

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Winship-Robbins

CDS Code: 51714560000000

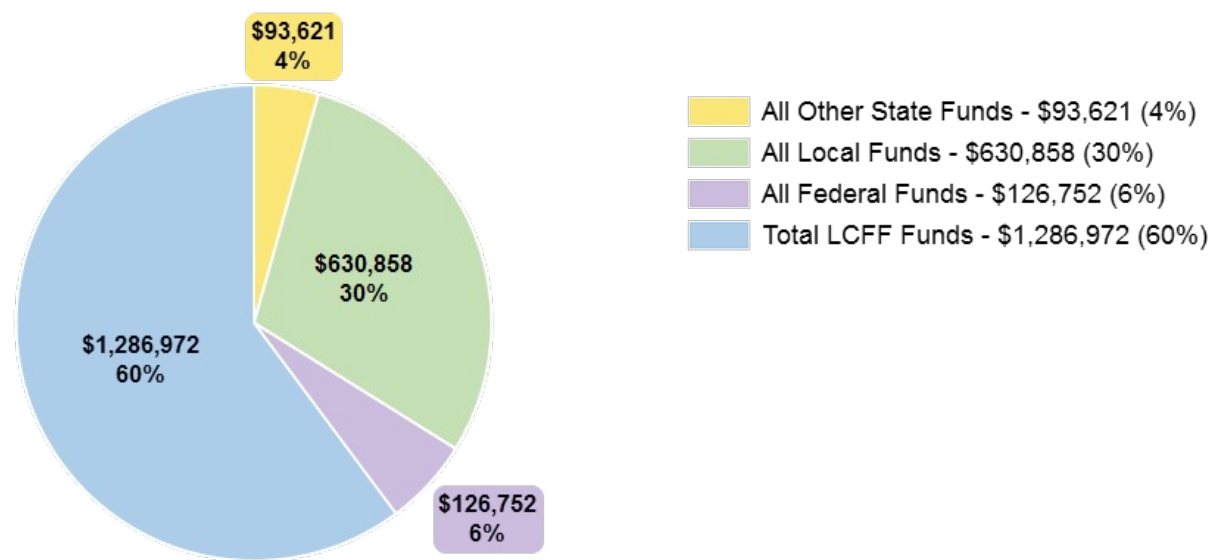
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Dawn Carl | DawnC@sutter.k12.ca.us | 530-738-4386

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

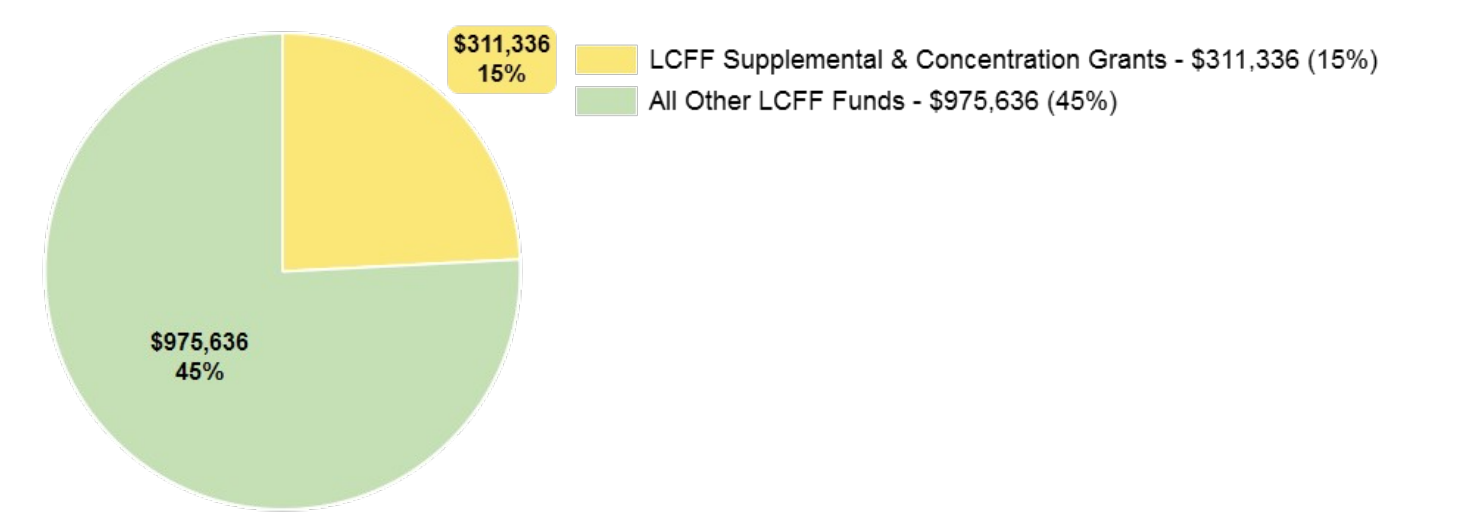
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$93,621	4%
All Local Funds	\$630,858	30%
All Federal Funds	\$126,752	6%
Total LCFF Funds	\$1,286,972	60%

Breakdown of Total LCFF Funds



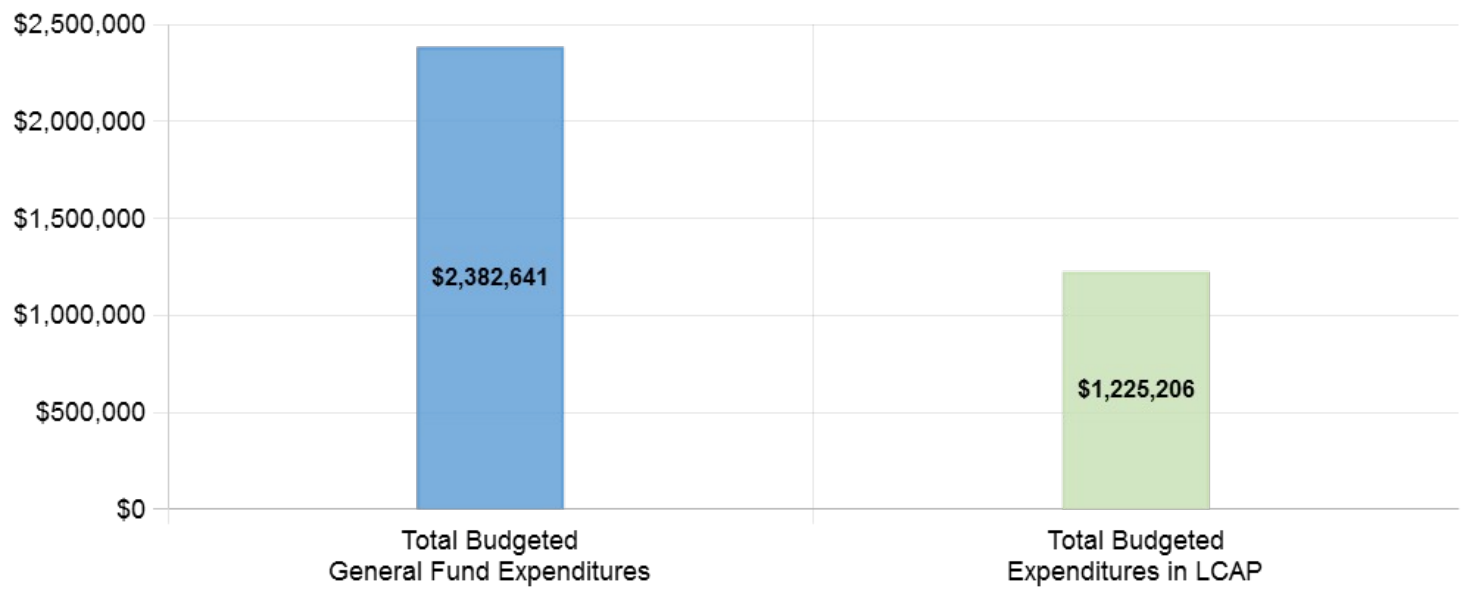
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$311,336	15%
All Other LCFF Funds	\$975,636	45%

These charts show the total general purpose revenue Winship-Robbins expects to receive in the coming year from all sources.

The total revenue projected for Winship-Robbins is \$2,138,203, of which \$1,286,972 is Local Control Funding Formula (LCFF), \$93,621 is other state funds, \$630,858 is local funds, and \$126,752 is federal funds. Of the \$1,286,972 in LCFF Funds, \$311,336 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$2,382,641
Total Budgeted Expenditures in LCAP	\$1,225,206

This chart provides a quick summary of how much Winship-Robbins plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Winship-Robbins plans to spend \$2,382,641 for the 2019-20 school year. Of that amount, \$1,225,206 is tied to actions/services in the LCAP and \$1,157,435 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

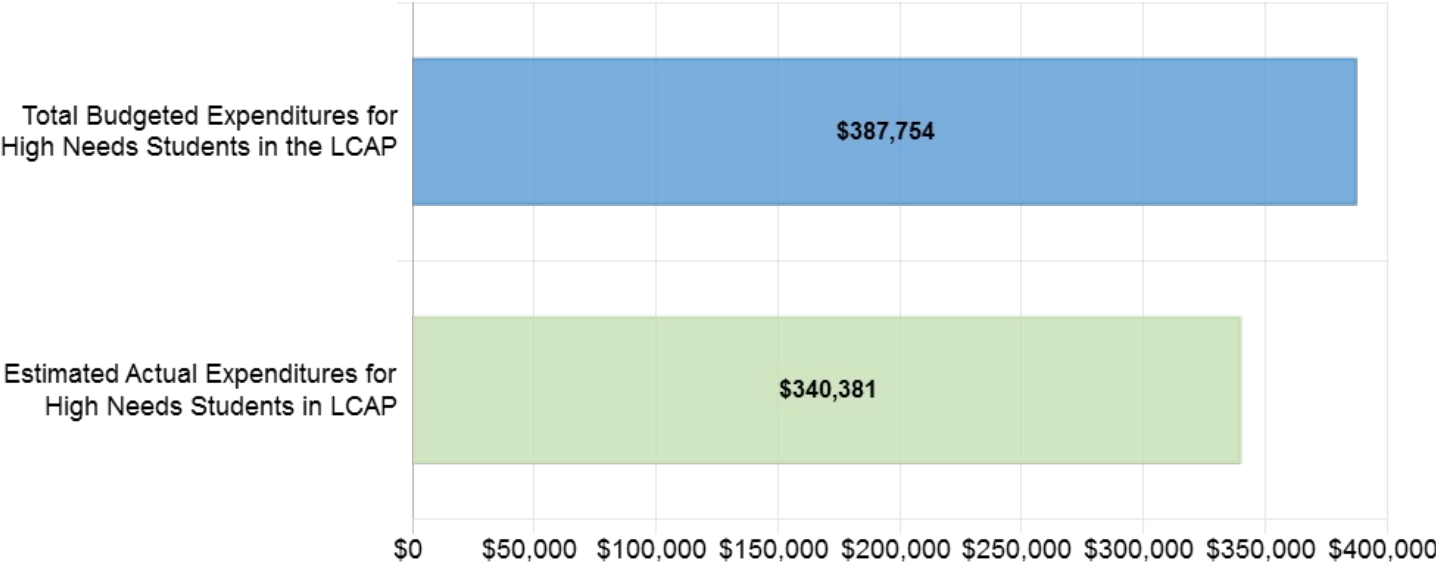
Special Education, Administration, Maintenance and Operations, After-school Program, Cafeteria, and Other Outgo.

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Winship-Robbins is projecting it will receive \$311,336 based on the enrollment of foster youth, English learner, and low-income students. Winship-Robbins must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Winship-Robbins plans to spend \$313,492 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$387,754
Estimated Actual Expenditures for High Needs Students in LCAP	\$340,381

This chart compares what Winship-Robbins budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Winship-Robbins estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Winship-Robbins's LCAP budgeted \$387,754 for planned actions to increase or improve services for high needs students. Winship-Robbins estimates that it will actually spend \$340,381 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$47,373 had the following impact on Winship-Robbins's ability to increase or improve services for high needs students:

The difference between the estimated actual expenditures for actions and services to increase or improve services for high needs students occurred because of a decline in enrollment and the fact that we used our Director of Curriculum and Instruction and our current MTSS work to provide services to our high needs students.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Winship-Robbins	Dawn Carl	DawnC@sutter.k12.ca.us
	Superintendent/Principal	530-738-4386

2017-20 Plan Summary

The Story

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

The WinshipRobbins 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 124 students is comprised of 41% English Language Learners, 91% of our students are socio-economically disadvantaged, and 37% of our students are interdistrict transfers. Our staffs who directly affect student achievement include a superintendent/principal, one director of

curriculum and instruction, eight teachers, three 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.

Robbins School continues to use funds from the MultiTiered System of Support (MTSS) grant to develop individual education plans for all students. Our analysis of state and local data and input from our stakeholders, including staff, parent, community, and students continued to identify three goals for focus.

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

Greatest Progress

English Language Arts Indicator- Fall 2018 all students in the "green" performance category with the average status of "increased" 9.2 points.

English Learner Progress Indicator- Fall 2018 52.7% performed at Level 4- "Well Developed", 32.7% at Level 3- "Moderately Developed", 12.7% at Level 2- "Somewhat Developed" and Level 1- "Beginning Stage" at 1.8%.

For Local Indicators- Local Climate Survey- "Standard Met", Access to a Broad Course of Study- "Standard Met", Basics: Teachers, Instructional Materials, Facilities- "Standard Met", Implementation of Academic Standards- "Standard Met" and Parent Engagement- "Standard Met".

Parent survey results- 99% agree that the climate of Robbins School is positive and caring, 94% agree that there are many services available to students and families, and 100% agree that students and parents feel safe at Robbins School.

Staff survey results- 94% agree that the climate of Robbins School is positive and caring, 88% agree that full participation is given by staff and parents, and 100% agree that students and staff feel safe at Robbins School.

Our students which include; low income, English learners, and special education students, benefitted from our school's dedication to systems of standards-based instruction with six-week accountability data systems. We have seen significant gains in English Language Arts achievement by all populations of students. Our school continues to participate in a Multi-Tiered System of Support which provides 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.

We plan to continue our systems of standards-based instruction with six-week accountability data systems and to continue to utilize the MTSS to provide support in the areas of academic interventions and educational trauma training. We will continue to analyze the data and make the appropriate changes needed for the student success.

Referring to the California School Dashboard, 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

Chronic Absenteeism- Fall 2018 all students in red with a status of 21% chronically absent which is an "increase" of 4.2%. Many of our English Learners go to Mexico during the holidays which increases our chronic absenteeism rate. Attendance is monitored daily, parent phone calls are made to families of absent students. SARB contracts and letters have been developed and are used to reduce student absences. Goal 3.2

During the 2018-19 school year, teachers in grades 3-5 continued to struggle with implementation of our new adopted math curriculum and making sure that best research based practices with academic rigor were being implemented. We continue to analyze the gaps in the adopted curriculum and use our PLC structure along with the MTSS grant to provide support in the needed areas. Goal 1.3, 1.4, 2.4

We plan to continue to provide information to families regarding the importance of school attendance through flyers, emails, assemblies and during parent teacher conferences. We will continue our focus on developing our teachers content knowledge of the math curriculum. Additionally, we will use the MTSS grant to continue to provide support in needed areas.

Referring to the California School Dashboard, 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

There is a performance gap in ELA as all students performed in the “green” category and Hispanic students performed in the “orange” performance category. The Winship-Robbins ESD teachers and paraprofessionals receive professional development twice a month from the Director of Curriculum & Instruction. The professional development’s focus is on ELD instructional strategies, writing and mathematics. In addition, professional development is given on the ELD instructional strategies that support the instruction of the Vocabulary Toolkit through in-services by Kate Kinsella and the Sutter County Office of Education, Educational Services. Assessment data is reviewed on an 8-week cycle with teachers working with the Director of Curriculum & Instruction and the Superintendent/Principal to determine intervention or enrichment to meet the needs of all students. Academic monitoring occurs on an on-going basis throughout the school year.

We will be continuing our professional development's focus on ELD instructional strategies using the Vocabulary Toolkit developed by Kate Kinsella. Our Director of Curriculum & Instruction will be attending further training provided by Sutter County Superintendent of Schools so that she may further support all our teachers in ELD. Our Superintendent/Principal will continue to work with the Director of Curriculum & Instruction to review assessment data, implement new instructional strategies determined by the data and monitor student achievement.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

No schools are identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

No schools are identified for CSI.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

No schools are identified for CSI.

Annual Update

LCAP Year Reviewed:

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

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 Priorities: 1, 2, 4, 6, 7

Local Priorities:

Annual Measurable Outcomes

Expected

ELA 18.1 points above level 3
Math 26.8 points above level 3

Actual

1.1 ELA 9.5 points above level 3
Math 12 points below level 3
All Students. Fall 2018 Dashboard data.

Expected

ELA 12.8 points above level 3
Math 11.5 points below level 3

Socioeconomically Disadvantage Student Group

ELA 8.2 points below level 3
Students with Disabilities

1.1%, a decrease of .5%
Suspension Rate

100%

Actual

1.2 ELA 5.4 points above level 3
Math 14.6 points below level 3
Socioeconomically Disadvantage Student Group
Fall 2018 Dashboard data.

1.3 ELA- Data Not Available due to student group is less than 11
students
Students with Disabilities

1.4 1.4%, maintained. Fall 2018 Dashboard data.
Suspension Rate

1.5 SARC Report
100% According to Fall 2018 CA School Dashboard.

Expected

55% of the identified English Language Learners will comprehend and retell complex informational and literature text with clear and comprehensible English with a Level 4, Bridging proficiency, as determined by the initial and summative ELPAC (English Language Proficiency Assessment for California) assessment.

Actual

1.6 52.7% of the identified English Language Learners scored at the Level 4, demonstrating that they comprehend and retell complex informational and literature text with clear and comprehensible English at the “well-developed” performance level, as determined by the initial and summative ELPAC (English Language Proficiency Assessment for California) assessment. 2017-18 Scores

1.6 21% of the identified English Language Learners scored at the Level 4, demonstrating that they comprehend and retell complex informational and literature text with clear and comprehensible English at the “well-developed” performance level, as determined by the initial and summative ELPAC (English Language Proficiency Assessment for California) assessment. 21 students were reclassified Fluent English Language Proficient. 2018-19 ELAPC Preliminary Scores

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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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 Provided ongoing professional Development including blended coaching, county walkthrough support and onsite collaboration as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, History/Social Science and NGSS. Professional Development included Visible Learning for Mathematics, Academic Vocabulary Toolkit, GoMath, and Wonders.

a. \$105,000
b. \$11,700
c. \$9,160
d. \$8,000
e. \$6,100

a. \$108,000
b. \$4,000
c. \$3,000
d. \$4500
e. \$0

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 Provided high quality instruction with appropriately assigned and fully credentialed teachers using standardsaligned curriculum such as Wonders, GoMath, National Geographic for Social Studies, NGSS units which will be measured with standards aligned assessments and reporting processes to inform teaching and learning.	a. \$586,425 b. \$5,000	a. \$485,466 b. \$4500 c. \$12, 500
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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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 Maintained a progress monitoring system using Dibbles, DRA, Illuminate and MAPs which includes a data management system both electronic and through spreadsheets and developed an infrastructure of ongoing analysis of student progress. This data is used to monitor student progress and identify students in need of intervention to close the achievement gap.

a. \$3,000
b. \$1,000
c. \$1,200

a. \$0
b. \$0
c. \$2200

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 Provided interventions and supports using the MTSS to address the academic needs of Socioeconomically Disadvantaged, English learners, foster youth, and students with disabilities. Our MTSS groups are in the areas of English Language Development, math fluency, reading comprehension and novel studies.

a. \$110,030
b \$15,000
c. \$ 10,000

a. \$114,172
b. \$1500
c. \$2950

LPSBG Grant-\$1976

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 Provided 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. Core instruction as well as interventions occur in GoMath, Wonders and the Academic Vocabulary Toolkit.

a. \$2,000
b. \$2,000

a. \$4200
b. \$0

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

The actions and services were implemented as planned. We continued to use surveys and multiple assessments of data throughout the year to determine the effectiveness of the PD and ongoing intervention. We responded to surveys 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. Many successes and challenges occurred throughout our analysis of the assessment data. Some students progressed to reach assessment goals whereas other did not. When students did not reach the assessment goals teachers worked with the Director of Curriculum and Instruction to implement new instructional strategies and varied assessments. Surveys helped us determine what areas we are in need of improving. (Goal 1.2, 1.3)

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

The actions and services in the 2018/19 LCAP were effective in the achievement of the goal. On-going professional development supported all teachers in the CA standards, framework and materials in ELA/ELD, Mathematics, History/Social Science and NGSS. Teachers received training and professional development in Visible Learning for Mathematics, Academic Vocabulary Toolkit, GoMath, and Wonders. 52.7% of the identified English Language Learners scored at the Level 4, demonstrating that they comprehend and retell complex informational and literature text with clear and comprehensible English at the “well-developed” performance level, as determined by the initial and summative ELPAC (English Language Proficiency Assessment for California) assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Received the Low Performing Student Block Grant (LPSBG) for \$1976, monies were used to provide intervention services and purchase intervention materials and supplies such as books. For goal and action 1.1.a there was a \$3000 increase due to normal step and column increases. For goal and action 1.1.b-e., the budgeted amounts were decreased due in large part because of our use of our Director of Curriculum & Instruction to provide most

of the professional development for staff on regular PD days. Goal and actions in 1.2.a., budget amounts were decreased due to a decrease in staffing. For goal 1.2.c., curriculum was purchased that was not originally budgeted for. Goal and actions for 1.3., there was not a need for substitutes and therefore these budgeted items were eliminated. Goal and action 1.4 in the 2018-19 LCAP, the decrease in resources were because the enrollment decreased and therefore the resources needed were decreased. Goal and action 1.5 a and b were combined.

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

No changes

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 Priorities: 8

Local Priorities:

Annual Measurable Outcomes

Expected

VAPA integrated into 2 content areas

Technology integrated into 2 content areas

Classrooms using Google Docs Classroom - 4

Actual

2.1 Contracted with a Music professional for student music appreciation instruction and to help with the Winter performance. We integrated art throughout the curriculum with the teachers using a variety of art activities monthly and then displaying them in the local post office.

2.2 Technology is integrated into 2 content areas in grades Tk-4 and into 3 content areas for grades 5-8.

2.3 Most classrooms use Google Docs Classroom. Grades 2-8.

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 Contracted with music professional for music instruction of all students as well as the Winter Program for all students. This will increase student access to visual and performing arts programs and courses. On Tuesday's each class attended a music class where they learned about rhythm, beat, melody and the history of music. We were unable to provide professional development to teachers to support VAPA instruction.	a. \$4,000 b. \$5,100 c. \$2,000	a & b. \$4700 c. \$400

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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2.2 Provide teachers and students with technology access and tools to enhance and support curriculum.	2.2 Provided teachers and students with technology access and tools to enhance and support curriculum. Teachers utilize a variety of technology resources both through their core curriculum and a variety of resources such as Mystery Science, Google Apps and a variety of free online resources.	a. \$33,143 b. \$5,000 c. \$4,400	a. \$40,000 b. \$4500 c. \$550
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Action 3

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

2.3 Increased student engagement and innovation by providing wide and varied opportunities for students to become engaged in technology-based activities, projectbased learning, and extended extracurricular activities. We began using 'Breakout' boxes that are designed to have students use critical thinking skills and technology skills to solve a variety of problems. The students have been very excited to participate in these activities both during and after school.

a. \$8,000
b. \$3,697
c. see goal 1d

a. & b. \$6146
c. \$500

Action 4

Planned Actions/Services

Provide high quality instruction and a broad course of study for all students using local data and assessment to inform teaching and learning.

Actual Actions/Services

2.4 Provided high quality instruction and a broad course of study for all students using local data and assessment to inform teaching and learning. During our bi-weekly early release time, staff professional development focused on high

Budgeted Expenditures

see goal 1 action 2

Estimated Actual Expenditures

see goal 1 action 2

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

quality instruction in
mathematics and ELA on:

8/13/18 All teachers

8/14/18 All teachers

9/12/19 All teachers

9/26/18 All teachers

10/10/18 All teachers

10/24/18 All teachers

11/14/18 All teachers

11/20/18 All teachers

12/14/18 All teachers

1/9/19 All teachers

1/23/19 All teachers

2/13/19 All teachers

2/27/19 All teachers

3/13/19 All teachers

3/27/19 All teachers

4/24/19 All teachers

5/29/19 All teachers

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

The actions and services were implemented as planned. Robbins School started the year off with a school wide event in which a community volunteer conducted a special project called, “Only One You” with the entire student body. (Goal 2.3) This project’s main mission was to provide students with an opportunity to be creative and learn that they are each unique and an important part of the Robbins Community. The students created a river of uniquely painted rocks that show each of their individuality for the reading area on campus. This was a successful event as it brought the students and staff together doing a project that will remain on campus for years to come. A Music professional taught Music Appreciation and worked with student son the annual Winter Program for three months out of the year. This was a success as the entire community came out and showed their support and many community members said that this was the best Winter Program in quite some time. (Goal 2.1) Finding a VAPA professional for the entire school year has been a challenge but we continue to provide as many VAPA experiences to students as possible. Students and teachers receive ongoing professional development in the area of technology through the district tech coordinator and with Sutter County Superintendent of Schools. The school held Math and Science Nights which entailed project based learning as well as daily homework. After school support was provided four days a week. Read Across America day provided opportunities for parents and community members to read with our students and the importance of literacy. Readers were encouraged to read in both English and Spanish to allow all our students access as many of our students are Spanish speakers with limited to developing English. (Goal 2.3) All of thee events that we held were successful because they brought the community together and provided many opportunities for engagement.

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

Both Math and Science Night were a huge success with almost all students and families attending. These events along with other opportunities for families to attend were highly successful and effective by providing students the opportunity to participate in a variety of activities that promoted their academics, leaderships skills and citizenship. Our Read Across America Day went so well that we had unexpected volunteers show up to read with our students. Our volunteer readers ranged from past students, community members, Sutter County Sheriff’s Department, California Highway Patrol,

Sutter County Superintendent of Schools and parents. Unfortunately because it is so difficult to provide VAPA instruction on a continuous basis this action is being removed for 2019/20. (Goal 2.3)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Goal 2.1 I combined under the Budgeted Expenditures a and b for a total of \$4700 estimated actual expenditures. The original LCAP budgeted a 5800 but we used a substitute for the music program and paid that out of Object 1100. For Goal L 2, Action 2c. this expenditure was reduced due to a decrease enrollment and costs associated to this goal and action.

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 and our internal analysis of needs for our students we determined that we need to continue to seek out VAPA opportunities for a well-rounded and enriched educational experience for our students. Additionally, we need to be more creative in how we get these opportunities to our students. With stakeholder input, we determined that we will be adding an after school program for the 2019-2020 school year to extend the school day and provide services for parents and students. We modified a current para-educator position to create an after school program that provides students with increased opportunities for extended extra-curricular activities as this is when students will receive art instruction. (Goal 2.3, no change to budget.)

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 Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Maintain Exemplary
FIT

Maintain 0%
Middle School Dropouts

Actual

3.1 Maintained Exemplary
FIT

3.2 Maintained 0%
Middle School Dropouts

Expected

Increase to 98%
2 Parents on School Site Council, 2 Parents on ELAC/DELAC and 2
Parents on the LCAP Committee.

Decrease to 1.5%

Maintain < 1% Suspension rate
Maintain 0% Expulsion rate

Maintain >98%

Maintain >98% feeling of safety
Decrease to 0% bullying

Actual

3.2 96.3%
P2 District Attendance
3 Parents on School Site Council, 3 Parents on ELAC/DELAC and 3
Parents on the LCAP Committee.

3.2 9%
P2 District Chronic Absences
CA School Dashboard Increased 4.2% to 21% chronically absent.

3.3 Increased 0.1%, 1.4% Suspension rate
Maintained 0% Expulsion rate

3.3- 93% of parents feel their students are safe
Stakeholder Survey- School safety

3.3 Maintain >98% feeling of safety Decrease to 0% bullying
Student Survey- school safety & bullying

Actions/Services

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

Action 1

Planned Actions/Services

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

Actual Actions/Services

3.1 Continue to maintain current facilities in a safe and operational manner. New floors installed in adult bathrooms.

Continue to attain FIT reports where condition is rated exemplary.

Continue to make exterior repairs to buildings as needed.

New siding on portables, paint, new shed to hold equipment.

New HVAC system in both the office building and multipurpose building.

Continue to maintain Routine Restricted Maintenance Fund

Budgeted Expenditures

a. \$32,000

b. \$4,400

c. \$170,000

Estimated Actual Expenditures

a. \$53,000

b. \$6600

c. \$96,907

Action 2**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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 Maintained attendance monitoring/notification system. Continued to evaluate new attendance software. Daily, weekly and monthly attendance is monitored to ensure that students are attending school. Provided school bus transportation services to and from school for all indistrict students and to designated stops for interdistrict students. Maintained and updated both busses to ensure that all students have safe and reliable transportation to and from school.

a. \$2,000
b. \$34,000
C. NA

a. 0
b. \$36, 237
c. \$1600

Action 3

Planned Actions/Services

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 Discipline

Actual Actions/Services

3.3 Supported safety and a positive school climate.
Reviewed and adjusted safe school plans to facilitate safer more positive school climate.
Focus on getting 2 Parents on School Site Council, 2 Parents

Budgeted Expenditures

a. \$500
b. \$500
c. no cost
d. \$1,000
e. \$224

Estimated Actual Expenditures

a. \$567
b., c., &e. \$658.6
d. \$0
e.

Planned Actions/Services

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.

Actual Actions/Services

on ELAC/DELAC and 2 Parents on the LCAP Committee to help in the decision making for the district.

Continued to provide instruction in Conscious Discipline

Continued to partner with Sutter County Health and Human services for Life Skills and Girls Circle. Nutrition classes occur for 7th and 8th grade students monthly. Life Skills and Girls Circle occurs on an 8 week cycle. Parents, teachers and staff members identify students that would benefit from these interventions.

Provided Community Support and translation services through a special projects coordinator.

Used OnTrack to maintain pupil suspension and expulsion rates < 1%.

Provided materials and Information for Math Night, Science Night. We did not have the Cultural Celebration Day.

Conducted a volunteer breakfast

Budgeted Expenditures**Estimated Actual Expenditures**

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

to encourage community involvement in activities at the school. We invited families to attend Open House BBQ, where families toured classrooms, spoke with staff and board members, and received informational materials.

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

The actions and services were implemented as planned. This year the modernizing of our facilities has been a success. Facilities are being modernized for energy efficiency and overall appearance. (Goal 3.3) With the collaboration from Sutter County Superintendent of Schools, district facilities maintenance and improvement has been well planned with both routine and major projects. The continued involvement of Sutter Health and Human services has provided needed services to our students. (Goal 3.4) Our continued focus on Conscious Discipline and the adherence to the district’s Discipline Matrix continues to result in fewer behavioral issues as well as increased positive survey results.

Based on the dashboard results, LCFF Evaluation rubrics, and assessment data, the overall effectiveness was that we had an increase in achievement data resulting in math for special Ed and EL populations in specific areas. Findings from this survey indicated that 76% of the students felt safe at school, with 23% feeling safe sometimes, and only 1% not feeling safe. When the Climate survey was analyzed for student relationships and learning practices, it was determined that 69% of the students felt they were part of the school family and had close friends to share experiences with at school. Findings from the parent survey indicated that 93% of the parents felt their students felt safe at school. When the Climate survey was analyzed for student relationships and learning practices, 90% of the parents felt that there were many opportunities for them to be involved in school activities and the education of their students. (Goal 3.3) Our attendance rate was 96.3% with less than 9% of our students identify as chronically absent. (Data comes from Schoolwise) We have many families that go to Mexico over the holiday breaks and stay longer than our actual vacation days are and this presents a significant challenge. This really affects our chronic absenteeism rate and our daily attendance rate as reflected on teh CA School Dashboard. We continue to address this challenge by providing education and resources to parents to reduce or eliminate this issue. We plan to continue getting parents of unduplicated students on School Site Council, the ELAC/DELAC and the LCAP Committee to help in the decision making for the district.(Goal 3.2)

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

Based on the Facilities Inspection Tool, stakeholder feedback gathered through surveys and meetings indicates that our facilities continue to need more capital maintenances projects to be completed. (Goal 3.1) We continue to closely monitor attendance and adhere to the SARB process.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Goal and action 3.1.a, the original budget did not account for two maintenance and facilities persons and additional costs to maintain facilities. Additionally, the original budgeted expenditures did not include the attendance software which is a base expense. Goal 3 and actions b., c. and e., were combined. Supplemental supplies were not included in the 2018/19 LCAP these included replacing siding on portables, updating the adult restroom floors and other unplanned expenditures to maintain the facilities in good condition. For Goal 3.1.c the estimate for the contribution to the Routine Restricted Maintenance fund was overstated in the LCAP and has been corrected to \$97,000 for the 2019-20 LCAP.

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

The only change is to add the emphasis of having parents of unduplicated students participate on School Site Council, the ELAC/DELAC and the LCAP Committees to help in the decision making for the district.

Stakeholder Engagement

LCAP Year: 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?

Board Meetings

July 11, 2018

August 15, 2018

September 12, 2018

October 16, 2018

November 14, 2018

December 14, 2018

January 9, 2019

February 13, 2019

March 13, 2019

April 10, 2019

May 8, 2019

June 19, 2019- LCAP Public Hearing

June 20, 2019- LCAP Approval

Teachers

August 13, 2018 Back-to-School Training

October 10, 2018 Staff Meeting

January 23, 2019 Staff Meeting

February/March 2019 (Staff Survey)

Parents

August 22, 2018 Back-to-School Night

September 24, 2018 School Site Council Meeting

December 11, 2018 School Site Council Meeting

February/March 2019 (Parent Survey)

March 25, 2019 School Site Council Meeting

ELAC/DELAC

September 24, 2018 ELAC/DELAC Meeting

December 11, 2018 ELAC/DELAC Meeting

March 25, 2019 ELAC/DELAC Meeting

Community

February 20, 2019 Robbins School Community Meeting

February 22, 2019 Knights Landing Community Meeting

May 16, 2019 Volunteer Breakfast

May 22, 2019 Open House

Students

August 22, 2018 Back-to-School Night

Monthly Newsletters sent to all families and posted at Post Office and Store. Assemblies for academic Achievement include one for Progress Reports and one for Report Cards each trimester for a total of six assemblies for the school year. No Bargaining Units Exist.

Impact on LCAP and Annual Update

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

Beginning in August 2018 the district began inviting stakeholders to Back-to-School Night through the “all call” phone system and sent home flyers to attend the Back-to-School Night and the parent meeting. Parents and community members were involved in reviewing the LCAP goals and actions. Parents were encouraged to attend the many parent/community events including Patriots Day, Math Night, Science Night, Read Across America Day, Awards Ceremonies, School Site Council Meetings, and the monthly Board meetings to continue their involvement in the LCAP Goals, Actions and Services and to provide continued feedback to district administration. During each of these events, the district Superintendent, Director of Curriculum and Instruction and school staff are available and make it a point to talk to parents regarding the various goals, actions and services that are in the LCAP and are being provided to students to ensure that the district continues to involve all stakeholders in the decision making process. The goals, actions and services in the LCAP are discussed at all staff meetings, board meetings, school site council meetings and community events and input is always requested. The impact of stakeholder input is that we determined that we would continue providing the goals, actions and services such as professional development, the MTSS work outlined in the LCAP and continue to monitor the impact on our district goals for 2019-2020.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

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 Priorities: 1, 2, 4, 6, 8

Local Priorities:

Identified Need:

2017-18:

- 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.

2018-19:

- 1.1 Academic Indicator for ELA indicates the average student scored .6 points above level 3 (Standard Met) and for Math 6.1 points below level 3 (Standard Met).
- 1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup scored 11.1 points above level 3 (Standard Met) and declined by 13.9 points from the previous year. In Math the Socioeconomically Disadvantaged subgroup scored 10.5 points below level (Standard Met) and increased by 9 points.
- 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 2017-2018, there were 2/140 LTELs in the district. According to baseline ELPAC data 89% of students scored in Level 3 or 4.

2019-20:

1.1 Academic Indicator for ELA indicates the average student scored 9.5 points above level 3 (Standard Met) and for Math 12 points below level 3 (Standard Met).

1.2 ELA Academic Indicator for Socioeconomically Disadvantaged subgroup scored 5.4 points above level 3 (Standard Met) and decrease by 7.4 points from the previous year. In Math the Socioeconomically Disadvantaged subgroup scored 14.6 points below level (Standard Met) and increased by 3.1 points.

1.3 SBAC student achievement data, teacher survey data, and observational walkthrough data indicate continued need for professional development on CA state standards 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 standardsaligned instructional materials.

1.7 At the end of the 2018-19, there were 8 LTELs in the district. According to 2018 ELPAC data 51% of students scored in Level 4.

Expected Annual Measureable 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 10 points above level 3 Math 10 points below level 3 All Students. (Priority 4a)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 6 points above level 3 Math 14 points below level 3 Socioeconomically Disadvantage Subgroup (Priority 4a)
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- 8 points below level 3 Students with Disabilities Subgroup (Priority 4a)
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%	1%, a decrease of 0.4%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.5 SARC report on Broad course of study/sufficient access to standards-aligned instructional materials	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.6 CELDT data	Students moving one or more CELDT levels 87% Students being reclassified 69%	This will be the baseline year for ELPAC	55% of the identified English Language Learners will comprehend and retell complex informational and literature text with clear and comprehensible English with a Level 4, Bridging proficiency, as determined by the initial and summative ELPAC (English Language Proficiency Assessment for California) assessment.	55% of the identified English Language Learners will comprehend and retell complex informational and literature text with clear and comprehensible English with a Level 4, Bridging proficiency, as determined by the initial and summative ELPAC (English Language Proficiency Assessment for California) assessment. ?% students will be reclassified according to the EL reclassification requirements. (Priority 4 E-Reclassification)

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

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

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,

2018-19 Actions/Services

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,

2019-20 Actions/Services

1.1 Provide ongoing 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.

Mathematics, History/Social Science and NGSS.

Mathematics, History/Social Science and NGSS to all students, including unduplicated pupils and individual with exceptional needs (Priority 7b & 7c)

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

a. \$96,000
b. \$6,000
c. \$3,000
d. \$3,000
e. \$300.

a. \$105,000
b. \$11,700
c. \$9,160
d. \$8,000
e. \$6,100

a. \$94,917; \$22,248
b. \$1,000
c. \$6,500; \$2,000
d. \$500
e. \$1,000

Source

a. Supplemental/Concentration
b. Supplemental/Concentration
c. Supplemental/Concentration
d. Supplemental/Concentration
e. Supplemental/Concentration

a. Supplemental/Concentration
b. Supplemental/Concentration
c. Supplemental/Concentration
d. Supplemental/Concentration
e. Supplemental/Concentration

a. Supplemental/Concentration
b. Supplemental/Concentration
c. Supplemental/Concentration;
Title II
d. Supplemental/Concentration
e. Supplemental/Concentration

Year	2017-18	2018-19	2019-20
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	a. 1100 TAC - Certificated Teacher Salaries & Benefits b. 1100 Substitutes Salary & Benefits c. 5200 Travel and Conference d. 5800 Prof. Services e. 5220 Mileage	a. 1000 Certificated Teacher Salaries; 3000 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	Location(s)
All Students	All Schools

OR

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

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

Actions/Services

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

Modified

2017-18 Actions/Services

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.

for 2018-19

Modified

2018-19 Actions/Services

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.

for 2019-20

Modified

2019-20 Actions/Services

1. 2 Provide high quality instruction to all students including unduplicated pupils and individual with exceptional needs 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. (Priority 7b & 7c)

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

a. \$797,204
b. \$5,000

a. \$586,425
b. \$5,000

a. \$615,343
b. \$5,000
c. \$19,467; \$5,572

Source

a. Base
b. Base

a. Base
b. Base

a. Base
b. Base
c. C. Title I

Year	2017-18	2018-19	2019-20
Budget Reference	a. 1100 Certificated Teacher Salary & Benefits b. 4300 Instructional Supplies	a. 1100 Certificated Teacher Salary & Benefits b. 4300 Instructional Supplies	a. & c.1000 Certificated Teacher Salaries; 3000 Benefits a. 4300 Instructional Supplies

Action #3

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

1.3 Maintain a progress monitoring system which includes a 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**Year****2017-18****2018-19****2019-20****Amount**

a. \$3,000
b. \$1,000
c. \$1,000

a. \$3,000
b. \$1,000
c. \$1,200

a. \$3,300
b. \$1,000
c. \$6,200

Source

a. Supplemental/Concentration
b. Supplemental/Concentration
c. Supplemental/Concentration

a. Supplemental/Concentration
b. Supplemental/Concentration
c. Supplemental/Concentration

a. Supplemental/Concentration
b. Supplemental/Concentration
c. Supplemental/Concentration

Year**2017-18****2018-19****2019-20****Budget Reference**

a. 1100 Substitutes Salary & Benefits
 b. 2200 Substitutes for classified
 c. 5800 Prof. Services/Consulting

a. 1100 Substitutes Salary & Benefits
 b. 2200 Substitutes for classified
 c. 5800 Prof. Services/Consulting

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**Location(s)**

N/A

N/A

OR

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

Students to be Served**Scope of Services:****Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

2017-18 Actions/Services

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.

Modified

2018-19 Actions/Services

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.

Modified

2019-20 Actions/Services

1.4 Provide interventions and supports using the MTSS to address the academic needs of our Socioeconomically Disadvantaged, English learners, foster youth, students with disabilities including unduplicated pupils and individual with exceptional needs.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

a. \$104,030
b \$14,200
c. \$ 10,171

a. \$110,030
b \$15,000
c. \$ 10,000

a. \$110,030
b. \$ 15,000
c. \$10,000

Source

a. Supplemental/Concentration
b. Supplemental/Concentration
c. Supplemental/Concentration

a. Supplemental/Concentration
b. Supplemental/Concentration
c. Supplemental/Concentration

a. Supplemental/Concentration
b. Supplemental/Concentration
c. Supplemental/Concentration

Year**2017-18****2018-19****2019-20****Budget Reference**

a. 2100 Classified Salaries & Benefits
 b. 4300 Resources
 c. 5800 Prof. Services

a. 2100 Classified Salaries & Benefits
 b. 4300 Resources
 c. 5800 Prof. Services

a. 2100 Classified Salaries & Benefits
 b. 4300 Resources
 c. 5800 Prof. Services

Action #5

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

Students to be Served**Location(s)**

N/A

N/A

OR

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

Students to be Served**Scope of Services:****Location(s)**

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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**Year****2017-18****2018-19****2019-20****Amount**

a. \$5,285
b. \$2,000

a. \$2,000
b. \$2,000

a. \$2,000
b. \$2,000

Source

a. Supplemental/Concentration
b. Supplemental/Concentration

a. Supplemental/Concentration
b. Supplemental/Concentration

a. Supplemental/Concentration
b. Supplemental/Concentration

Budget Reference

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

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

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

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

Modified

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 Priorities: 7

Local Priorities:

Identified Need:

2017-18 and 2018-19
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.

2019-20
In order to meet the goal of a Broad Course of Study at WinshipRobbins, 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Master Schedule	One day a week of VAPA.	VAPA – 1 day a week of music and one afternoon of drama lessons integrated into 1 content area	VAPA integrated into 2 content areas	Due to the difficulty of providing continuous VAPA instruction into 3 content areas this action has been removed.
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 areas	Technology integrated into 3 content areas
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

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

2.1 Combined actions 1 & 3 as we modified a para educator position to have this position provide art instruction for students during the school day and an after school program to extend their VAPA instruction. This will increase student access to visual

teachers to support VAPA instruction.

teachers to support VAPA instruction.

and performing arts programs and courses. Provide professional development to teachers to support VAPA instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$6,700 b. \$6,000 c. \$2,000	a. \$4,000 b. \$5,100 c. \$2,000	a. \$10,829; \$4794 b. \$2, 000
Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	a. Supplemental/Concentration b. Supplemental/Concentration
Budget Reference	a. 5800 Prof. Services b. 5800 Prof. Services c. 4300 Supplies	a. 5800 Prof. Services b. 5800 Prof. Services c. 4300 Supplies	a. 2000 Classified Salaries; 3000 Classified Benefits b. 4300 Supplies

Action #2

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

2.2 Provide teachers and students with technology access and tools to enhance and support curriculum.

2018-19 Actions/Services

2.2 Provide teachers and students with technology access and tools to enhance and support curriculum.

2019-20 Actions/Services

2.2 Provide teachers and students with technology access and tools to enhance and support curriculum.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

a. \$23,500
b. \$15,000
c. \$3,000

a. \$33,143
b. \$5,000
c. \$4,400

a. \$33,143
b. \$5,000
c. \$4,400

Year	2017-18	2018-19	2019-20
Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	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	a. 2426& 3XXX Technology Tech Salary & Benefits - Classified b. 5800 Prof. Services c. 4300 Materials and Supplies	a. 2426& 3XXX Technology Tech Salary & Benefits - Classified 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

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

2017-18 Actions/Services

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.

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

Modified

2018-19 Actions/Services

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.

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

Modified

2019-20 Actions/Services

Modified a para educator position to have this position provide art instruction for students during the school day and the after school program to extend their VAPA instruction.

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

a. \$16,000
b. \$4,000
c. \$500

a. \$8,000
b. \$3,697
c. see goal 1d

a. \$750
b. \$1000

Source

a. Supplemental/Concentration
b. Supplemental/Concentration
c. Supplemental/Concentration

a. Supplemental/Concentration
b. Supplemental/Concentration
c. Supplemental/Concentration

a. Base
b. Base

Year	2017-18	2018-19	2019-20
Budget Reference	a. 4300 Materials and Supplies b. 4300 Materials and Supplies c. 5800 Prof. Services/Entry Fees	a. 4300 Materials and Supplies b. 4300 Materials and Supplies c. 5800 Prof. Services/Entry Fees	a. 4300 Materials and Supplies b. 5800

Action #4

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services

Provide high quality instruction and a broad course of study for all students using local data and assessment to inform teaching and learning.

2018-19 Actions/Services

Provide high quality instruction and a broad course of study for all students using local data and assessment to inform teaching and learning.

2019-20 Actions/Services

This is a duplicate of Goal 1 action 2 and is being removed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	see goal 1 action 2	see goal 1 action 2	NA
Source	None	None	None
Budget Reference	None	None	None

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

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 Priorities: 1, 3, 5, 6

Local Priorities:

Identified Need:

2017-18 and 2018-19

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 Robbins 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.

2019-20

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 maintenance/cleaning schedule that continues to be modified to address 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 Robbins School, however also noted for the need of anti-bullying education. Parents are encouraged to participate in the decision making at Robbins School by serving on committees, attending school activities and giving feedback and by communicating directly with staff and administration. Our parents of unduplicated students serve on our School Site Council, DELAC/ELAC and LCAP committees as well as volunteer at school to participate in the creation of our school/community events throughout the year. 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 ongoing communication to parents about the school and ways they can be involved.

Expected Annual Measureable 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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.2 Middle School Dropout rate data	0%	Maintain 0%	Maintain 0%	Maintain 0%
3.2 P2 District Attendance Parents to serve on School Site Council, DELAC/ELAC and LCAP Committees.	96.5%	Increase to 97%	Increase to 98%	Maintain 98%
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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.3 Stakeholder Survey - school safety Based on stakeholder surveys increase parent participation to 98.5% 3 Parents on School Site Council, 3 Parents on ELAC/DELAC and 3 Parents on the LCAP Committee.	98% feel school is a safe place for their children to learn	Maintain >98%	Maintain >98%	99%
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

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

2017-18 Actions/Services

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

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

Modified

2018-19 Actions/Services

3.1 Continue to maintain current facilities in a safe and operational manner. Continue to attain FIT reports where condition is rated exemplary.

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

Modified

2019-20 Actions/Services

3.1 Continue to maintain current facilities in a safe and operational manner. Continue to attain FIT reports where condition is rated exemplary.

exemplary.
 Maintain landscaping and repaint
 blacktop playground
 Replace HVAC unit and monitoring
 system
 Maintain Routine Restricted Maintenance
 Fund

Make exterior repairs to buildings as
 needed
 Continue to maintain Routine Restricted
 Maintenance Fund

Make exterior repairs to buildings as
 needed
 Continue to maintain Routine Restricted
 Maintenance Fund

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$25,400 b. \$45,000 c. \$150,000	a. \$32,000 b. \$44,400 c. \$170,000	a. \$32,000 b. \$4,400 c. \$170,000
Source	a. Base b. Base c. Base	a. Base b. Base- \$4000, \$400- Routine Restricted Maintenance Fund c. Base	a. Base b. Base- \$4000, \$400- Routine Restricted Maintenance Fund c. Base
Budget Reference	a. 2200 Classified Support Salaries & Benefits b. 5800 Prof. Services c. 8980 Contributions to Restricted Revenue	a. 2200 Classified Support Salaries & Benefits b. 5800 Prof. Services c. 8980 Contributions to Restricted Revenue	a. 2200 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

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

2017-18 Actions/Services

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-

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

Modified

2018-19 Actions/Services

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-

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

Modified

2019-20 Actions/Services

3.2 Monitor daily Attendance
Develop and implement an attendance
monitoring/notification system Maintain
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
Provide Nutritional Services to all students

district students and to designated stops
for inter-district students

district students and to designated stops
for interdistrict students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$2,000 b. \$45,000 c. \$95,000	a. \$2,000 b. \$34,000 C. NA	a. \$2,000 b. \$41,318; 17,865
Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	a. Supplemental/Concentration b. Supplemental/Concentration C. NA	a. Base b. Base
Budget Reference	a. 4300 Materials and Postage b. 2000 Classified Salaries & Benefits c. 5800 Contracted Services	a. 4300 Materials and Postage b. 2000 Classified Salaries & Benefits C. NA	a. 4300 Materials and Postage b. 2000 Classified Salaries & Benefits c. NA

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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 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

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 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

Support safety and a positive school climate.
Review and adjust safe school plans to facilitate safer more positive school climate.
Continue to provide instruction in 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.

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.

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 as these are
 opportunities for parents and students to
 provide input on instructional programs
 and services.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

a. \$1,000
 b. \$500
 c. \$31,000
 d. \$1,000
 e. \$1,000

a. \$500
 b. \$500
 c. no cost
 d. \$1,000
 e. \$224

a. \$500
 b. \$500
 c. no cost
 d. \$1,000
 e. \$224

Source

a. Supplemental/Concentration
 b. Supplemental/Concentration
 c. Supplemental/Concentration
 d. Supplemental/Concentration
 e. Supplemental/Concentration

a. Supplemental/Concentration
 b. Supplemental/Concentration
 c. Supplemental/Concentration
 d. Supplemental/Concentration
 e. Supplemental/Concentration

a. Supplemental/Concentration
 b. Supplemental/Concentration
 c. Supplemental/Concentration
 d. Supplemental/Concentration
 e. Supplemental/Concentration

Year	2017-18	2018-19	2019-20
Budget Reference	a. 5800 Prof. Services b. 4300 Materials and Supplies c. 4300 Materials and Supplies d. 2000 Classified Salaries/ben e. 4300 Materials and Supplies	a. 5800 Prof. Services b. 4300 Materials and Supplies c. 4300 Materials and Supplies d. 2000 Classified Salaries/ben e. 4300 Materials and Supplies	a. 5800 Prof. Services b. 4300 Materials and Supplies c. 4300 Materials and Supplies d. 2000 Classified Salaries/ben e. 4300 Materials and Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

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

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

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

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

The End 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.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$360,046

34.78%

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

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

Estimated Supplemental and Concentration Grant Funds: \$ 360,046
Percentage to Increase or Improve Services: 34.78%

The Winship-Robbins School District received \$360,046 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 Director of Curriculum and Instruction to effectively support unduplicated students. We're also using funds to support paraprofessionals to increase intervention time and reduce the adult to student ratio percentage to increase achievement. Our Director of Curriculum and Instruction 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 vocabulary curriculum alignment of our math resources as well as implementing the ELA/ELD framework using Kate Kinsella models of instruction all under the umbrella of MTSS. Extend tutoring will occur after school from one to four hours. 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.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$311,336	34%

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

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

Estimated Supplemental and Concentration Grant Funds: \$ 311, 336 Percentage to Increase or Improve Services: 34%

The WinshipRobbins School District received \$311,336 in supplemental and concentration funds of the LCFF supporting our 87.85% 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 Director of Curriculum and Instruction 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 Director of Curriculum and Instruction has been actively pursuing researchbased, standardsfocused professional learning for all our teachers this year. They use the time provided in districtwide 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 vocabulary curriculum alignment of our math resources as well as implementing the ELA/ELD framework using Kate Kinsella models of instruction all under the umbrella of MTSS. Extend tutoring will occur after school from one to four hours. The allotments in the LCAP reflect suggested allocations for ELD/Intervention paraprofessionals and a TAC.

The demographics of the WinshipRobbins District indicate that 91% of our students qualify for free and reduced meals. The district also has 41% 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.