</p> |

Action **2**

| | | |
|------------------|---|---|
| Actions/Services | <p>PLANNED Superintendent will produce a semi-annual newsletter to be mailed home and posted on the District website</p> | <p>ACTUAL The newsletter was not produced this year by the Superintendent.</p> |
| Expenditures | <p>BUDGETED LCFF/Base - \$250 / Superintendent's Hourly rate for 5 hours</p> | <p>ESTIMATED ACTUAL LCFF/Base - \$0</p> |

Action **3**

| | | |
|------------------|---|--|
| Actions/Services | <p>PLANNED Learning nights for parents will be scheduled based on parent input of desired topics</p> | <p>ACTUAL No learning nights have been scheduled for parents. There was a community presentation focused on suicide prevention at the school after 2 suicides in our community,</p> |
|------------------|---|--|

Expenditures

BUDGETED
LCFF/Base - \$500 / Potential cost of a speaker

ESTIMATED ACTUAL
LCFF/Base - \$0

Goal 3

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, this goal was not thoroughly implemented. Communication at the school between the Superintendent, teachers and parents is frequent but often informal. In a small District like ours, it is hard to get people to come to meetings. There are many community activities; outside activities for their children; and the fact that many of them work out of town and have to add commute time to their day. The District website is used and continues to grow in the resources it offers parents and students.

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 members judged our Poetry & Prose Contest. Sequoia National Park Scientists worked 1:1 with 7th and 8th graders on their Science Fair Projects. They also judged the projects when complete and chose those to go to the county competition. Of those, 4 students went on to the State Competition. A team of 4-6 parents/community members facilitate the art program for grades K-8. The attendance rate for the District was 95% and the unexcused absenteeism rate was 38%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The implementation of this goal was hindered by the lack of manpower. The Superintendent/Principal also teaches 8th grade and has no additional support administrators to assist in planning and developing programs for students, parents, and staff.

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 Actions / Services of this goal need to be reevaluated. Although parent and community involvement in the school is already strong, we believe it is a critical element to student success and achievement. We want to keep pursuing avenues to bring students, staff, and community together. It is the intent of the District to use a survey directed to students, staff and parents in order to collect input from all our stakeholders.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

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 2016, 11-28-16. 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. Two were cancelled because of lack of attendance. The LCAP was reviewed and discussed at several Board of Trustees meetings, 2-1-17 and 4-5-17. 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 2016 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 for the coming year remains relatively unchanged. Comments from Site Council members, staff, and board members indicated that there was not a need to change the goals as they are appropriate for our needs. Our goals continue to be to maintain single-grade classrooms, hire well-qualified teachers, provide rich opportunities for learning, involve parents and community in our school activities, create a culture of cooperation, respect, and responsibility for each other. We do have some work to do in terms of improving our SBAC scores. We will be meeting as a staff to brainstorm ways to improve our performance.

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.

New Modified 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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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 MEASURABLE 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. | 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. | 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. | 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 comparative data from the previous year. | 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 comparative data from the previous year. |

| | | | | |
|---|---|--|--|--|
| 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. | 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. | 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. |
| 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 |

PLANNED ACTIONS / SERVICES

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 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. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| Amount: \$58,232 | Amount: \$73,213 | Amount: \$73,213 |
| Source: LCFF/S | Source: LCFF/S | Source: LCFF/S |
| Budget Reference: Certificated Salary & Benefits | Budget Reference: Certificated Salary & Benefits | Budget Reference: Certificated Salary & Benefits |

Action **2**

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

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide Group(s) | <input checked="" type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <p>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.</p> | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|----------------------|----------------------|----------------------|
| Amount \$15,000 | Amount \$15,000 | Amount \$15,000 |

Source

LCFF/S

Source

LCFF/S

Source

LCFF/S

Budget
Reference

Classified Salary & Benefits

Budget
Reference

Classified Salary & Benefits

Budget
Reference

Classified Salary & Benefits

Action **3**

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

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide Group(s) | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 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

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

New Modified 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 1 2 3 4 5 6 7 8COE 9 10

LOCAL _____

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 MEASURABLE 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, will use CA Common Core adopted math textbook. ELA materials will be investigated by staff for adoption. | All students, will use CA Common Core adopted math textbook and ELA materials adoption adopted by the Board. |

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 with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 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

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

Action **2**

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

| | | | |
|------------------------------|--------------------------------------|---|--|
| <u>Students to be Served</u> | <input type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

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

| | | | |
|------------------------------|--|--|---|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> English Learners | <input checked="" type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input checked="" type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Staff will research materials that are aligned with CCSS and approved by State Board of Education in Language Arts. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--------------------------------------|--------------------------------------|--------------------------------------|
| Amount: \$500 | Amount: \$500 | Amount: \$500 |
| Source: LCFF/S | Source: LCFF/S | Source: LCFF/S |
| Budget Reference: Operating Expenses | Budget Reference: Operating Expenses | Budget Reference: Operating Expenses |

Action **3**

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

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

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

| | | | |
|------------------------------|--|--|---|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide Group(s) | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 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

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| Amount: \$1,500 | Amount: \$1,500 | Amount: \$1,500 |
| Source: Base | Source: Base | Source: Base |
| Budget Reference: Certificated Salaries | Budget Reference: Certificated Salaries | Budget Reference: Certificated Salaries |

New

Modified

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

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 MEASURABLE 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. |

| | | | | |
|--|---|---|--|--|
| Increased parent involvement in the classroom and with other activities. | In 2015-2016 we had 1300 volunteer hours. In 2016-2017 we had 1500 volunteer hours. | 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. | 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 1575 volunteer hours. | 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 1600 volunteer 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%. | The District will strive to improve the attendance rate by 1.5%. | The District will strive to improve the attendance rate by 2%. |
| 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. | The District will strive for an improvement of 3% in our Chronic absenteeism rate. | The District will strive for an improvement of 4% in our Chronic absenteeism rate. |
| Expulsion Rate | 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%. |
| 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 with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

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 LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Provide opportunities for Math Nights or Family Game Nights or other curriculum activities. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| Amount: \$1,000 | Amount: \$1,000 | Amount: \$1,000 |
| Source: LCFF / Base | Source: LCFF / Base | Source: LCFF / Base |
| Budget Reference: Certificated pay for extra duty | Budget Reference: Certificated pay for extra duty | Budget Reference: Certificated pay for extra duty |

Action **2**

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

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

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

| | | | |
|------------------------------|---|--|---|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| 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

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

Action **3**

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

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

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

| | | | |
|------------------------------|---|--|---|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student Group(s) |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| 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

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| Amount \$0.00 | Amount \$0.00 | Amount \$0.00 |
| Source Volunteer Hours & Superintendent's hourly rate times 4 hours - \$242.00 | Source Volunteer Hours & Superintendent's hourly rate times 4 hours - \$246.00 | Source Volunteer Hours & Superintendent's hourly rate times 4 hours - \$251.00 |
| Budget Reference Superintendent's Salary | Budget Reference Superintendent's Salary | Budget Reference Superintendent's Salary |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP
Year

2017–18 2018–19 2019–20

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 ([see instructions](#)).

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.

