Local Control Accountability Plan and Annual Update (LCAP)

LEA Name	Winship-Robbins Elementary School District		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Winship-Robbins School District serves students TK through 8th grade as well as 3 and 4 year olds in our all day preschool. Robbins is a small, rural school in the center of the Sutter Basin, in southern Sutter County. Known for its community involvement and warm, neighborly atmosphere, Robbins School strives for academic excellence through high expectations and strict compliance to the California Standards. At Robbins, our goal is to provide educational experiences that will: • Promote and encourage literacy for all students • Promote a responsible, confident attitude in our students • Establish an intrinsic need for lifelong learning • Develop a strong sense of right and wrong • Encourage students to accept new challenges and risk failure • Encourage students to pursue academic excellence • Teach students to value individual differences. Our staff is dedicated to providing our students with a positive, safe educational experience that enables our students to attain his or her potential. Consistent with our District Strategic Plan, each student and teacher has an individual list of goals to accomplish on a regular basis.

Our student population of 158 students is comprised of 50 % English Language Learners, 92% of our students receive free and reduced lunch, and 46% of our students are inter-district transfers.

Our staffs who directly affect student achievement include a superintendent/principal, one director of curriculum and Instruction and eight teachers, four paraprofessionals, and one technology expert. There is a dedicated team of classified staff members who support all functions of the school district. The district authorizes two charter schools that are required to create their own LCAP.

LCAP HIGHLIGHTS

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

Working closely with stakeholders throughout the district and through the analysis of our state and local data, five goals have been identified as our focus areas for the next three years.

Goal 1.0 Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction as well as close any achievement gaps.

Goal 2.0 Utilize a broad course of study which includes ELA/ELD, Mathematics, Social Science, NGSS, Visual and Performing Arts and Physical Education that academically challenges all students and develops citizenship, leadership, and innovative thinking.

Goal 3.0 Through community outreach, develop and cultivate positive relationships between staff, students, parents, and the community to create a safe and welcoming environment that will ensure the a successful learning environment for all students.

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 informed improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Our students which include; low income, English learners, and special education students, benefited from our school's dedication to systems of standards-based instruction with six-week accountability data systems. We have seen significant gains in achievement by all populations of students. In ELA our students with disabilities made a 49.4 point gain and our EL students made a 60.4 point gain in math. We are proud of the progress our school has made this year. Next year our school will participate in a Multi-Tiered Support Systems which will provide support in the area of academic interventions and additional trauma training to further develop our learning environment to meet the unique needs of each student. According to the LCFF Rubrics, Winship-Robbins student, staff and parent satisfaction and achievement rates were in the green. In addition, the LCFF Rubrics reflect that chronic absenteeism is not an area of concern. Winship-Robbins daily attendance rate is 96%.

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

During the 2015-2016 school year, there were two students who struggled with behavior choices which due to our size resulted in our LCFF dashboard showing yellow in suspension rates. We have addressed the needs of these students. In the areas of achievement, our greatest need is our special education students in the area of math. The MTSS will provide support in both academic areas and behavior intervention areas.

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

The Winship-Robbins School District using the LCFF evaluation rubrics does not have any groups of students with two or more levels below all students in performance with the exception of suspension rates. Research based best practices will be used to address gaps such as:

- Small Group Instruction
- Use of Manipulatives
- Concept and Vocabulary Development

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.

The Winship-Robbins School District will implement an ELD vocabulary toolkit, Longman's Dictionaries, and Newsela Subscription as well as Go Math Consumables to support low-income and EL learners. These resources along with situational coaching by the TAC and county office support will increase student achievement. On-going assessments will confirm and required course correction and targeted intervention using the MTSS in all areas of student service.

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	$2,252,282
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,524,790

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.

Administration, Preschool, Maintenance and Operations, Instruction, and contracted services

$1,461,068	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.

Goal 1	1.0 At the end of the 2016-17 school year, 80% of all students (including English Learners, Low Income, Foster Youth and White subgroups) will score Proficient on the year-end District Reading Fluency Assessment. 1.1 School attendance rates are 96.8% district-wide. 1.2 Less than 9% of absences are chronic absentees, defined as students who have been absent more than 10% of attendance days at any given time in the school year. 1.3 No middle school students are reported in CALPADS as dropouts. 1.4 SARC reports pupil suspension rate is .55% for 2013.

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	**ACTUAL**
1.0 85% all students will score Proficient on district fluency assessments. 1.1 Maintain 100% of appropriately assigned teachers and 90% of highly qualified teachers. 1.2 Staff will align CCCSS ELA and Next Generation Science Standards. 1.3 Design a district attendance calendar to maximize instructional minutes as well as PD minutes for staff. 1.4 All students will continue to have access to the core courses, including ELA, Math, Social Studies, Science, PE, Health, and Visual and Performing Arts. 1.5 Maintain a sufficiency of instructional materials.	1.0 Between 85%-90% of all students scored proficient on district fluency assessments. 1.1 90% of teachers were highly qualified and/or in a program working towards their clear credential. 1.2 Units were developed that aligned the ELA standards with the NGSS. 1.3 Attendance calendar was designed to maximize instructional minutes and PD for staff. 1.4 Students had access to all core courses throughout the school year. 1.5 There were sufficient instructional materials of instructional materials for all students provided at the beginning of the school 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

PLANNED	ACTUAL
a. Because of the change to the CCCSS, there is a need for additional staff development time to be included in the yearly calendar. Analyze district instructional minute change per the 2013 Audit Guide. Design a district attendance calendar to maximize instructional minutes as well as PD minutes for staff. Three additional days on the calendar for staff development.	Due to the implementation of two new curricula, additional staff development was included in the yearly calendar. We analyzed district instructional minutes and a district attendance calendar to maximize instructional minutes as well as PD minutes for staff was developed. Three additional days on the calendar for staff development.

Expenditures

BUDGETED	ESTIMATED ACTUAL
a. $11,000 Supplemental/Concentration 1000-1999: Certificated Personnel Salaries	a. $6,000 Supplemental/Concentration 1000-1999: Certificated Personnel Salaries

Action 2

Actions/Services

PLANNED	ACTUAL
b. Provide PD on reading fluency assessments, materials, and intervention. Fund Teacher on Assignment (TAC) .6 FTE.	The teacher academic coach provided PD on all assessments and intervention strategies.

Expenditures

BUDGETED	ESTIMATED ACTUAL
b. $50,080. Supp/Conc 1000-1999: Certificated Personnel Salaries	b. $94,847. Supp/Conc 1000-1999: Certificated Personnel Salaries

Action 3

	PLANNED	ACTUAL
Actions/Services	c. Provide instructional materials and technology resources on reading fluency. Provide training for fluency assessments for new staff as necessary. Sub costs	c. Provided instructional materials and technology resources on reading fluency. Provided training for fluency assessments for new staff as necessary. Sub costs
	BUDGETED	ESTIMATED ACTUAL
Expenditures	c. $5,000 Supp/Conc 1000-1999: Certificated Personnel Salaries	c. $58,095 Supp/Conc 4300 – Resource supplies and new curricula 1000-1999: Certificated Personnel Salaries

Action 4

	PLANNED	ACTUAL
Actions/Services	d. Provide intervention in reading fluency using the Response to Intervention (RtI) model. TAC will work with individual teachers on design and implementation of RTI for each classroom.	d. Provided intervention in reading fluency using the Response to Intervention (RtI) model. TAC worked with individual teachers on designing and implementation of RTI for each classroom.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	d – See goal 1b	**See goal 1b**

Action 5

	PLANNED	ACTUAL
Actions/Services	e. Provide AR and STAR Reading for all grade levels at both sites. Purchase AR/STAR for Winship site as well as Robbins.	e. Provided AR and STAR Reading for all grade levels at both sites. Purchased AR/STAR for Winship site as well as Robbins.

Expenditures	**BUDGETED** e. $3,800 Supp/Conc 5000-5999 Service	**ESTIMATED ACTUAL** e. $2,042.75 Supp/Conc 5000-5999 Service	

Action **6**

Actions/Services	**PLANNED** f. Increase the time that students use Accelerated Reader (AR) and STAR Reading for increased reading fluency and comprehension. TAC will help each teacher design lesson plans per individual teacher that will maximize use of instructional aide time.	**ACTUAL** f. Time was increased with students use Accelerated Reader (AR) and STAR Reading for increased reading fluency and comprehension. TAC helped each teacher design lesson plans per individual teacher that maximized the use of instructional aide time.	
Expenditures	**BUDGETED** f. See Goal 1b	**ESTIMATED ACTUAL** f. See Goal 1b	

Action **7**

Actions/Services	**PLANNED** g. Improve teachers' abilities to utilize the Illuminate Data Management System for tracking fluency data. Continue to track fluency data using Illuminate Data Mgmt System. Consider additional or different interventions for students who are not making growth. Use of tech specialist for data analysis	**ACTUAL** g. The ability of teachers was improved to utilize the Illuminate Data Management System for tracking fluency data. They were able to continue to track fluency data using Illuminate Data Mgmt System. They were able to consider additional or different interventions for students who were not making growth. They also Used the tech specialist for data analysis.	
Expenditures	**BUDGETED** g. $8,800 Supp/Conc 2000-2999 Classified Personnel Salaries	**ESTIMATED ACTUAL** g. $22,630 Supp/conc 2000-2999 Classified Personnel Salaries	

Action 8

	PLANNED	ACTUAL
Actions/Services	h. Increase the time that students read aloud to teachers, aides and/or volunteers during the school day. Subject matter will include ELA, science lessons aligned with the New Generation Science Standards, and Social Studies. Continue to provide individual coaching. • Continue to recruit volunteers. • Fund classroom aides so teachers can work with individual students.	h. We increased the time that students read aloud to teachers, aides and/or volunteers during the school day. Subject matter included ELA, science lessons aligned with the New Generation Science Standards, and Social Studies. We continued to provide individual coaching to students, staff and volunteers. • Continue to recruit volunteers. • Funded classroom aides so teachers can work with individual students.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	h. $129,500 Supp/Conc 2000-2999 Classified Personnel Salaries	h. $98,292.70 2000-2999 Classified Personnel Salaries

Action 9

	PLANNED	ACTUAL
Actions/Services	i. Provide parent education on the importance of reading practice at home; provide opportunities for parent involvement in Parents' Clubs, Foundations, and site events such as Open House, Back to School Night, etc. Use newly launched district websites to communicate with parents about current and future events. Recruit parent and/or community volunteers to listen to students read aloud. • Recruit parents to lead and participate in Parents' Clubs, SITE Councils and DELAC Committee. Provide A-Z copies of leveled readers for parent	Provided parent education on the importance of reading practice at home; provided opportunities for parent involvement in Parents' Clubs, Foundations, and site events such as Open House, Back to School Night, etc. Used newly launched district websites to communicate with parents about current and future events. Recruited parents and/or community volunteers to listen to students to support student achievement. • Recruit parents to lead and participate in Parents' Clubs, SITE Councils and DELAC Committee. Provide A-Z copies of leveled readers for parent volunteer (paper costs, copy overage).

volunteer (paper costs, copy overage)	

	BUDGETED	ESTIMATED ACTUAL
Expenditures	i. $6,000 Supp/Conc Supplies	i. $145.29 Supp/Conc Supplies

Action **10**

	PLANNED	ACTUAL
Actions/Services	j. Strategically assign instructional aides to promote student success at both sites. Maintain funding for instructional aides for all classrooms at both sites.	j. Strategically assigned instructional aides to promote student success. Maintained funding for instructional aides for all classrooms. Winship is no longer a school in our district due to the fact that it has been converted to a charter and is now under the administration of Inspire North.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	j. See Goal 1h	j. See Goal 1h

Action **11**

	PLANNED	ACTUAL
Actions/Services	k. For low income pupils: • Fund TAC for coaching teachers in improvement in first instruction. • Fund certificated staff so all students will benefit from small class size. Increase fluency intervention for students who are not yet attaining proficiency.	For low income pupils: • Funded TAC for coaching teachers in improvement in best first instruction. • Funded certificated staff so all students benefited from small class size. Increased fluency interventions for students who are not yet attaining proficiency.

| Expenditures | BUDGETED
k. see goal 1b | ESTIMATED ACTUAL
k. See Goal 1b |

Action 12

| Actions/Services | PLANNED
l. For English Learners:
• Fund TAC for improvement in first instruction.
• Fund bilingual secretary at Robbins and an instructional aide at Winship who can communicate with non-English-speaking parents.
Increase 30 minute ELD sessions from 3 to 4 times per week.
• PD will be provided to teachers and aides on an as-needed basis by TAC.
• Add the EL component of Read Naturally and provide PD to all teachers and aides | ACTUAL
l. For English Learners:
• Funded TAC for improvement in first instruction.
• Funded bilingual secretary at Robbins and an instructional aide at Winship who can communicate with non-English-speaking parents.
Increased 30 minute ELD sessions from 3 to 4 times per week.
• PD provided to teachers and aides on an as-needed basis by TAC.
• Added the EL component to all curriculum and aligned the NGSS with ELA for ELD students. |
| Expenditures | BUDGETED
l. See Goal 1b
$21,424 Supp/Conc
2000-2999 Classified Personnel Salaries
$400 Supp/Conc
5000-5999 services | ESTIMATED ACTUAL
l. See Goal 1b
$29,353.12 Supp/Conc
2000-2999 Classified Personnel Salaries
$2106 Supp/Conc
5000-5999 |

Action 13

| Actions/Services | PLANNED
m. For foster youth: Our district does not have any foster youth at this time. | ACTUAL
m. For foster youth: Our district does not have any foster youth at this time. |

Expenditures	BUDGETED m. no cost	ESTIMATED ACTUAL m. no cost

Action 14

Actions/Services	PLANNED n. For Redesignated English Learners: Review data tri-annually for all redesignated English Proficient students and provide interventions as necessary.	ACTUAL n. For Redesignated English Learners: We reviewed data tri-annually for all redesignated English Proficient students and provided interventions as necessary.
Expenditures	BUDGETED n. $1,000 Supp/Conc 1000-1999 Certificated Personnel Salaries	ESTIMATED ACTUAL n. No cost

Action 15

Actions/Services	PLANNED o. Continue to provide transportation services to all students to ensure attendance.	ACTUAL o. Continued to provide transportation services to all students to ensure attendance.
Expenditures	BUDGETED o.$134,352 Supp/Conc (over allotment) 8980 Contribution above MOE	ESTIMATED ACTUAL o. $39,323.Supp/Conc

Action 16

	PLANNED	ACTUAL
Actions/Services	p. Continue to provide nutritional services (free breakfast and lunch) to all students to ensure they are well fed and ready to learn.	p. Continued to provide nutritional services (free breakfast and lunch) to all students to ensure they are well fed and ready to learn.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	p. $70,000 Supp/Conc (contribution over allotment) 8980 Contribution	p. $93,972.55 Supp/Conc (contribution over allotment) 8980 Contribution

Action 17

	PLANNED	ACTUAL
Actions/Services	q. Staff will monitor tardy and absent data to target intervention for families with chronic issues. • Both sites will provide lice kits to families as necessary to facilitate attendance at school.	q. Staff monitored tardy and absent data to target intervention for families with chronic issues. Robbins provided lice kits to families as necessary to facilitate attendance at school.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	q.$300 Supp/Conc 4000-4999 Supplies	q. $525.73 4000-4999 Supplies

Action 18

	PLANNED	ACTUAL
Actions/Services	r. Maintain 0% dropout rate.	r. The district maintained 0% dropout rate.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	r. no cost	r. No Cost

Action

19

Actions/Services

PLANNED	ACTUAL
s. Maintain low suspension and 0% expulsion rates.	s. Maintained a low suspension and 0% expulsion rate.

Costs

BUDGETED	ESTIMATED ACTUAL
s. no cost	**$1,100 Concentration over allotment** **Supp/Conc** **2000-2999 Classified Personnel**

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.	We used surveys and multiple assessments of data throughout the year to determine the effectiveness of the PD and on-going intervention. We responded to surveys in the fall and in the spring. We analyzed assessment data every six weeks and set goals every two weeks for students and staff. We monitored attendance each month.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Based on the dashboard results, LCFF Evaluation rubrics, and assessment data, we had an increase in achievement data resulting in a 10 out of 10 in similar school ranking and 40 point increase in special Ed and EI populations in specific areas. Our school climate surveys completed by students, parents and staff show high levels of engagement 72%, safety 83% and climate at 69%. Our attendance rate was 96% with less than 2% of our students as chronic absenteeism.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Due to the need for resources, coaching, tech and data support as well as the adoption of a new ELA curriculum, expenditures exceeded the budgeted amounts in personnel support using the data analysis expert and the teacher-academic-coach (TAC), the bi-lingual secretary. Instructional and nutritional support resources also exceeded the budgeted amount.
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.	With stakeholder input, we determined that we needed to rewrite this goal which is now Goal #1 for the 17-18 LCAP. Goal 1.0 Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction as well as close any achievement gaps.

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

Goal 2	2.0 At the end of the 2016-17 school year, the percentage of students designated as Long Term English Learners will drop from 5% to 2% as measured by the CELDT test. Early intervention will ensure a low rate of LTEL's.

State and/or Local Priorities Addressed by this goal:	STATE X1 ☒ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
At the end of the 2016-17 school year, 2% or less of ELs will be LTELs.	At the end of the 2016-2017, there were less than 2% of LTELs in the district. According to the LCFF and local indicators 75%-85% of the EL Learners met CELDT and grade level standards.

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	PLANNED a. Provide individual teacher coaching by TAC to improve ELD and SDAIE instructional strategies for teachers.	ACTUAL Due to the implementation of two new curricula, the TAC provided on going staff development to improve ELD and SDAIE strategies for teachers.

Expenditures	**BUDGETED** a. See Funding Goal 1b	**ESTIMATED ACTUAL** a. See Funding Goal 1b

Action 2

Actions/Services	**PLANNED** b. Provide PD on Illuminate Data system so that teachers can track progress on EL students in reading and math.	**ACTUAL** b. PD was provided on Illuminate Data system and teachers tracked progress of EL students.
Expenditures	**BUDGETED** b.$3,300 Supp/Conc 1000-1999 Certificated Personnel Salaries	**ESTIMATED ACTUAL** b.$3,300 Supp/Conc 1000-1999 Certificated Personnel Salaries

Action 3

Actions/Services	**PLANNED** c. TAC will provide PD on strategies for LTELs for all teachers.	**ACTUAL** c. TAC Provided instructional strategies for all teachers.
Expenditures	**BUDGETED** c. See Funding Goal 1b	**ESTIMATED ACTUAL** c. See Funding Goal 1b

Action 4

	PLANNED	ACTUAL
Actions/Services	d. TAC will assist teachers with individualized groupings in multi-graded groups at each site.	d. Provided assistance to teachers in multi-graded groups at Robbins.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	d – See goal 1b	See goal 1b

Action **5**

	PLANNED	ACTUAL
Actions/Services	e. For low income pupils: PD will be provided to teachers on an as-needed basis. Staff will research solutions to providing after-school interventions for all students.	e. Provided PD and after-school interventions to students as needed.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	f. See Goal 1b	f. See Goal 1b

Action **6**

	PLANNED	ACTUAL
Actions/Services	f. For English learners: All ELs will receive instruction and intervention in ELA that is differentiated to meet their language needs. PD will be provided to teachers on an as-needed basis. Staff will research solutions to providing after-school interventions for all students.	f. All ELs received instruction and intervention in ELA that is differentiated to meet their language needs. PD was provided to teachers on an as-needed basis. Tutoring was implemented as an after school intervention program.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	f. See Goal 1b	f. See Goal 1b

Action 7

Actions/Services

PLANNED	ACTUAL
g For Foster Youth: Our district does not have any foster youth at this time.	g. Foster Youth will be given priority registration and placement after assessments are given to students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
g. No Cost	g. No Cost

Action 8

Actions/Services

PLANNED	ACTUAL
h. For redesignated English Proficient students: Review data tri-annually for all redesignated English Proficient students and provide interventions as necessary. • Monitor assessment and achievement data for proficiency for 3 years past R-FEP date per EL Plan.	h. For redesignated English Proficient students: Staff and the TAC reviewed data tri-annually for all redesignated English Proficient students and provided interventions as necessary. They also monitored assessment and achievement data for proficiency for 3 years past R-FEP date per EL Plan. • .

Expenditures

BUDGETED	ESTIMATED ACTUAL
h. $1,000 Supp/Conc 1000-1999 Certificated Salaries	h. $400 Supp/Conc 1000-1999 Certificated Salaries

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.	We used surveys and multiple assessments of data throughout the year to determine the effectiveness of the PD and on-going intervention for ELD instruction and EL achievement. We responded to surveys in the fall and in the spring. We analyzed assessment data every six weeks and set goals every two weeks for students and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	At the end of the 2016-2017, there were less than 2% of LTELs in the district. According to the LCFF and local indicators 75%-85% of the EL Learners met CELDT and grade level standards. All EL students increase one proficiency band based on MAPS assessment and local assessments.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was a decrease of $3,900 from the original amount budgeted for this goal was $4,300.
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.	With stakeholder input, we determined that we needed to rewrite this goal which is now Goal #2 for the 17-18 LCAP. Goal 2.0 Utilize a broad course of study which includes ELA/ELD, Mathematics, Social Science, NGSS, Visual and Performing Arts and Physical Education that academically challenges all students and develops citizenship, leadership, and innovative thinking.

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

Goal 3	3.0 By July 2017, the Mathematics program for grades TK-8, including curriculum, instruction, assessments, and reporting, will be aligned with the CA Common Core State Standards (CCCSS).

State and/or Local Priorities Addressed by this goal:	STATE ⊠1 ⊠2 ☐3 ☐4 X5 ☐6 ⊠7 X8
	COE ☐9 ☐10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Students will be evaluated using standards-aligned assessments.	At the end of the 2016-2017, all students scored 16.8 points above a level 3 on the state assessment measures.

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	PLANNED a. Research CCCSS-aligned math curriculum for district adoption. Teachers will pilot CCCSS math materials. Materials and resources will be developed for intervention support.	ACTUAL Adoption of CCCSS math materials for K-5 classrooms. Materials and resources were developed for intervention support. The Winship-Robbins School District did not do a full adoption of materials.
Expenditures	BUDGETED a. $2,000 Supplemental and Concentration Materials and Supplies	ESTIMATED ACTUAL a. $5,271 Supplemental and Concentration Materials and Supplies

Action **2**

	PLANNED	ACTUAL
Actions/Services	b. Adopt and purchase new math curriculum for the district. Provide PD for teachers and staff for continuous improvement. Send teachers to College Preparatory Math from and Robbins.	Adopted and purchased K-5 new math curriculum for the district. a. Provided PD for teachers and staff for continuous improvement. Sent teachers to College Preparatory Math from Robbins.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	b. $3,000 Supplemental and Concentration 1000-1999 Certificated Personnel Salaries	b $3,000 Supplemental and Concentration 1000-1999 Certificated Personnel Salaries

Action **3**

	PLANNED	ACTUAL
Actions/Services	c. Use online programs to improve math fluency, such as IXL for all students K-8. Determine which program is more effective and continue to fund.	Winship-Robbins School District chose not to adopt any math IXL this year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	c. $1,150 Supp/Conc Materials and Supplies; services	c. None

Action **4**

	PLANNED	ACTUAL
Actions/Services	d. Review and evaluate effectiveness of district math assessments.	d. Teachers and staff reviewed and evaluated the effectiveness of district math assessments. The staff was trained on newly adopted

	Train staff on newly adopted curriculum.	curriculum by the TAC.
Expenditures	**BUDGETED** d. See goal 1b	**ESTIMATED ACTUAL** e. **See goal 1b**

Action 5

Actions/Services	**PLANNED** e. Teachers will record math progress in online grade books and report progress in new report cards. Integrate assessments aligned with adopted math curriculum into the Illuminate data tracking system. .	**ACTUAL** e. Teachers analyzed and recorded math progress in the online grade books and reported progress on the new report cards. Teachers and staff all Integrated all assessments to aligned with adopted math curriculum into the Illuminate data tracking system.
Expenditures	**BUDGETED** e.funding Goal 1b	**ESTIMATED ACTUAL** e. $825.00 Supp/Conc 4000-4999 Supplies

Action 6

Actions/Services	**PLANNED** f. For low-income students: TAC will continue coaching and support.	**ACTUAL** f. The TAC provided coaching and support for all teachers as they address the needs of low income students.
Expenditures	**BUDGETED** f. See Goal 1b	**ESTIMATED ACTUAL** **f. See Goal 1b**

Action **7**

Actions/Services

PLANNED	ACTUAL
g. For English Learners: Increase 30 min ELD session from 3 to 4 times per week.	g. ELD sessions were increased to 30 minutes four times a week.

Expenditures

BUDGETED	ESTIMATED ACTUAL
g. No Cost	g. No Cost

Action **8**

Actions/Services

PLANNED	ACTUAL
h. Reassess and continue coordination with county programs and provide tutoring as necessary.	Foster Youth will be given priority registration and placement after assessments are given to students. As well as for foster redesignated English Proficient students: Teachers will continue to monitor assessment and achievement data for proficiency for 3 years beyond the R-FEP date and provide intervention as necessary.

Expenditures

BUDGETED	ESTIMATED ACTUAL
h. No Cost	h. No Cost

Action **9**

Actions/Services

PLANNED	ACTUAL
g. For Redesignated English Proficient Students: Monitor assessment and achievement data for proficiency for 3	Teachers will continue to monitor assessment and achievement data for proficiency for 3 years beyond the R-FEP date and provide intervention

	yrs beyond the RFEP date and provide intervention as necessary.	as necessary.
Expenditures	BUDGETED g.Funding: Goal 1 b	ESTIMATED ACTUAL g. See goal 1 b

[ANALYSIS]{.underline}

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.	Professional development time focused on the implementation of the CA standards and materials in Mathematics and ELD. All students received ELD and mathematics instruction using CA standards-aligned instructional materials, and were provided intervention as needed. We used surveys and multiple assessments of data throughout the year to determine the effectiveness of the PD and on-going intervention for math instruction and math achievement. We responded to assessments throughout the year with additional PD and interventions for students. Staff monitored and continues to monitor all reclassified English Learners. We did not adopt Math 1XL.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Based on the dashboard results, LCFF Evaluation rubrics, The nation normed MAPS assessment and other local assessment data, we had an increase in achievement data resulting in all groups of students scoring above a level three.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was an increase of $3,271 over the budgeted amount because of the adoption of new math curriculum for grades K-5.
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.	With stakeholder input, we determined that we needed to rewrite this goal which is now Goal #3 for the 17-18 LCAP. Goal 3.0 Through community outreach, develop and cultivate positive relationships between staff, students, parents, and the community to create a safe and welcoming environment that will ensure the a successful learning environment for all students. *Clean, healthy, physically and emotionally safe learning environments, from the curb to the classroom, are conducive to student learning. Services that guide Social-Emotional Learning help students who are struggling socially, emotionally, behaviorally, and or academically. Access to libraries, intervention services, and extra-curricular activities both in and outside of school foster student engagement.*

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

Goal 4	4.0 Ensure access to and mastery of 21st century learning tools, resources and skills for all staff and students.

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	ACTUAL
• 40% of students in grades K-8 will be proficient or better with grade level NETS standards or district equivalent. • 70% of staff members will improve confidence and capability in technology skills.	At the end of the 2016-2017, there were over 40% in students in grades K-8 who were proficient in grade level NETS standards. 100% of all staff members improved in their capability to use NETS standards effectively.

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	PLANNED a. Staff will research NETS resources, design scaffolded student curriculum, and receive training in grade level groups, with the assistance of the TAC and the Ed Tech	ACTUAL Staff researched NETS resources and designed student curriculum, and received training in grade level groups, with the assistance of the TAC and the site Ed Tech Specialist.

Expenditures	Specialist.	

	BUDGETED
	a. Funding goal 1 b
	    County Ed Spec $16,028
	Supp/Conc
	1000-1999 Certificated Personnel Services
		ESTIMATED ACTUAL
		a $266 Supp/Conc
		    Classified Salaries
		    2000-2999

Actions/Services	**PLANNED** b. Provide PD on integrating NETS grade level skills and standards into the curriculum. Provide PD time on minimum days for action steps.	**ACTUAL** b. Teachers were provided PD on integrating NETS grade level skills and standards into the curriculum. Teachers were provided PD time on minimum days for the implementation of the action steps.

Expenditures	**BUDGETED**
	c. Funding: Goal 1b plus Ed Tech Specialist Goal 4a
		ESTIMATED ACTUAL
		b. $ 6,455 Supp/Conc
		    Classified Salaries
		    2000-2999

Action **3**

Actions/Services	**PLANNED** c. Provide PD time for teachers to scaffold from grade and ability level to grade and ability level. Students continue learning the NETS skills including	**ACTUAL** C. Teachers were provided PD time to scaffold from grade and ability level to grade and ability level through calibration structures. Teachers continued to work with students as they implemented the

	technology productivity tools and information literacy, as appropriate, during curricular assignments.	NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.
Expenditures	BUDGETED c. Funding: Goal 1b plus Ed Tech Specialist Goal 4a	ESTIMATED ACTUAL c. $ 6,388.80 Supp/Conc Classified Salaries 2000-2999

Action 4

Actions/Services	PLANNED d. The TAC and the Ed Tech Specialist will coach teachers on an individual basis to improve their tech skills. Teachers continue to train students on digital citizenship and internet safety.	ACTUAL d. The TAC and the Ed Tech Specialist provided coaching to teachers on an individual basis to improve their tech skills using MAPS and iPads. The teachers continued to train students on digital citizenship and internet safety.
Expenditures	BUDGETED d. Funding: Goal 1b plus Ed Tech Specialist Goal 4a	ESTIMATED ACTUAL d. $ 13,905 Supp/Conc Classified Salaries 2000-2999 Materials and Supplies 4000-4999

Action 5

Actions/Services	PLANNED e. Provide parent and student trainings on responsible digital citizenship and internet safety.	ACTUAL e. Parents and students were provided trainings on responsible digital citizenship and internet safety.

Expenditures	Collaborate with parent groups on training adult family members on digital skills.	Teachers and staff collaborated with parent groups and trained adult family members on digital skills.
	BUDGETED 　　　e.Funding: Goal 1b	**ESTIMATED ACTUAL** 　f.　$ 2,283 Supp/Conc 　　　Classified Salaries 　　　2000-2999

Action　6

	PLANNED	**ACTUAL**
Actions/Services	f For low-income pupils: TAC will provide coaching and support as necessary to teachers. Fund additional instructional aides to monitor students using computers during lunch and after school.	f. For low-income pupil the TAC provided coaching and support as necessary to teachers as they implemented the standards in each classroom. Additional instructional aides were placed in classrooms to monitor low-income students using computers during lunch and after school. .
Expenditures	**BUDGETED** f. Funding: Goal 1b	**ESTIMATED ACTUAL** f. Funding: Goal 1b

Action　7

	PLANNED	**ACTUAL**
Actions/Services	g　For English Learners: Increase ELD instruction to 30 minutes 4 times a week	g.　For English Learners: Instructional time was increased in　ELD to 30 minutes 4 times a week
Expenditures	**BUDGETED** g. Funding: Goal 1b	**ESTIMATED ACTUAL** g. Funding: Goal 1b

Action **8**

Actions/Services

PLANNED	ACTUAL
h. For Foster Youth: Our district does not have any Foster Youth at this time. Ongoing coordination with county agencies to provide access for Foster Youth to technology.	h. For Foster Youth: Our district does not have any Foster Youth at this time; however, arrangements have been made to provide ongoing coordination with county agencies to provide access for Foster Youth to technology.

Expenditures

BUDGETED	ESTIMATED ACTUAL
h.No Cost	h. No Cost

Action **9**

Actions/Services

PLANNED	ACTUAL
i.For redesignated fluent English proficient pupils: Monitor assessment and achievement data for proficiency for 3 years beyond the R-FEP date and provide intervention as necessary. Provide continued access to technology that supports academic proficiency.	i.For redesignated fluent English proficient pupils: Teachers and staff monitored assessment and achievement data for proficiency for 3 years beyond the R-FEP date and provided intervention as necessary. Teachers and staff will continue to provide access to technology that supports academic proficiency for reclassified students. .

Expenditures

BUDGETED	ESTIMATED ACTUAL
i. Funding: Goal 1b	i. Funding: Goal 1b

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.	Professional development time focused on the implementation of the NETS standards. All teachers and students received PD and technology instruction using CA standards-aligned instructional materials with the NETS standards.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Through surveys and assessments it was determined that at the end of the 2016-2017, there were over 40% in students in grades K-8 who were proficient in grade level NETS standards. 100% of all staff members improved in their capability to use NETS standards effectively.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
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.	With stakeholder input, we determined that we needed to infuse the action steps of this goal into Goal 1 and Goal 2 for the 2017-2018 school year. There will no longer be a Goal 4 in the LCAP for 17-18.

<table>
<tr><td>**Goal 5**</td><td>5.0 Retain and recruit 100% highly qualified teachers, appropriately assigned, at all grade levels.</td></tr>
</table>

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	**ACTUAL**
Fund teacher for low class size in 6th-8th $61,800 w/ benefits.	A teacher in grades 5th-8th is partially funded through Title 1 to reduce class sizes.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	a. Recruit and hire a teacher for lower class size in grades 6th-8th.	a. Class size was reduced and support increased.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	a. $61,800 w/ benefits 1000-1999 Certificated Personnel Salaries	a. $26,924 50% of FTE was funded from Title 1 funds.

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.	All teachers were retained and one teacher in grade five was partially funded with Title 1 funds to reduce class size and keep all classes under 23 students in order to increase achievement.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The Winship-Robbins retained all teachers from the 2016-2017 school year and all staff who do not have a cleared credential have been working with Sutter County Office of Education to progress to a highly qualified status.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
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.	This goal has been combined with action 1.2 in goal 1 in the 2017-18 LCAP.

With stakeholder input, we determined that we do not need Goal 5 in the 2017-2018 LCAP due to the fact that we will have all teachers highly qualified by December 2017. |

Stakeholder Engagement

LCAP Year   X 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?

At the June 2016 board meeting, the districts started actively informing and inviting stakeholders via the back-to-school letter and school "all call" phone calls for the August 24th Back to School night and parent meeting to include all stakeholders in the process of evaluation of the LCAP goals.
* August 10[th,] 11th and 12th as well as 8/24, 9/14, 9/28, 10/5, 10/19, 11/9, 9/30, 12/14, 1/11/17, 2/8/17, 2/22/17, 3/8/17, 3/22/17, 4/5/17, 4/26/17, and May 24th. The district met with all instructional staff to get their input on the LCAP goals, actions and services as well as progress made on the LCAP goals throughout the school year.

* Our Site Council serves as our Parent Advisory Committee met on December 6, 2016. The LCAP discussion is an agenda item on almost every Site Council meeting beginning December 6, 2016. Parent Meetings and School Site Council meetings were held in March 2017 and April 2017.
* The LCAP was presented and discussed at the community meeting held in Knights Landing on September 28, 2016. All parents and community stakeholders were invited to the LCAP meeting. Surveys were also passed out at the meeting.
* The ELAC/DELAC Meeting was held on November 3, 2016 in the Robbins Multiple Purpose Room. The LCAP was shared with all stakeholders and input was requested from all parents present.

* Regular presentations to the school board are made every month regarding LCAP goals and input is received by the superintendent each month. At the October 12th, November 9th, January 11, 2017, March 8th, and April 12th board meetings LCAP and survey results were presented to the board and posted on our district website.

* Surveys were developed for students, staff and parents to measure climate, engagement and safety across the district. Parent surveys were distributed and collected in October 2016 and March 2017. Results of these surveys were shared with all stakeholders.

* The district received great input and ideas from stakeholders. Updates on LCAP goals were shared.

*As a result of the extensive effort to have all stakeholders attend the meetings the district met the 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
* LCAP Public Hearing Scheduled June 7th, 2017, October 3, 2017
*Board approval for LCAP is scheduled for June 14, 2017.
Board approval –final LCAP – October 11, 2017

The Winship-Robbins School District has no collective bargaining units.

IMPACT ON LCAP AND ANNUAL UPDATE

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

In discussion with our stakeholders, the following areas were identified as important actions for the 2017-2018 LCAP.

* Goal 1.0 Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction as well as close any achievement gaps.

* The district is committed in 2016-2017 due to staff, parent and student input to maintain high quality instruction and provide additional resources to help meet the goals in our multi grade classrooms and to offer more 1:1 support to students in our sub groups and to all students.

* The district plans to participate in the MTSS structure to continue meeting needs of all students through staff development and flexible placement in response to stakeholder feedback and data analysis.

* Goal 2.0 Utilize a broad course of study which includes ELA/ELD, Mathematics, Social Science, NGSS, Visual and Performing Arts and Physical Education that academically challenges all students and develops citizenship, leadership, and innovative thinking.

* The impact on the LCAP goals have resulted in our district having a more transparent view of how our district can truly serve and educate our students in every category and with a board course of study, not just those that are identified, but even above and beyond to improve the district as a whole. The school district is the main entity in the community binding the community together.

Goal 3.0 Through community outreach, develop and cultivate positive relationships between staff, students, parents, and the community to create a safe and welcoming environment that will ensure the a successful learning environment for all students.

*The Superintendent used information from the State Superintendent's Office, CDE, and information from the Sutter County Office of Education, parent meetings, staff meetings, assessment scores, site council, healthy kids survey, staff surveys, parent surveys, and Student council meetings as data points to help make decisions regarding the districts LCAP and the need for community outreach.

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.

X New	_ Modified	☐ Unchanged

Goal 1	Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction as well as close any achievement gaps.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☒ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

1.1 Academic Indicator for ELA indicates the average student scored 8.1 points above level 3 (Standard Met) and for Math 16.8 points above level 3 (Standard Met).

1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup scored 2.8 points above level 3 (Standard Met). In Math the Socioeconomically Disadvantaged subgroup scored 19.5 points below level 3 in math which was a decline.

1.3 SBAC student achievement data, teacher survey data, and observational walk-through data indicate continued need for professional development on CA state standard and NGSS pedagogy and curriculum materials.

1.4 Williams report indicates 100% of students are offered a board course of study and have sufficient access to standards-aligned instructional materials.

1.7 At the end of the 2016-2017, there were less than 2% of LTELs in the district. According to the LCFF and local indicators 75%-85% of the EL Learners met CELDT and grade level standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 CA Schools Dashboard Academic Indicator for ELA	ELA 8.1 points above level 3 Math 16.8 points above level 3	ELA 13.1 points above level 3 Math 21.8 points above level 3	ELA 18.1 points above level 3 Math 26.8 points above level 3	ELA 23.1 points above level 3 Math 31.8 points above level 3

1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup	ELA 2.8 points above level 3 Math 19.5 points below level 3	ELA 7.8 points above level 3 Math 14.5 points below level 3	ELA 12.8 points above level 3 Math 11.5 points below level 3	ELA 17.8 points above level 3 Math 6.5 points above level 3
1.3 Academic Indicator for Students with disabilities subgroup	ELA 18.2 points below level 3	ELA 13.2 points below level 3	ELA 8.2 points below level 3	ELA 3.2 points below level 3
1.4 CA Schools Dashboard indicator for suspensions	2.1% of total population and increase of 1%	1.6%, a decrease of .5%	1.1%, a decrease of .5%	.6%, a decrease of .5%
1.5 SARC report on Broad course of study/sufficient access to standards-aligned instructional materials	100%	100%	100%	100%
1.6 CELDT data	Students moving one or more CELDT levels 87% Students being reclassified 69%	This will be the baseline year for ELPAC		

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 spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

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	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New X Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged
1.1 Provide on-going professional Development including blended coaching, county walk-through support and on-site collaboration as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, History/Social Science and NGSS.	1.1 Provide on-going professional Development including blended coaching, county walk-through support and on-site collaboration as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, History/Social Science and NGSS.	1.1 Provide on-going professional Development including blended coaching, county walk-through support and on-site collaboration as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, History/Social Science and NGSS.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	a. $96,000 b. $6,000 c. $3,000 d. $3,000 e. $300.00	Amount	a. $96,000 b. $6,000 c. $3,000 d. $3,000 e. $300.00	Amount	a. $96,000 b. $6,000 c. $3,000 d. $3,000 e. $300.00
Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration d. Supplemental/Concentration e. Supplemental/Concentration	Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration d. Supplemental/Concentration e. Supplemental/Concentration	Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration d. Supplemental/Concentration e. Supplemental/Concentration
Budget Reference	a. 1100 TAC - Certificated Teacher Salaries & Benefits b. 1100 Substitutes Salary & Benefits c. 5200 Travel and Conference d. 5800 Prof. Services e. 5220 Mileage	Budget Reference	a. 1100 TAC - Certificated Teacher Salaries & Benefits b. 1100 Substitutes Salary & Benefits c. 5200 Travel and Conference d. 5800 Prof. Services e. 5220 Mileage	Budget Reference	a. 1100 TAC - Certificated Teacher Salaries & Benefits b. 1100 Substitutes Salary & Benefits c. 5200 Travel and Conference d. 5800 Prof. Services e. 5220 Mileage

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

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
New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
1.2 Provide high quality instruction with appropriately assigned and fully credentialed teachers using standards-aligned curriculum which will be measured with standards-aligned assessments and reporting processes to inform teaching and learning.	1. 2 Provide high quality instruction with appropriately assigned and fully credentialed teachers using standards-aligned curriculum which will be measured with standards-aligned assessments and reporting processes to inform teaching and learning.	1.2 Provide high quality instruction with appropriately assigned and fully credentialed teachers using standards-aligned curriculum which will be measured with standards-aligned assessments and reporting processes to inform teaching and learning.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	a. $797,204 b. $5,000	Amount	a. $797,204 b. $5,000	Amount	a. $797,204 b. $5,000
Source	a. Base b. Base	Source	a. Base b. Base	Source	a. Base b. Base
Budget Reference	a. 1100 Certificated Teacher Salary & Benefits b. 4300 Instructional Supplies	Budget Reference	a. 1100 Certificated Teacher Salary & Benefits b. 4300 Instructional Supplies	Budget Reference	a. 1100 Certificated Teacher Salary & Benefits b. 4300 Instructional Supplies

Actio n **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

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 spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
1.3 Maintain a progress monitoring which includes data management system both electronic and through spreadsheets and develop an infrastructure of ongoing analysis of student progress. This data will be used to monitor student progress and identify students in need of intervention to close the achievement gap.	1.3 Maintain a progress monitoring which includes data management system both electronic and through spreadsheets and develop an infrastructure of ongoing analysis of student progress. This data will be used to monitor student progress and identify students in need of intervention to close the achievement gap.	1.3 Maintain a progress monitoring which includes data management system both electronic and through spreadsheets and develop an infrastructure of ongoing analysis of student progress. This data will be used to monitor student progress and identify students in need of intervention to close the achievement gap.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	a. $3,000 b. $1,000 c.$1,000	Amount	a. $3,000 b. $1,000 c. $1,000	Amount	a. $3,000 b. $1,000 c. $1,000
Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration
Budget Reference	a. 1100 Substitutes Salary & Benefits b. 2200 Substitutes for classified c. 5800 Prof. Services/Consulting	Budget Reference	a. 1100 Substitutes Salary & Benefits b. 2200 Substitutes for classified c. 5800 Prof. Services/Consulting	Budget Reference	a. 1100 Substitutes Salary & Benefits b. 2200 Substitutes for classified c. 5800 Prof. Services/Consulting

Action 4

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	X English Learners ☐ Foster Youth XLow Income
Scope of Services	X LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student

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

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
X New _ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
1.4 Provide interventions and supports using the MTSS to address the academic needs of Socioeconomically Disadvantaged, English learners, foster youth, and students with disabilities.	1.4 Provide interventions and supports using the MTSS to address the academic needs of Socioeconomically Disadvantaged, English learners, foster youth, and students with disabilities.	1.4 Provide interventions and supports using the MTSS to address the academic needs of Socioeconomically Disadvantaged, English learners, foster youth, and students with disabilities.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	a. $104,030 b $14,200 c. $ 10,171	Amount	a. $104,030 b $14,200 c. $10,171	Amount	a. $104,030 b $14,200 c. $10,171
Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration
Budget Reference	a. 2100 Classified Salaries & Benefits b. 4300 Resources c. 5800 Prof. Services	Budget Reference	a. 2100 Classified Salaries & Benefits b. 4300 Resources c. 5800 Prof. Services	Budget Reference	a. 2100 Classified Salaries & Benefits b. 4300 Resources c. 5800 Prof. Services

Actio   **5**

n

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	X English Learners ☐ Foster Youth X Low Income
Scope of Services	X LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
1.5 Provide effective core instruction, additional learning time as well as resources including interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement in all subjects.	1.5 Provide effective core instruction, additional learning time as well as resources including interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement in all subjects.	1.5 Provide effective core instruction, additional learning time as well as resources including interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement in all subjects.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	a. $5,285 b. $2,000	Amount	a. $5,285 b. $2,000	Amount	a. $5,285 b. $2,000
Source	a. Supplemental/Concentration b. Supplemental/Concentration	Source	a. Supplemental/Concentration b. Supplemental/Concentration	Source	a. Supplemental/Concentration b. Supplemental/Concentration

Budget Reference	a. 4300 Materials and Supplies – Vocabulary b. 4300 Material and Supplies-Math	Budget Reference	a. 4300 Materials and Supplies – Vocabulary b. 4300 Material and Supplies-Math	Budget Reference	a. 4300 Materials and Supplies – Vocabulary b. 4300 Material and Supplies-Math

X New	☐ Modified	_ Unchanged

Goal 2	2.0 Utilize a broad course of study which includes ELA/ELD, Mathematics, Social Science, NGSS, Visual and Performing Arts and Physical Education that academically challenges all students and develops citizenship, leadership, and innovative thinking.

State and/or Local Priorities Addressed by this goal:

STATE ☐1 ☐ 2 ☐ 3 ☐ 4 ☐5 ☐6 ☐7 ☒8
COE ☐ 9 ☐ 10
LOCAL _____

Identified Need

In order to meet the goal of a Broad Course of Study at Winship-Robbins, offerings of VAPA/Technology courses need to be increased. The weekly schedule and daily minutes didn't allow the time for additional course offerings. Teacher, student and community feedback indicated the continued need for technology instruction and integration into the curriculum as well as a Visual and Performing Arts Program.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Master Schedule	One day a week of VAPA.	VAPA – I day a week of music and one afternoon of drama lessons integrated into 1 content area	VAPA integrated into 2 content areas	VAPA integrated into 3 content areas
Master Schedule	TK-2nd – 1 hour technology instruction per week 3rd-8th – 1-2 hours technology instruction per week including the use of robotics	Technology integrated into 1 content area	Technology integrated into 2 content area	Technology integrated into 3 content area

Survey	Classrooms using Google Docs Classroom - 0	Classrooms using Google Docs Classroom - 2	Classrooms using Google Docs Classroom - 4	Classrooms using Google Docs Classroom – 7

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
2.1 Contract with music professional for PD and music instruction of all students as well as contract for drama instruction for students in grades 5th-8th. This will increase student access to visual and performing arts programs and courses. Provide professional development to teachers to support VAPA instruction.	2.1 Contract with music professional for PD and music instruction of all students as well as contract for drama instruction for students in grades 5th-8th. This will increase student access to visual and performing arts programs and courses. Provide professional development to teachers to support VAPA instruction.	2.1 Contract with music professional for PD and music instruction of all students as well as contract for drama instruction for students in grades 5th-8th. This will increase student access to visual and performing arts programs and courses. Provide professional development to teachers to support VAPA instruction.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

	2017-18		2018-19		2019-20
Amount	a. $6,700 b. $6,000 c. $2,000	Amount	a. $6,700 b. $6,000 c. $2,000	Amount	a. $6,700 b. $6,000 c. $2,000
Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration
Budget Reference	a. 5800 Prof. Services b. 5800 Prof. Services c. 4300 Supplies	Budget Reference	a. 5800 Prof. Services b. 5800 Prof.Services c. 4300 Supplies	Budget Reference	a. 5800 Prof. Services b. 5800 Prof. Services c. 4300 Supplies

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

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 spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20

X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
2.2 Provide teachers and students with technology access and tools to enhance and support curriculum.	Provide teachers and students with technology access and tools to enhance and support curriculum.	Provide teachers and students with technology access and tools to enhance and support curriculum.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	a. $23,500 b. $15,000 c. $3,000	Amount	a. $17,000 b. $15,000 c. $3,000	Amount	a. $17,000 b. $15,000 c. $3,000
Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration
Budget Reference	a. 2426& 3XXX Technology Tech Salary & Benefits - Classified b. 5800 Prof. Services c. 4300 Materials and Supplies	Budget Reference	a. 2426 Technology Tech Salary & Benefits b. 5800 Prof. Services c. 4300 Materials and Supplies	Budget Reference	a. 2426 Technology Tech Salary & Benefits b. 5800 Prof. Services c. 4300 Materials and Supplies

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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 spans:_____	☐ Specific Schools:_____	☐ Specific Grade

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
X New _-Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
2.3 Increase student engagement and innovation by providing wide and varied opportunities for students to become engaged in technology-based activities, project-based learning, and extended extracurricular activities..	Continue to increase student engagement by providing more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular activities and expanded learning programs.	Continue to increase student engagement by providing more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular activities and expanded learning programs.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	a. $16,000 b. $4,000 c. $500	Amount	a. $16,000 b. $4,000 c. $500	Amount	a. $16,000 b. $4,000 c. $500
Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration
Budget Reference	a. 4300 Materials and Supplies b. 4300 Materials and Supplies c. 5800 Prof. Services/Entry Fees	Budget Reference	a. 4300 Materials and Supplies b. 4300 Materials and Supplies c. 5800 Prof. Services/Entry Fees	Budget Reference	a. 4300 Materials and Supplies b. 4300 Materials and Supplies c. 5800 Prof. Services/Entry Fees

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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
New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Provide high quality instruction and a broad course of study for all students using local data and assessment to inform teaching and learning.	Provide high quality instruction and a broad course of study for all students using local data and assessment to inform teaching and learning.	Provide high quality instruction and a broad course of study for all students using local data and assessment to inform teaching and learning.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	See goal 1 action 2	Amount	See goal 1 action 2	Amount	See goal 1 action 2
Source		Source		Source	

Budget Reference		Budget Reference		Budget Reference	

X New	☐ Modified	__ Unchanged

Goal 3	3.0 Through community outreach, develop and cultivate positive relationships between staff, students, parents, and the community to create a safe and welcoming environment that will ensure the a successful learning environment for all students.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE   ☐ 9 ☐ 10

LOCAL _____

Identified Need

3.1 A clean, healthy, physically and emotionally safe learning environment which extends from the curb to the classroom is conducive to student learning. A well maintained and welcoming environment is a top priority by all stakeholders. Cleaner, better maintained schools are more inviting, comfortable learning environments to encourage students to attend school. There is a need to establish a maintenance/cleaning schedule that addresses this needed environment.

3.2 A review of attendance data indicates the need to reduce the number of students who are chronically absent and increase our attendance rate. The need to continue to provide bus transportation has been noted by stakeholders.

3.3 On surveys, Stakeholders noted the small school atmosphere and the feeling of safety as one positive aspect of P G School, however also noted for the need for increased security measures and continued anti-bullying education. There is a need to maintain the <1% suspension/expulsion rate.

3.4 Family and Community Engagement is shown to have a strong correlation to student success. There is a need to improve on-going communication to parents about the school and ways they can be involved.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 Facilities Inspection Tool - Physical environment	October 2016 – Satisfactory	Establish: Exemplary	Maintain Exemplary	Maintain Exemplary
3.2 Middle School Dropout rate data	0%	Maintain 0%	Maintain 0%	Maintain 0%
3.2 P2 District Attendance	96.5%	Increase to 97%	Increase to 98%	Increase to 98.5%
3.2 P2 District Chronic Absences	5%	Decrease to 2%	Decrease to 1.5%	Decrease to 1%
3.3 Pupil Suspension/Expulsion rate	2.1% of total population and increase of 1% 0% Expulsion Rate	Decrease to 1% Suspension rate Maintain 0% Expulsion rate	Maintain < 1% Suspension rate Maintain 0% Expulsion rate	Maintain < 1% Suspension rate Maintain 0% Expulsion rate
3.3 Stakeholder Survey - school safety	98% feel school is a safe place for their children to learn	Maintain >98%	Maintain >98%	Maintain >98%
3.3 Student Survey- school safety & bullying	98% of 5th-8th grade students feel safe at school and 2% bullying is a problem	Maintain >98% feeling of safety Decrease to 0% bullying	Maintain >98% feeling of safety Decrease to 0% bullying	Maintain >98% feeling of safety Decrease to 0% bullying

Action   1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X 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**
X New _ Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged
3.1 Maintain and correct current facilities to a safe and operational manner. • Develop and Implement a plan whereas the FIT reports where condition is rated exemplary. • Maintain landscaping and repaint blacktop playground • Replace HVAC unit and monitoring system • Maintain Routine Restricted Maintenance Fund	3.1 Continue to maintain current facilities in a safe and operational manner. • Continue to attain FIT reports where condition is rated exemplary. • Make exterior repairs to buildings as needed • Continue to maintain Routine Restricted Maintenance Fund	3.1 Continue to maintain current facilities in a safe and operational manner. • Continue to attain FIT reports where condition is rated exemplary. • Continue to maintain Routine Restricted Maintenance Fund

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	a. $25,400 b. $45,000 c. $150,000	Amount	a. $25,400 b. $45,000 c. $150,000	Amount	a. $25,400 b. $45,000 c. $150,000
Source	a. Base b. Base c. Base	Source	a. Base b. Base c. Base	Source	a. Base b. Base c. Base
Budget Reference	a. 2200 Classified Support Salaries & Benefits b. 5800 Prof. Services c. 8980 Contributions to Restricted Revenue	Budget Reference	a. 2200 & 3xxx Classified Support Salaries & Benefits b. 5800 Prof. Services c. 8980 Contributions to Restricted Revenue	Budget Reference	a. 2200 & 3xxx Classified Support Salaries & Benefits b. 5800 Prof. Services c. 8980 Contributions to Restricted Revenue

Action   **2**

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

Students to be Served	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

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 spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New _ Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged	☐ New X Modified ☐Unchanged
3.2 Monitor daily Attendance • Develop and implement an attendance monitoring/notification system • Maintain attendance software/staff • Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students • Provide Nutritional Services to all students	3.2 Monitor daily Attendance • Maintain attendance monitoring/notification system • Evaluate new attendance software • Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students	3.2 Monitor daily Attendance • Develop and implement an attendance monitoring/notification system • Purchase new attendance software • Train staff in the use of new attendance software • Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	a. $2,000 b. $45,000 c. $95,000	Amount	a. $2,000 b. $45,000 c. $95,000	Amount	a. $2,000 b. $45,000 c. $95,000
Source	a. Supplemental/Concentration b. Supplemental/Concentration	Source	a. Supplemental/Concentration	Source	a. Supplemental/Concentration b. Supplemental/Concentration

Budget Reference	c. Supplemental/Concentration a. 4300 Materials and Postage b. 2000 Classified Salaries & Benefits c. 5800 Contracted Services	Budget Reference	b. Supplemental/Concentration c. Supplemental/Concentration a.4300 Materials and Postage b.2000 Classified Salaries & Benefits c. 5800 Contracted	Budget Reference	c. Supplemental/Concentration c. 4300 Materials and Postage d. 2000 Classified Salaries & Benefits c. 5800 Contracted Services

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	X 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
X New _ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
3.3 Support safety and a positive school climate. • Review and adjust safe school plans to facilitate safer more positive school climate. • Continue to provide instruction Conscious	3.3 Support safety and a positive school climate. • Review and adjust safe school plans to facilitate safer more	3.3 Support safety and a positive school climate. • Review and adjust safe school plans to facilitate safer more positive school

Discipline
- Continue to partner with Sutter County Health and Human services for Life Skills and Girls Circle.
- Provide Community Support and translation services through a special projects coordinator
- Use On-Track to maintain pupil suspension and expulsion rates < 1%.
- Provide materials and Information for Math Night, Science Night, and Cultural Celebration Day.

positive school climate.
- Continue to provide instruction Conscious Discipline
- Continue to partner with Sutter County Health and Human services for Life Skills and Girls Circle.
- Provide Community Support and translation services through a special projects coordinator
- Use On-Track to maintain pupil suspension and expulsion rates < 1%.
- Provide materials and Information for Math Night, Science Night, and Cultural Celebration Day..

climate.
- Continue to provide instruction Conscious Discipline
- Continue to partner with Sutter County Health and Human services for Life Skills and Girls Circle.
- Provide Community Support and translation services through a special projects coordinator
- Use On-Track to maintain pupil suspension and expulsion rates < 1%.
- Provide materials and Information for Math Night, Science Night, and Cultural Celebration Day..

BUDGETED EXPENDITURES

2017-18

Amount	a. $1,000 b. $500 c. $31,000 d. $1,000 e. $1,000
Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration d. Supplemental/Concentration e. Supplemental/Concentration
Budget Reference	a. 5800 Prof. Services b. 4300 Materials and Supplies c. 4300 Materials and Supplies d. 2000 Classified Salaries/ben

2018-19

Amount	a. $1,500
Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration d. Supplemental/Concentration e. Supplemental/Concentration
Budget Reference	a. 5800 Prof. Services b. 4300 Materials and Supplies

2019-20

Amount	a. $1,500
Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration d. Supplemental/Concentration e. Supplemental/Concentration
Budget Reference	a. 5800 Prof. Services b. 4300 Materials and Supplies c. 4300 Materials and

e. 4300 Materials and Supples

c. 4300 Materials and Supplies

d. 2000 Classified Salaries/ben

e. 4300 Materials and Supplies

Supplies

d. 2000 Classified Salaries/ben

e. 4300 Materials and Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   X 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 339,417	Percentage to Increase or Improve Services:	31.96%

The Winship-Robbins School District received $339,177 in supplemental and concentration funds of the LCFF supporting our 87.21% unduplicated pupils. The majority of these funds will continue to be spent on personnel hired to support student achievement. The largest amount of funding is principally directed at a Teacher Academic Coach (TAC) to effectively support unduplicated students. We're also using funds to support para-professionals to increase intervention time and reduce the adult to student ratio percentage to increase achievement. Our TAC has been actively pursuing research-based, standards-focused professional learning for all our teachers this year. They use the time provided in district-wide early release Wednesdays as their primary vehicle for teacher support. We strongly believe that investing in our teachers supports student achievement.

We want our students to be successful in their regular classrooms. This coming year, we will focus professional learning in some key areas: building and maintaining Professional Learning Communities, focusing on implementation of new vocabulary curriculum as well as implementing the ELA/ELD framework using Kate Kinsella models of instruction. The allotments in the LCAP reflect suggested allocations for ELD/Intervention paraprofessionals and a TAC.

The demographics of the Winship-Robbins District indicate that 92% of our students qualify for free and reduced meals. The district also has 50% of the student population are English Learners. These demographics indicate the need for all district goals to be targeted to closing the achievement gap for these targeted populations. By implementing the goals and action steps listed above which are effective and principally directed, we will close the achievement gap. Our district is committed to personalize learning and high achievement through excellent teaching and learning as well as strong accountability systems. Each student is closely monitored for success throughout the school year. By providing these services district wide, we are able to reach and serve the populations that generate the funds. Robbins Elementary receives and operates under schoolwide Title 1 programs.

The implementation of services will be measured both qualitatively and quantitatively.