

Local Control Accountability Plan and Annual Update (LCAP)

Three Rivers Union Elementary School District

LCAP Year 2019-20

Expected Annual Measurable Outcomes

Review the metrics listed below as planned in the 2018/19 LCAP. Consider past achievements and update the targets for 2019/20 as necessary.

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.				
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. 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.
2. 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 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 across the grades baseline data.
3. Quarterly reports in STAR reading	Assessments done sporadically; baseline data not compiled yet	Use STAR reading, Accelerated Reading and Rigby Reading to gather,	Use STAR reading, Accelerated Reading and Rigby Reading to gather,	Use STAR reading, Accelerated Reading and Rigby Reading to gather,

		report and establish baseline data.	report and establish baseline data.	report and establish baseline data.
4. 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.
5. 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
6. 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
7. Degree to which teachers are appropriately assigned and credentialed	100% of teachers are appropriately assigned and credentialed (2016-17)	100% of teachers are appropriately assigned and credentialed.	100% of teachers are appropriately assigned and credentialed.	100% of teachers are appropriately assigned and credentialed.
8. Implementation of academic content and performance standards for all students including EL's access to CCSS and ELD standards	Implementation Status: <ul style="list-style-type: none"> ● ELA: Full ● ELD: Initial ● Math: Full and Sustainability ● NGSS: Beginning ● History/Social Science: Beginning 	Implementation Status: <ul style="list-style-type: none"> ● ELA: Full ● ELD: Initial ● Math: Full and Sustainability ● NGSS: Beginning ● History/Social Science: Beginning 	Implementation Status: <ul style="list-style-type: none"> ● ELA: Full and Sustainability ● ELD: Full ● Math: Full and Sustainability ● NGSS: Initial ● History/Social Science: Initial 	Implementation Status: <ul style="list-style-type: none"> ● ELA: Full and Sustainability ● ELD: Full and Sustainability ● Math: Full and Sustainability ● NGSS: Full ● History/Social Science: Full
9. All students, including Unduplicated pupils and those with exceptional needs will have access to a broad course of study	100% of students have access to varied activities constituting a broad course of study.	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.

(per course schedule and elective opportunities).				
10. Percentage of EL's who make progress toward English Proficiency as measured by CELDT/ELPAC	English Learners will advance toward English proficiency by at least one level yearly.	Due to the change in EL assessment from CELDT to ELPAC, no data is yet available on EL progress toward English Language proficiency	Growth baseline rate to be determined due to state implementation of ELPAC	Target to be determined based on establishment of 2018-19 Baseline
11. EL Reclassification Rate	0% students Reclassified per 2016-17 CDE Data Reporting Office (Only 1 EL enrolled). The District had no EL students during 2017-18 thus no students were reclassified.	The District had no EL students during 2017-18 thus no students were reclassified.	Due to low to no EL enrollment, target growth rates are difficult to establish.	Due to low to no EL enrollment, target growth rates are difficult to establish.

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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. 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
2. 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
3. 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

4.	Documentation of Standards Aligned board adopted materials for all students	California Common Core standards textbook was adopted in 2015. ELA adoption of CC materials has not taken place.	All students, K-8, will use CA Common Core adopted math textbook. ELA materials will be investigated by staff for adoption.	All students, K-8, will use CA Common Core adopted math textbook. ELA materials will be investigated by staff for adoption.	All students, K-8, will use CA Common Core adopted math textbook. ELA materials will be investigated by staff for adoption.
5.	Degree to which students have standards-aligned instructional materials	100% of students have standards aligned instructional materials (2016-17).	100% of students have standards aligned instructional materials	100% of students have standards aligned instructional materials	100% of students have standards aligned instructional materials

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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. 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.
2. 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.
3. Parent participation in district decision-making	In 2015-2016 we had 1300 volunteer hours. In	The effectiveness and quality of the parent	The effectiveness and quality of the parent	The effectiveness and quality of the parent

	and in programs that support Unduplicated students and those with exceptional needs.	2016-2017 we had 1500 volunteer hours.	education opportunities and student programs throughout the year will be reflected in an increase in volunteer/ involvement hours in school activities. In 2017-18, we hope to achieve 1550 parent involvement hours.	education opportunities and student programs throughout the year will be reflected in an increase in volunteer/ involvement hours in school activities. In 2018-19, we hope to achieve 1575 parent involvement hours.	education opportunities and student programs throughout the year will be reflected in an increase in volunteer/ involvement hours in school activities. In 2019-20, we hope to achieve 1600 parent involvement hours.
4.	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.
5.	Rate of attendance	The District has an attendance rate of 95%.	The District will strive to improve the attendance rate by 1% to 96%.	The District will strive to improve the attendance rate by 1% to 97%.	The District will strive to improve the attendance rate by 1% to 98%.
6.	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.
7.	Chronic Absences	The District has a chronic absenteeism rate of 26%, which represents 37 out of 143 students.	The District will strive for an improvement of 2% in our Chronic absenteeism rate to 24%.	The District will strive for an improvement of 2% in our Chronic absenteeism rate to 22%.	The District will strive for an improvement of 2% in our Chronic absenteeism rate to 20%.
8.	Suspension & Expulsion Rates	The District has a suspension / expulsion rate of 0%.	The District will strive to maintain a suspension/ expulsion rate of 0%.	The District will strive to maintain a suspension/ expulsion rate of 0%.	The District will strive to maintain a suspension/ expulsion rate of 0%.
9.	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%.
10.	School Survey distributed in March to parents, students, and staff,	The District has distributed a survey to parents in the past but did	The District will distribute a survey focused on school safety and	The District will distribute a survey focused on school safety and	The District will distribute a survey focused on school safety and

<p>regarding school safety and connectedness.</p>	<p>not do so in 2016-2017. A survey has not been distributed to students and staff.</p>	<p>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.</p>	<p>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</p>	<p>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</p>
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Actions/Services

Review the Actions/Services listed below as planned in the 2018/19 LCAP. Consider past actions and update the planned Actions/Services for 2019/20 as necessary. Do not modify the Action/Services or Budgeted Expenditures for 2017/18 and 2018/19, these must remain the same as previously adopted and approved.

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.			
1.	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.	No Change	No Change
	\$58,232 LCFF/S Certificated Salary & Benefits	\$73,213 LCFF/S Certificated Salary & Benefits	\$73,213 LCFF/S Certificated Salary & Benefits
2.	Para-educators will continue working in the classrooms, particularly in grades K-3, to augment instruction and assist teacher in targeting individual needs. 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.	No Change	No Change
	\$15,000 LCFF/S Classified Salary & Benefits	\$15,000 LCFF/S Classified Salary & Benefits	\$15,000 LCFF/S Classified Salary & Benefits
3.	Planned After School activities for remediation and homework assistance will continue to be provided in order to support a broad course of study.	No Change	No Change
	\$3072 REAP Robin, Homework Club- Classified Salary & Benefits	\$3072 REAP Robin, Homework Club- Classified Salary & Benefits	\$3072 REAP Robin, Homework Club- Classified Salary & Benefits

\$91,285

Goal 2: Provide Opportunities for continued training for staff in Common Core State Standards (CCSS) and technology implementation in order to improve classroom teaching and learning and raise student achievement in Math and Language Arts.			
1.	Students will have increased access to technology for projects across the curriculum areas and teachers will receive additional training in the use of technology.	No Change	No Change
	\$1,500 LCFF/S Operating Expenses	\$1,500 LCFF/S Operating Expenses	\$1,500 LCFF/S Operating Expenses
2.	Staff will research materials that are aligned with CCSS and approved by State Board of Education in Language Arts.	No Change	No Change
	\$500 LCFF/S Operating Expenses	\$500 LCFF/S Operating Expenses	\$500 LCFF/S Operating Expenses
3.	Staff will continue to develop teaching strategies using the newly adopted Common Core math materials and there will be sufficient materials for all students.	No Change	No Change
	\$1,500 Base Certificated Salaries	\$1,500 Base Certificated Salaries	\$1,500 Base Certificated Salaries

\$3,500

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.			
1.	Provide opportunities for Math Nights or Family Game Nights or other curriculum activities.	No Change	No Change
	\$1,000 LCFF / Base Certificated pay for extra duty	\$1,000 LCFF / Base Certificated pay for extra duty	\$1,000 LCFF / Base Certificated pay for extra duty
2.	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.
	Superintendent for 5 hours - \$302 LCFF / Base Administrative Salary	Superintendent for 7.5 hours - \$462 LCFF / Base Administrative Salary	Superintendent for 10 hours - \$628 LCFF / Base Administrative Salary
3.	Site Council will review and approve surveys to be distributed in March to students, staff, and	No Change	No Change

parents. Site Council will tally & Superintendent will report survey results in May.		
\$0	\$0	\$0

\$1,628