

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

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

### THE STORY

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

The Winship-Robbins School District serves students TK through 8<sup>th</sup> grade as well as 3 and 4 year olds in our all day preschool. Robbins is a small, rural school in the center of the Sutter Basin, in southern Sutter County. Known for its community involvement and warm, neighborly atmosphere, Robbins School strives for academic excellence through high expectations and strict compliance to the California Standards. At Robbins, our goal is to provide educational experiences that will:

- Promote and encourage literacy for all students
- Promote a responsible, confident attitude in our students
- Establish an intrinsic need for lifelong learning
- Develop a strong sense of right and wrong
- Encourage students to accept new challenges and risk failure
- Encourage students to pursue academic excellence
- Teach students to value individual differences.

Our staff is dedicated to providing our students with a positive, safe educational experience that enables our students to attain his or her potential. Consistent with our District Strategic Plan, each student and teacher has an individual list of goals to accomplish on a regular basis.

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

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

## LCAP HIGHLIGHTS

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

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

Goal: #1 The Winship-Robbins School District will provide high-quality academics in English Language Arts with outstanding student behavior choices, and high levels of student attendance.

Goal: #2 The Winship-Robbins School District will provide high-quality academic instruction to English language learners with a focus on long term English learners.

Goal: #3 The Winship-Robbins School District will provide a math program TK-8<sup>th</sup> grade which is aligned with the state standards.

Goal: #4 The Winship-Robbins School District will provide to technology and 21<sup>st</sup> century learning tools and resources for all staff and students.

Goal: #5 The Winship-Robbins School District will retain and recruit 100% highly qualified teachers at all grade levels and subjects.

## REVIEW OF PERFORMANCE

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

## GREATEST PROGRESS

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

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## GREATEST NEEDS

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

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **PERFORMANCE GAPS**

The Winship-Robbins School District using the LCFF evaluation rubrics does not have any groups of students with two or more levels below all students in performance with the exception of suspension rates. Staff will continue to meet twice a month to collaborate and train in PD on how we can better meet the needs of all students. The MTSS will provide targeted interventions and supports for unduplicated populations of students and students who need behavioral interventions. We will continue to administer assessments for rapid and targeted interventions and instructional support for all students.

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

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

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$2,252,282
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Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$339,177
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The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Due to the high unduplicated students in the Winship-Robbins School District we chose to increase our technology services, software, and hardware for our students. This was an expenditure that was not originally budgeted.

\$1,461,068

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-17

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

<h2>Goal 1</h2>	<p>1.0 At the end of the 2016-17 school year, 80% of all students (including English Learners, Low Income, Foster Youth and White subgroups) will score Proficient on the year-end District Reading Fluency Assessment.</p> <p>1.1 School attendance rates are 96.8% district-wide.</p> <p>1.2 Less than 9% of absences are chronic absentees, defined as students who have been absent more than 10% of attendance days at any given time in the school year.</p> <p>1.3 No middle school students are reported in CALPADS as dropouts.</p> <p>1.4 SARC reports pupil suspension rate is .55% for 2013.</p>
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- 1.0 85% all students will score Proficient on district fluency assessments.
- 1.1 Maintain 100% of appropriately assigned teachers and 90% of highly qualified teachers.
- 1.2 Staff will align CCCSS ELA and Next Generation Science Standards.
- 1.3 Design a district attendance calendar to maximize instructional minutes as well as PD minutes for staff.
- 1.4 All students will continue to have access to the core courses, including ELA, Math, Social Studies, Science, PE, Health, and Visual and Performing Arts.
- 1.5 Maintain a sufficiency of instructional materials.

### ACTUAL

- 1.0 Between 85%-90% of all students scored proficient on district fluency assessments.
- 1.1 90% of teachers were highly qualified and/or in a program working towards their clear credential.
- 1.2 Units were developed that aligned the ELA standards with the NGSS.
- 1.3 Attendance calendar was designed to maximize instructional minutes and PD for staff.
- 1.4 Students had access to all core courses throughout the school year.
- 1.5 There were sufficiency of instructional materials for all students provided at the beginning of the school year.

## ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p><b>PLANNED</b></p> <p>a. Because of the change to the CCCSS, there is a need for additional staff development time to be included in the yearly calendar. Analyze district instructional minute change per the 2013 Audit Guide. Design a district attendance calendar to maximize instructional minutes as well as PD minutes for staff. Three additional days on the calendar for staff development.</p>	<p><b>ACTUAL</b></p> <p>Due to the implementation of two new curricula, additional staff development was included in the yearly calendar. We analyzed district instructional minutes and a district attendance calendar to maximize instructional minutes as well as PD minutes for staff was developed. Three additional days on the calendar for staff development.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>a. \$11,000 Supplemental/Concentration 1000-1999: Certificated Personnel Salaries</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>a. \$6,000 Supplemental/Concentration 1000-1999: Certificated Personnel Salaries</p>

Action **2**

Actions/Services	<p><b>PLANNED</b></p> <p>b. Provide PD on reading fluency assessments, materials, and intervention. Fund Teacher on Assignment (TAC) .6 FTE.</p>	<p><b>ACTUAL</b></p> <p>The teacher academic coach provided PD on all assessments and intervention strategies.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>b. \$50,080. Supp/Conc 1000-1999: Certificated Personnel Salaries</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>b. \$94,847. Supp/Conc 1000-1999: Certificated Personnel Salaries</p>

Action **3**

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

Action **4**

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

Action **5**

Actions/Services	<p><b>PLANNED</b></p> <p>e. Provide AR and STAR Reading for all grade levels at both sites. Purchase AR/STAR for Winship site as well as Robbins.</p>	<p><b>ACTUAL</b></p> <p>e. Provided AR and STAR Reading for all grade levels at both sites. Purchased AR/STAR for Winship site as well as Robbins.</p>
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Expenditures	<b>BUDGETED</b> e. \$3,800 Supp/Conc 5000-5999 Service	<b>ESTIMATED ACTUAL</b> e. \$2,042.75 Supp/Conc 5000-5999 Service

Action **6**

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

Expenditures	<b>BUDGETED</b> f. See Goal 1b	<b>ESTIMATED ACTUAL</b> f. See Goal 1b

Action **7**

Actions/Services	<b>PLANNED</b> g. Improve teachers' abilities to utilize the Illuminate Data Management System for tracking fluency data. Continue to track fluency data using Illuminate Data Mgmt System. Consider additional or different interventions for students who are not making growth. Use of tech specialist for data analysis	<b>ACTUAL</b> g. Improve teachers' abilities to utilize the Illuminate Data Management System for tracking fluency data. Continue to track fluency data using Illuminate Data Mgmt System. Consider additional or different interventions for students who are not making growth. Use of tech specialist for data analysis.

Expenditures	<b>BUDGETED</b> g. \$8,800 Supp/Conc 2000-2999 Classified Personnel Salaries	<b>ESTIMATED ACTUAL</b> g. \$22,630 Supp/conc 2000-2999 Classified Personnel Salaries



Action **8**

Actions/Services

**PLANNED**  
 h. Increase the time that students read aloud to teachers, aides and/or volunteers during the school day. Subject matter will include ELA, science lessons aligned with the New Generation Science Standards, and Social Studies. Continue to provide individual coaching.

- Continue to recruit volunteers.
- Fund classroom aides so teachers can work with individual students.

**ACTUAL**  
 h. We increased the time that students read aloud to teachers, aides and/or volunteers during the school day. Subject matter included ELA, science lessons aligned with the New Generation Science Standards, and Social Studies. We continued to provide individual coaching to students, staff and volunteers.

- Continue to recruit volunteers.
- Funded classroom aides so teachers can work with individual students.

Expenditures

**BUDGETED**  
 h. \$129,500 Supp/Conc  
 2000-2999 Classified Personnel Salaries

**ESTIMATED ACTUAL**  
 h. **\$98,292.70**  
**2000-2999 Classified Personnel Salaries**

Action **9**

Actions/Services

**PLANNED**  
 i. Provide parent education on the importance of reading practice at home; provide opportunities for parent involvement in Parents' Clubs, Foundations, and site events such as Open House, Back to School Night, etc. Use newly launched district websites to communicate with parents about current and future events. Recruit parent and/or community volunteers to listen to students read aloud.

- Recruit parents to lead and participate in Parents' Clubs, SITE Councils and DELAC Committee.

Provide A-Z copies of leveled readers for parent

**ACTUAL**  
 Provided parent education on the importance of reading practice at home; provided opportunities for parent involvement in Parents' Clubs, Foundations, and site events such as Open House, Back to School Night, etc. Used newly launched district websites to communicate with parents about current and future events. Recruited parents and/or community volunteers to listen to students to support student achievement.

- Recruit parents to lead and participate in Parents' Clubs, SITE Councils and DELAC Committee.

Provide A-Z copies of leveled readers for parent volunteer (paper costs, copy overage).

volunteer (paper costs, copy overage)

Expenditures

**BUDGETED**  
i. \$6,000 Supp/Conc Supplies

**ESTIMATED ACTUAL**  
i. \$145.29 Supp/Conc Supplies

Action **10**

Actions/Services

**PLANNED**  
j. Strategically assign instructional aides to promote student success at both sites. Maintain funding for instructional aides for all classrooms at both sites.

**ACTUAL**  
j. Strategically assigned instructional aides to promote student success. Maintained funding for instructional aides for all classrooms. Winship is no longer a school in our district.

Expenditures

**BUDGETED**  
j. See Goal 1h

**ESTIMATED ACTUAL**  
j. See Goal 1h

Action **11**

Actions/Services

**PLANNED**  
k. For low income pupils:  
• Fund TAC for coaching teachers in improvement in first instruction.  
• Fund certificated staff so all students will benefit from small class size.  
  
Increase fluency intervention for students who are not yet attaining proficiency.

**ACTUAL**  
For low income pupils:  
• Funded TAC for coaching teachers in improvement in best first instruction.  
• Funded certificated staff so all students benefited from small class size.  
  
Increased fluency interventions for students who are not yet attaining proficiency.

Expenditures

**BUDGETED**  
k. see goal 1b

**ESTIMATED ACTUAL**  
k. See Goal 1b

Action **12**

Actions/Services

**PLANNED**  
 I. For English Learners:  
 • Fund TAC for improvement in first instruction.  
 • Fund bilingual secretary at Robbins and an instructional aide at Winship who can communicate with non-English-speaking parents.  
 Increase 30 minute ELD sessions from 3 to 4 times per week.  
 • PD will be provided to teachers and aides on an as-needed basis by TAC.  
 Add the EL component of Read Naturally and provide PD to all teachers and aides

**ACTUAL**  
 I. For English Learners:  
 • Funded TAC for improvement in first instruction.  
 • Funded bilingual secretary at Robbins and an instructional aide at Winship who can communicate with non-English-speaking parents.  
 Increased 30 minute ELD sessions from 3 to 4 times per week.  
 • PD provided to teachers and aides on an as-needed basis by TAC.  
 Added the EL component to all curriculum and aligned the NGSS with ELA for ELD students.

Expenditures

**BUDGETED**  
 I. See Goal 1b  
 \$21,424 Supp/Conc  
 2000-2999 Classified Personnel Salaries  
 \$400 Supp/Conc  
 5000-5999 services

**ESTIMATED ACTUAL**  
 I. See Goal 1b  
 \$29,353.12 Supp/Conc  
 2000-2999 Classified Personnel Salaries  
 \$2106 Supp/Conc  
 5000-5999

Action **13**

Actions/Services

**PLANNED**  
 m. For foster youth: Our district does not have any foster youth at this time.

**ACTUAL**  
 m. For foster youth: Our district does not have any foster youth at this time.

Expenditures

**BUDGETED**  
 m. no cost

**ESTIMATED ACTUAL**  
 m. no cost

Action **14**

Actions/Services

**PLANNED**  
n. For Redesignated English Learners: Review data tri-annually for all redesignated English Proficient students and provide interventions as necessary.

**ACTUAL**  
n. For Redesignated English Learners: We reviewed data tri-annually for all redesignated English Proficient students and provided interventions as necessary.

Expenditures

**BUDGETED**  
n. \$1,000 Supp/Conc  
1000-1999 Certificated Personnel Salaries

**ESTIMATED ACTUAL**  
n. **No cost**

Action **15**

Actions/Services

**PLANNED**  
o. Continue to provide transportation services to all students to ensure attendance.

**ACTUAL**  
o. Continued to provide transportation services to all students to ensure attendance.

Expenditures

**BUDGETED**  
o.\$134,352 Supp/Conc (over allotment)  
8980 Contribution above MOE

**ESTIMATED ACTUAL**  
o. \$39,323.Supp/Conc

Action **16**

Actions/Services

**PLANNED**  
p. Continue to provide nutritional services (free breakfast and lunch) to all students to ensure they are well fed and ready to learn.

**ACTUAL**  
p. Continued to provide nutritional services (free breakfast and lunch) to all students to ensure they are well fed and ready to learn.

Expenditures	<b>BUDGETED</b> p. \$70,000 Supp/Conc (contribution over allotment) 8980 Contribution	<b>ESTIMATED ACTUAL</b> <b>p. \$93,972.55 Supp/Conc (contribution over allotment)</b> <b>8980 Contribution</b>

Action **17**

Actions/Services	<b>PLANNED</b> q. Staff will monitor tardy and absent data to target intervention for families with chronic issues. <ul style="list-style-type: none"> <li>Both sites will provide lice kits to families as necessary to facilitate attendance at school.</li> </ul>	<b>ACTUAL</b> q. Staff monitored tardy and absent data to target intervention for families with chronic issues. Robbins provided lice kits to families as necessary to facilitate attendance at school.

Expenditures	<b>BUDGETED</b> q.\$300 Supp/Conc 4000-4999 Supplies	<b>ESTIMATED ACTUAL</b> q. \$525.73 4000-4999 Supplies

Action **18**

Actions/Services	<b>PLANNED</b> r. Maintain 0% dropout rate. Design a district attendance calendar to maximize instructional minutes as well as PD minutes for staff. Three additional days on the calendar for staff development.	<b>ACTUAL</b> r. Maintained 0% dropout rate. Designed a district attendance calendar to maximize instructional minutes as well as PD minutes for staff. Three additional days were added to the calendar for staff development.

Expenditures	<b>BUDGETED</b> r. no cost	<b>ESTIMATED ACTUAL</b> <b>r. No Cost</b>

Action

# 19

Actions/Services

**PLANNED**  
s. Maintain low suspension and 0% expulsion rates.

**ACTUAL**  
s. Maintained a low suspension and 0% expulsion rate.

Costs

**BUDGETED**  
s. no cost

**ESTIMATED ACTUAL**  
**\$1,100 Concentration over allotment**  
**Supp/Conc**  
**2000-2999 Classified Personnel**

## ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We used surveys and multiple assessments of data throughout the year to determine the effectiveness of the PD and on-going intervention. We responded to surveys in the fall and in the spring. We analyzed assessment data every six weeks and set goals every two weeks for students and staff. We monitored attendance each month.

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

Based on the dashboard results, LCFF Evaluation rubrics, and assessment data, we had an increase in achievement data resulting in a 10 out of 10 in similar school ranking and 40 point increase in special Ed and EI populations in specific areas. Our school climate surveys completed by students, parents and staff show high levels of engagement 72%, safety 83% and climate at 69%. Our attendance rate was 96% with less than 2% of our students as chronic absenteeism.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the need for resources, coaching, tech and data support as well as the adoption of a new ELA curriculum, expenditures exceeded the budgeted amounts in personnel support using the data analysis expert and the teacher-academic-coach (TAC), the bi-lingual secretary. Instructional and nutritional support resources also exceeded the budgeted amount.

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

1. Teachers and paraprofessionals will provide intervention in reading comprehension using the **MTSS model**.
2. Teachers and paraprofessionals will increase the time that students use Accelerated Reader (AR) and STAR Reading for increased reading fluency and **comprehension**.
3. TAC will provide PD to improve teachers' abilities to utilize the Illuminate Data Management System for tracking fluency, accuracy and **comprehension data**.
4. Teachers and paraprofessionals will **increase the rigor** in which students read using specific reading strategies during the instructional day. Subject matter will include ELA, science lessons aligned with the New Generation Science Standards, and **Social Studies**.
5. Clerical staff will monitor tardy and absent data to target intervention for families with chronic issues through Illuminate **On-Track Reporting program**.
6. Teaching staff will continue to implement CCCSS ELA and Next Generation Science Standards materials.
7. All students with an IEP or 504 status will be provided with access and accommodations to the CCCSS curriculum as designated by their IEPs and FAPE.

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

<h2 style="margin: 0;">Goal 2</h2>	<p>2.0 At the end of the 2016-17 school year, the percentage of students designated as Long Term English Learners will drop from 5% to 2% as measured by the CELDT test. Early intervention will ensure a low rate of LTEL.</p>
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

At the end of the 2016-17 school year, 2% or less of ELs will be LTELs.

At the end of the 2016-2017, there were less than 2% of LTELs in the district. According to the LCFF dashboard – green 75%-85% of were reclassified.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

**PLANNED**  
a. Provide individual teacher coaching by TAC to improve ELD and SDAIE instructional strategies for teachers.

**ACTUAL**  
Due to the implementation of two new curricula, the TAC provided on going staff development to improve ELD and SDAIE strategies for teachers.



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

Action **2**

Actions/Services	PLANNED b. Provide PD on Illuminate Data system so that teachers can track progress on EL students in reading and math.	ACTUAL b. PD was provided on Illuminate Data system and teachers tracked progress of EL students.

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

Action **3**

Actions/Services	PLANNED c. TAC will provide PD on strategies for LTELs for all teachers.	ACTUAL c. TAC Provided instructional strategies for all teachers.

Expenditures	BUDGETED c. See Funding Goal 1b	ESTIMATED ACTUAL c. See Funding Goal 1b

Action **4**

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

Action **5**

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

Action **6**

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

Action **7**

Actions/Services	<p><b>PLANNED</b> g For Foster Youth: Our district does not have any foster youth at this time.</p>	<p><b>ACTUAL</b> g. N/A</p>
Expenditures	<p><b>BUDGETED</b> g. See Goal 1b</p>	<p><b>ESTIMATED ACTUAL</b> g. N/A</p>

Action **8**

Actions/Services	<p><b>PLANNED</b> h. For redesignated English Proficient students: Review data tri-annually for all redesignated English Proficient students and provide interventions as necessary.</p> <ul style="list-style-type: none"> <li>• Monitor assessment and achievement data for proficiency for 3 years past R-FEP date per EL Plan.</li> </ul>	<p><b>ACTUAL</b> h. For redesignated English Proficient students: Staff and the TAC reviewed data tri-annually for all redesignated English Proficient students and provided interventions as necessary.</p> <p>They also monitored assessment and achievement data for proficiency for 3 years past R-FEP date per EL Plan.</p> <ul style="list-style-type: none"> <li>• .</li> </ul>
Expenditures	<p><b>BUDGETED</b> h. \$1,000 Supp/Conc 1000-1999 Certificated Salaries</p>	<p><b>ESTIMATED ACTUAL</b> h. \$400 Supp/Conc 1000-1999 Certificated Salaries</p>

## ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We used surveys and multiple assessments of data throughout the year to determine the effectiveness of the PD and on-going intervention for ELD instruction and EL achievement. We responded to surveys in the fall and in the spring. We analyzed assessment data every six weeks and set goals every two weeks for students and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Based on the dashboard results, LCFF Evaluation rubrics, and assessment , we had an increase in achievement data resulting in 75%-85% students reclassified and an increase in achievement of 3.8%. All EL students increase one proficiency band.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No increase.
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.	<ol style="list-style-type: none"><li>1. TAC will provide PD on academic vocabulary acquisition and the Vocabulary Toolkit.</li><li>2. TAC and County Educational Services will provide professional development on the implementation and instruction of the Kinsella Vocabulary Toolkit.</li><li>3. EL Coordinator will provide parent interaction and education through ELAC/DELAC meetings to promote and provide the skills necessary for EL students to engage and achieve in their grade level academics.</li></ol>

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

<b>Goal 3</b>	3.0 By July 2017, the Mathematics program for grades TK-8, including curriculum, instruction, assessments, and reporting, will be aligned with the CA Common Core State Standards (CCSS).
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

Students will be assessed using local and state benchmark assessments.	At the end of the 2016-2017, all students scored 16.8 points above a level 3.
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ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p><b>PLANNED</b>                  a. Research CCCSS-aligned math curriculum for district adoption.</p> <p>Teachers will pilot CCCSS math materials. Materials and resources will be developed for intervention support.</p>	<p><b>ACTUAL</b>                  Adoption of CCCSS math materials for K-5 classrooms. Materials and resources were developed for intervention support</p>
Expenditures	<p><b>BUDGETED</b>                  a. \$2,000 Supplemental and Concentration Materials and Supplies</p>	<p><b>ESTIMATED ACTUAL</b>                  a. \$5,271 Supplemental and Concentration Materials and Supplies</p>

Action **2**

Actions/Services

**PLANNED**  
 b. Adopt and purchase new math curriculum for the district.

Provide PD for teachers and staff for continuous improvement. Send teachers to College Preparatory Math from and Robbins.

**ACTUAL**  
 Adopted and purchased K-5 new math curriculum for the district.

a. Provided PD for teachers and staff for continuous improvement. Sent teachers to College Preparatory Math from Robbins.

Expenditures

**BUDGETED**  
 b. See Funding Goal 3a

**ESTIMATED ACTUAL**  
 b. See Funding Goal 3a

Action **3**

Actions/Services

**PLANNED**  
 c. Use online programs to improve math fluency, such as IXL for all students K-8.

Determine which program is more effective and continue to fund.

**ACTUAL**  
 Winship-Robbins School District chose not to adopt any math IXL this year.

Expenditures

**BUDGETED**  
 c. \$1,150 Supp/Conc  
 Materials and Supplies; services

**ESTIMATED ACTUAL**  
 c. None

Action **4**

Actions/Services

**PLANNED**  
 d. Review and evaluate effectiveness of district math assessments.

**ACTUAL**  
 d. Review and evaluate effectiveness of district math assessments.

	Train staff on newly adopted curriculum.	Train staff on newly adopted curriculum.
Expenditures	<p><b>BUDGETED</b></p> <p>d. See goal 1b</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>e. <b>See goal 1b</b></p>

Action **5**

Actions/Services	<p><b>PLANNED</b></p> <p>e. Teachers will record math progress in online grade books and report progress in new report cards.</p> <p>Integrate assessments aligned with adopted math curriculum into the Illuminate data tracking system. .</p>	<p><b>ACTUAL</b></p> <p>e. Teachers will record math progress in online grade books and report progress in new report cards.</p> <p>Integrate assessments aligned with adopted math curriculum into the Illuminate data tracking system.</p>
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Expenditures	<p><b>BUDGETED</b></p> <p>e. None</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>e. \$825.00 Supp/Conc 4000-4999 Supplies</p>
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Action **6**

Actions/Services	<p><b>PLANNED</b></p> <p>f. For low-income students: TAC will continue coaching and support.</p>	<p><b>ACTUAL</b></p> <p>f. The TAC provided coaching and support for all teachers and students.</p>
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Expenditures	<p><b>BUDGETED</b></p> <p>f. See Goal 1b</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>f. <b>See Goal 1b</b></p>
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Action **7**

Actions/Services	<p><b>PLANNED</b></p> <p>g. ELD sessions will be increased to 30-40 minutes four times a week. TAC will monitor through assessments the progress of LTEL's for three years.</p>	<p><b>ACTUAL</b></p> <p>g. ELD sessions were increased to 30 minutes four times a week.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>g. See Goal 1b</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>g. See Goal 1b</p>

Action **8**

Actions/Services	<p><b>PLANNED</b></p> <p>h. For Foster Youth: Our district does not have any foster youth at this time.</p>	<p><b>ACTUAL</b></p> <p>h. N/A</p>
Expenditures	<p><b>BUDGETED</b></p> <p>h. None</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>h. None</p>



## ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We used surveys and multiple assessments of data throughout the year to determine the effectiveness of the PD and on-going intervention for math instruction and math achievement. We responded to assessments throughout the year with additional PD and interventions for students. We analyzed assessment data every six weeks and set goals every two weeks for students and staff.

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

Based on the dashboard results, LCFF Evaluation rubrics, and assessment data, we had an increase in achievement data resulting in all groups of students scoring above a level three.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was an increase of \$2,846 over the budgeted amount because of the adoption of new math curriculum for grades K-5.

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

1. Teachers will align the math curriculum to the rigor of the Academic Standards.
2. TAC will provide Professional Development on mathematical concepts and procedures through the use of Scaffolding and Universal Design for differentiated instruction.
3. Teachers and paraprofessionals will provide intervention in math fluency and concept development using the MTSS model.
4. Teachers will analyze and evaluate the effectiveness of district math assessments to determine curriculum and instructional modifications.
5. Teachers will record math progress in Illuminate online grade books and report progress on standard based report cards.
6. Administration and teaching staff will engage in "Math Night" to provide students an opportunity to demonstrate with parents/guardians on the concepts and skills necessary for students to achieve at their grade level academics.

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

<b>Goal 4</b>	4.0 Ensure access to and mastery of 21st century learning tools, resources and skills for all staff and students.
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

- 40% of students in grades K-8 will be proficient or better with grade level NETS standards or district equivalent.
- 70% of staff members will improve confidence and capability in technology skills.

**ACTUAL**

At the end of the 2016-2017, there were over 40% in students in grades K-8 who were proficient in grade level NETS standards. 100% of all staff members improved in their capability to use NETS standards effectively.

ACTIONS / SERVICES

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

Action

**1**

Actions/Services

**PLANNED**

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

**ACTUAL**

Staff researched NETS resources and designed student curriculum, and received training in grade level groups, with the assistance of the TAC and the site Ed Tech Specialist.

Expenditures

**BUDGETED**  
 a. County Ed Spec \$16,028  
 Supp/Conc  
 1000-1999 Certificated Personnel Salaries  
 Services

**ESTIMATED ACTUAL**  
 A \$266 Supp/Conc  
 Classified Salaries  
 2000-2999

Action

**2**

Actions/Services

**PLANNED**  
 b. Provide PD on integrating NETS grade level skills and standards into the curriculum.  
  
 Provide PD time on minimum days for action steps.

**ACTUAL**  
 a. Provide PD on integrating NETS grade level skills and standards into the curriculum.  
  
 Provide PD time on minimum days for action steps.

Expenditures

**BUDGETED**  
 b. \$ 0

**ESTIMATED ACTUAL**  
 b. \$ 6,455 Supp/Conc  
 Classified Salaries  
 2000-2999

Action

**3**

Actions/Services

**PLANNED**  
 c. Provide PD time for teachers to scaffold from grade and ability level to grade and ability level.  
  
 Students continue learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.

**ACTUAL**  
 b. Provide PD time for teachers to scaffold from grade and ability level to grade and ability level.  
  
 Students continue learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.

Expenditures

**BUDGETED**  
 c. \$ 0  
 See Funding Goal 1b and Goal 11

**ESTIMATED ACTUAL**  
 c. \$ 6,388.80 Supp/Conc  
 Classified Salaries  
 2000-2999  
 See Funding Goal 1b and Goal 11

Action

**4**

Actions/Services

**PLANNED**  
 d. The TAC and the Ed Tech Specialist will coach teachers on an individual basis to improve their tech skills.  
  
 Teachers continue to train students on digital citizenship and internet safety.

**ACTUAL**  
 d. The TAC and the Ed Tech Specialist will coach teachers on an individual basis to improve their tech skills using MAPS and iPads.  
  
 Teachers continue to train students on digital citizenship and internet safety.

Expenditures

**BUDGETED**  
 d. \$ 0

**ESTIMATED ACTUAL**  
 d. \$ 13,905 Supp/Conc  
 Classified Salaries  
 2000-2999  
 Materials and Supplies  
 4000-4999

Action

**5**

Actions/Services

**PLANNED**  
 e. Provide parent and student trainings on responsible digital citizenship and internet safety.  
  
 Collaborate with parent groups on training adult family

**ACTUAL**  
 e. Provide parent and student trainings on responsible digital citizenship and internet safety.  
  
 Collaborate with parent groups on training adult family members on

members on digital skills.	digital skills.
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Expenditures

**BUDGETED**  
f. \$ 0

**ESTIMATED ACTUAL**  
f. \$ 2,283 Supp/Conc  
Classified Salaries  
2000-2999

Action

**6**

Actions/Services

**PLANNED**  
f. For English learners: All ELs will receive instruction and intervention in ELA that is differentiated to meet their language needs.  
  
PD will be provided to teachers on an as-needed basis.  
  
Staff will research solutions to providing after-school interventions for all students.

**ACTUAL**  
f. All ELs received instruction and intervention in ELA that is differentiated to meet their language needs.  
  
PD was provided to teachers on an as-needed basis.

Expenditures

**BUDGETED**  
f. See Goal 1b

**ESTIMATED ACTUAL**  
f. **See Goal 1b**

Action

**7**

Actions/Services

**PLANNED**  
g For low-income:  
TAC will provide coaching and support as necessary to teachers.  
  
Fund additional instructional aides to monitor students using computers during lunch and after school.

**ACTUAL**  
g. For low-income:  
TAC will provide coaching and support as necessary to teachers.  
  
Fund additional instructional aides to monitor students using computers during lunch and after school.

Expenditures	<b>BUDGETED</b> g. See Goal 1b and 1l	<b>ESTIMATED ACTUAL</b> g. See Goal 1b and 1l
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Action

8

Actions/Services	<b>PLANNED</b> h. For English Learners: Increase ELD instruction to 30 minutes 4 times a week. For redesignated fluent English proficient pupils: Monitor assessment and achievement data for proficiency for 3 years beyond the R-FEP date and provide intervention as necessary. Provide continued access to technology that supports academic proficiency.	<b>ACTUAL</b> h. For English Learners: Increase ELD instruction to 30 minutes 4 times a week. i. For redesignated fluent English proficient pupils: Monitor assessment and achievement data for proficiency for 3 years. Provide continued access to technology that supports academic proficiency.
	<b>BUDGETED</b> \$0	<b>ESTIMATED ACTUAL</b> h. \$2,957 Supp/Conc Classified Salaries 2000-2999 See Funding Goal 1b and Goal 1l
Expenditures		

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 5

5.0 Retain and recruit 100% highly qualified teachers, appropriately assigned, at all grade levels.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

At the end of the 2016-17 school year, all teachers would be in a credentialing program or working towards a credential.

### ACTUAL

At the end of the 2016-2017, there were less than 2% of the teachers in the district were not in a program.

## ACTIONS / SERVICES

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

Action

1

Actions/Services

#### PLANNED

a. Reduce class size to increase achievement and teacher support.

#### ACTUAL

a. Class size was reduced and support increased..

Expenditures

#### BUDGETED

a. \$61,800 w/ benefits  
1000-1999 Certificated Personnel Salaries

#### ESTIMATED ACTUAL

a. \$0 50% of FTE was funded from Title 1 funds.

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We used a needs assessment to determine the hardware, software and PD needs for the staff and students. We monitored and provided additional support as needed throughout the school year to reach the goals planned. The district has close to 1:1 devices for all staff and students.

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

Based on the dashboard results, LCFF Evaluation rubrics, climate surveys, needs assessments and assessment data, we had an increase in proficiency for all staff and students in this area.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was an increase of \$16,230 in actual expenditures in this goal due to the need of PD for MAPS and implementation of iPads and other devices needed to meet our goals.

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.

1. Staff will implement the MAP data analysis system, and receive training in grade level groups, with the assistance of the TAC and the Ed Tech Specialist. TAC will provide technology PD on integrating NETS grade level skills, MAP assessment system and Academic Standards into the curriculum. PD opportunities for teachers to conduct data reviews of online student scores to analyze progress of student achievement to determine grade and ability level to grade and ability level will be fully implemented.
2. The TAC and the Ed Tech Specialist will develop a technology implementation plan for one-to-one devices for all students.

**Stakeholder Engagement**



LCAP Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

At the June 2016 board meeting, the districts started actively informing and inviting stakeholders via the back-to-school letter and school “all call” phone calls for the August 24<sup>th</sup> Back to School night and parent meeting to include all stakeholders in the process of evaluation of the LCAP goals.

\* August 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> as well as 8/24, 9/14, 9/28, 10/5, 10/19, 11/9, 9/30, 12/14, 1/11/17, 2/8/17, 2/22/17, 3/8/17, 3/22/17, 4/5/17, 4/26/17, and May 24<sup>th</sup>. The district met with all instructional staff to get their input on the LCAP goals, actions and services as well as progress made on the LCAP goals throughout the school year.

\* Our Site Council serves as our Parent Advisory Committee met on December 6, 2016. The LCAP discussion is an agenda item on almost every Site Council meeting beginning December 6, 2016. Parent Meetings and School Site Council meetings were held in March 2017 and April 2017.

\* The LCAP was presented and discussed at the community meeting held in Knights Landing on September 28, 2016. All parents and community stakeholders were invited to the LCAP meeting. Surveys were also passed out at the meeting.

\* The ELAC/DELAC Meeting was held on November 3, 2016 in the Robbins Multiple Purpose Room. The LCAP was shared with all stakeholders and input was requested from all parents present.

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

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

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

\*As a result of the extensive effort to have all stakeholders attend the meetings the district met the statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01

\* LCAP Public Hearing Scheduled June 7th, 2017.

\*Board approval for LCAP is scheduled for June 14, 2017.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

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

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

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

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

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New                      X Modified                       Unchanged

### Goal 1

At the end of the 2017-2018 school year, 75% of all students will score Average or above on the Spring ELA MAPs Assessment and show a three points growth on their RIT score from the fall of 2017 assessment.

#### State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 X 3 X 4  5  6 X 7 X 8  
 COE  9  10  
 LOCAL \_\_\_\_\_

#### Identified Need

Stakeholders agreed that all students need to be reading and demonstrating proficiency in English Language Arts.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 CA Schools Dashboard Academic Indicator for ELA	ELA 8.1 points above level 3	ELA 13.1 points above level 3	ELA 18.1 points above level 3	ELA 23.1 points above level 3
1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup	ELA 2.8 points above level 3	ELA 7.8 points above level 3	ELA 12.8 points above level 3	ELA 17.8 points above level 3
1.3 Academic Indicator for Students with disabilities subgroup	ELA 18.2 points below level 3	ELA 13.2 points below level 3	ELA 8.2 points below level 3	ELA 3.2 points below level 3
1.4 CA Schools Dashboard indicator for	2.1% of total population and increase of 1%	1.6%, a decrease of .5%	1.1%, a decrease of .5%	.6%, a decrease of .5%

suspensions

**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:**

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

**OR**

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

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

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ol style="list-style-type: none"> <li>Administration will provide additional staff development time to be included in the yearly calendar, and will analyze district instructional minute change per the 2013 Audit Guide. <b>1</b></li> <li>TAC will provide PD on reading comprehension assessments, materials, and intervention.</li> <li>TAC will provide instructional materials and technology resources on reading comprehension.</li> <li>Teachers and paraprofessionals will provide intervention in reading comprehension using the MTSS model.</li> <li>Administration will provide AR and STAR Reading for all grade levels, and TAC will provide PD on</li> </ol>	<p>Administration will provide additional staff development time to be included in the yearly calendar, and will analyze district instructional minute change per the 2013 Audit Guide. <b>1</b></p> <p>TAC will provide PD on reading comprehension assessments, materials, and intervention.</p> <p>TAC will provide instructional materials and technology resources on reading comprehension.</p> <p>Teachers and paraprofessionals will</p>	<p>Administration will provide additional staff development time to be included in the yearly calendar, and will analyze district instructional minute change per the 2013 Audit Guide. <b>1</b></p> <p>TAC will provide PD on reading comprehension assessments, materials, and intervention.</p> <p>TAC will provide instructional materials and technology resources on reading comprehension.</p> <p>Teachers and paraprofessionals</p>

- how to analyze and interpret AR and STAR data.
6. Teachers and paraprofessionals will increase the time that students use Accelerated Reader (AR) and STAR Reading for increased reading fluency and comprehension.
  7. TAC will provide PD to improve teachers' abilities to utilize the Illuminate Data Management System for tracking fluency, accuracy and comprehension data.
  8. Teachers and paraprofessionals will increase the rigor in which students read using specific reading strategies during the instructional day. Subject matter will include ELA, science lessons aligned with the New Generation Science Standards, and Social Studies. 4
  9. Administration, TAC and teachers will provide parent education on the importance of reading practice at home; provide opportunities for parent involvement in Parents' Clubs, ELAC/DELAC meetings, Foundations, and site events such as Open House, Back to School Night, etc. and use district websites to communicate with parents about current and future events. 3
  10. Administration will strategically assign paraprofessionals to promote student reading achievement.
  11. Administration will fund TAC for coaching teachers in improvement in effective first instruction and effective and differentiated lesson planning implementation. 1
  12. Administration will fund certificated staff so all students benefit from small class size.
  13. Administration will fund bilingual secretary at Robbins who can communicate with non-English-speaking parents. 3
  14. Administration and Transportation Director will continue to provide transportation services to all students to ensure attendance. 5

provide intervention in reading comprehension using the MTSS model.

Administration will provide AR and STAR Reading for all grade levels, and TAC will provide PD on how to analyze and interpret AR and STAR data.

Teachers and paraprofessionals will increase the time that students use Accelerated Reader (AR) and STAR Reading for increased reading fluency and comprehension.

TAC will provide PD to improve teachers' abilities to utilize the Illuminate Data Management System for tracking fluency, accuracy and comprehension data.

Teachers and paraprofessionals will increase the rigor in which students read using specific reading strategies during the instructional day. Subject matter will include ELA, science lessons aligned with the New Generation Science Standards, and Social Studies. 4

Administration, TAC and teachers will provide parent education on the importance of reading practice at home; provide opportunities for parent involvement in Parents' Clubs, ELAC/DELAC meetings, Foundations, and site events such as Open House, Back to School Night, etc. and use district websites to communicate with parents about current and future events. 3

Administration will strategically

will provide intervention in reading comprehension using the MTSS model.

Administration will provide AR and STAR Reading for all grade levels, and TAC will provide PD on how to analyze and interpret AR and STAR data.

Teachers and paraprofessionals will increase the time that students use Accelerated Reader (AR) and STAR Reading for increased reading fluency and comprehension.

TAC will provide PD to improve teachers' abilities to utilize the Illuminate Data Management System for tracking fluency, accuracy and comprehension data.

Teachers and paraprofessionals will increase the rigor in which students read using specific reading strategies during the instructional day. Subject matter will include ELA, science lessons aligned with the New Generation Science Standards, and Social Studies. 4

Administration, TAC and teachers will provide parent education on the importance of reading practice at home; provide opportunities for parent involvement in Parents' Clubs, ELAC/DELAC meetings, Foundations, and site events such as Open House, Back to School Night, etc. and use district websites to communicate with

15. Administration and Food Services Director will continue to provide nutritional services (free breakfast and lunch) to all students to ensure they are well fed and ready to learn.
16. Clerical staff will monitor tardy and absent data to target intervention for families with chronic issues through Illuminate On-Track Reporting program. **5**
17. Administration and staff will maintain low suspension and 0% expulsion rates through Professional Development of Conscious Discipline. **6**
18. Administration and TAC will maintain 100% of appropriately assigned teachers and 90% of highly qualified teachers through TCIP program and by offering opportunities to observe highly effective teachers implement explicit and differentiated instruction. **1**
19. Teaching staff will continue to implement CCCSS ELA and Next Generation Science Standards materials. **2**
20. Administration and TAC will review and modify as necessary the district attendance calendar to maximize instruction and PD minutes. **7**
21. All students will continue to have access to the core courses, including ELA, Math, Social Studies, Science, PE, Health, and Visual and Performing Arts.
22. All students with an IEP or 504 status will be provided with access and accommodations to the CCCSS curriculum as designated by their IEPs and FAPE. **2**

assign paraprofessionals to promote student reading achievement. Administration will fund TAC for coaching teachers in improvement in effective first instruction and effective and differentiated lesson planning implementation. **1**

Administration will fund certificated staff so all students benefit from small class size.

Administration will fund bilingual secretary at Robbins who can communicate with non-English-speaking parents. **3**

Administration and Transportation Director will continue to provide transportation services to all students to ensure attendance. **5**

Administration and Food Services Director will continue to provide nutritional services (free breakfast and lunch) to all students to ensure they are well fed and ready to learn.

Clerical staff will monitor tardy and absent data to target intervention for families with chronic issues through Illuminate On-Track Reporting program. **5**

Administration and staff will maintain low suspension and 0% expulsion rates through Professional Development of Conscious Discipline. **6**

Administration and TAC will maintain 100% of appropriately assigned teachers and 90% of highly qualified teachers through TCIP program and by offering opportunities to observe

parents about current and future events. **3**

Administration will strategically assign paraprofessionals to promote student reading achievement.

Administration will fund TAC for coaching teachers in improvement in effective first instruction and effective and differentiated lesson planning implementation. **1**

Administration will fund certificated staff so all students benefit from small class size.

Administration will fund bilingual secretary at Robbins who can communicate with non-English-speaking parents. **3**

Administration and Transportation Director will continue to provide transportation services to all students to ensure attendance. **5**

Administration and Food Services Director will continue to provide nutritional services (free breakfast and lunch) to all students to ensure they are well fed and ready to learn.

Clerical staff will monitor tardy and absent data to target intervention for families with chronic issues through Illuminate On-Track Reporting program. **5**

Administration and staff will maintain low suspension and 0% expulsion rates through Professional Development of Conscious Discipline. **6**

highly effective teachers implement explicit and differentiated instruction. **1**

Teaching staff will continue to implement CCCSS ELA and Next Generation Science Standards materials. **2**

Administration and TAC will review and modify as necessary the district attendance calendar to maximize instruction and PD minutes. **7**

All students will continue to have access to the core courses, including ELA, Math, Social Studies, Science, PE, Health, and Visual and Performing Arts.

All students with an IEP or 504 status will be provided with access and accommodations to the CCCSS curriculum as designated by their IEPs and FAPE. **2**

Administration and TAC will maintain 100% of appropriately assigned teachers and 90% of highly qualified teachers through TCIP program and by offering opportunities to observe highly effective teachers implement explicit and differentiated instruction. **1**

Teaching staff will continue to implement CCCSS ELA and Next Generation Science Standards materials. **2**

Administration and TAC will review and modify as necessary the district attendance calendar to maximize instruction and PD minutes. **7**

All students will continue to have access to the core courses, including ELA, Math, Social Studies, Science, PE, Health, and Visual and Performing Arts. All students with an IEP or 504 status will be provided with access and accommodations to the CCCSS curriculum as designated by their IEPs and FAPE. **2**

## BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b>	<b>Amount</b>	<b>Amount</b>
\$6,000	\$6,000	\$6,000
<b>Source</b>	<b>Source</b>	<b>Source</b>
Supplemental and Concentration 1000-1999 Certificated Staff	Supplemental and Concentration 1000-1999	Supplemental and Concentration 1000-1999 Certificated



			Certificated Staff		Staff
Budget Reference	Staff Development for instructional minutes	Budget Reference	Staff Development for instructional minutes	Budget Reference	Staff Development for instructional minutes
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$96,000	Amount	\$96,000	Amount	\$96,000
Source	Supplemental and Concentration 1000-1999 Certificated Staff	Source	Supplemental and Concentration 1000-1999 Certificated Staff	Source	Supplemental and Concentration 1000-1999 Certificated Staff
Budget Reference	Teacher-Academic Coach and Director of Curriculum and Instruction	Budget Reference	Teacher-Academic Coach and Director of Curriculum and Instruction	Budget Reference	Teacher-Academic Coach and Director of Curriculum and Instruction
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$14,200	Amount	\$14,200	Amount	\$14,200
Source	Supplemental and Concentration Materials and Supplies 4000-4300	Source	Supplemental and Concentration Materials and Supplies 4000-4300	Source	Supplemental and Concentration Materials and Supplies 4000-4300
Budget Reference	Supplemental Curriculum in math, ELA and Vocabulary with AR STAR	Budget Reference	Supplemental Curriculum in math, ELA and Vocabulary with AR STAR	Budget Reference	Supplemental Curriculum in math, ELA and Vocabulary with AR STAR
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$23,500	Amount	\$23,500	Amount	\$23,500
Source	Supplemental and Concentration Classified Salaries 2000-2999	Source	Supplemental and Concentration Classified Salaries 2000-2900	Source	Supplemental and Concentration Classified Salaries 2000-2900

Budget Reference	Technology Specialist to support student achievement.	Budget Reference	Technology Specialist to support student achievement.	Budget Reference	Technology Specialist to support student achievement.
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$101,000	Amount	\$101,000	Amount	\$101,000
Source	Supplemental and Concentration Classified Salaries 2000-2999	Source	Supplemental and Concentration Classified Salaries 2000-2999	Source	Supplemental and Concentration Classified Salaries 2000-2999
Budget Reference	Paraprofessionals to support student achievement.	Budget Reference	Paraprofessionals to support student achievement.	Budget Reference	Paraprofessionals to support student achievement.
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	Supplemental and Concentration Materials and Supplies 4000-4300	Source	Supplemental and Concentration Materials and Supplies 4000-4300	Source	Supplemental and Concentration Materials and Supplies 4000-4300
Budget Reference	Parent Information Nights including Math night and Science Fair	Budget Reference	Parent Information Nights including Math night and Science Fair	Budget Reference	Parent Information Nights including Math night and Science Fair
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$31,000	Amount	\$31,000	Amount	\$31,000
Source	Supplemental and Concentration Classified Salaries 2000-2999	Source	Supplemental and Concentration Classified Salaries 2000-2999	Source	Supplemental and Concentration Classified Salaries 2000-2999
Budget Reference	Bi-lingual and Special Projects Coordinator	Budget Reference	Bi-lingual and Special Projects Coordinator	Budget Reference	Bi-lingual and Special Projects Coordinator
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$45,000	Amount	\$45,000	Amount	\$45,000

Source	Supplemental and Concentration 8980 Contribution above MOE	Source	Supplemental and Concentration 8980 Contribution above MOE	Source	Supplemental and Concentration 8980 Contribution above MOE
Budget Reference	Transportation	Budget Reference	Transportation	Budget Reference	Transportation
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$95,000	Amount	\$95,000	Amount	\$95,000
Source	Supplemental and Concentration 8980 Contribution	Source	Supplemental and Concentration 8980 Contribution	Source	Supplemental and Concentration 8990 Contribution
Budget Reference	Nutritional Services	Budget Reference	Nutritional Services	Budget Reference	Nutritional Services
<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	Supplemental and Concentration Classified Salaries 2000-2900	Source	Supplemental and Concentration Classified Salaries 2000-2999	Source	Supplemental and Concentration Classified Salaries 2000-2999
Budget Reference	Attendance and Suspension Prevention Program	Budget Reference	Attendance and Suspension Prevention Program	Budget Reference	Attendance and Suspension Prevention Program

New

X Modified

Unchanged

## Goal 2

At the end of the 2017-18 school year, 80% of students will advance a performance band as measured by the CELDT and ELPAC assessment. Early intervention and Designated and Integrated ELD programs will ensure English language acquisition and assessment progression.

[State and/or Local Priorities Addressed by this goal:](#)

STATE X 1 X 2 X 3 X 4  5  6 X 7 X 8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.0 Academic Vocabulary Acquisition according NWEA MAPs vocabulary acquisition and use assessment.	23% of students met their vocabulary acquisition goal.	50% will meet their goals.	65% will meet their goals.	80% will meet their goals.

Action **1**

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

[Students to be Served](#)

X All

Students with Disabilities

[Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served

English Learners

Foster Youth

Low Income

Scope of Services

LEA-wide Group(s)

Schoolwide

**OR**

Limited to Unduplicated Student

Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

1. TAC will provide individual teacher coaching to improve ELD and SDAIE instructional strategies for teachers. **1**
2. TAC will provide PD on the Illuminate Data system so that teachers can track progress on EL students in reading and math through the Illuminate On-Track program.
3. TAC will provide PD on academic vocabulary acquisition and the Vocabulary Toolkit. **4**
4. TAC will assist teachers with flexible groupings and goal setting for student achievement. **1**
5. TAC and County Educational Services will provide professional development on the implementation and instruction of the Kinsella Vocabulary Toolkit. **7**
4. Teaching staff will continue to implement the ELD standards as designed in the ELA/ELD Framework

**2018-19**

New  Modified  Unchanged

- TAC will provide individual teacher coaching to improve ELD and SDAIE instructional strategies for teachers. **1**
- TAC will provide PD on the Illuminate Data system so that teachers can track progress on EL students in reading and math through the Illuminate On-Track program.
- TAC will provide PD on academic vocabulary acquisition and the Vocabulary Toolkit. **4**
- TAC will assist teachers with flexible groupings and goal setting for student achievement. **1**
- TAC and County Educational Services will provide professional development on the implementation and instruction of the Kinsella Vocabulary Toolkit. **7**
- Teaching staff will continue to implement the ELD standards as designed in the ELA/ELD Framework to address the

**2019-20**

New  Modified  Unchanged

- TAC will provide individual teacher coaching to improve ELD and SDAIE instructional strategies for teachers. **1**
- TAC will provide PD on the Illuminate Data system so that teachers can track progress on EL students in reading and math through the Illuminate On-Track program.
- TAC will provide PD on academic vocabulary acquisition and the Vocabulary Toolkit. **4**
- TAC will assist teachers with flexible groupings and goal setting for student achievement. **1**
- TAC and County Educational Services will provide professional development on the implementation and instruction of the Kinsella Vocabulary Toolkit. **7**
- Teaching staff will continue to implement the ELD standards as designed in the ELA/ELD Framework to address the

to address the language needs of every student. **2**

5. EL Coordinator will provide parent interaction and education through ELAC/DELAC meetings to promote and provide the skills necessary for EL students to engage and achieve in their grade level academics. **3**

language needs of every student. **2**

EL Coordinator will provide parent interaction and education through ELAC/DELAC meetings to promote and provide the skills necessary for EL students to engage and achieve in their grade level academics. **3**

language needs of every student. **2**

EL Coordinator will provide parent interaction and education through ELAC/DELAC meetings to promote and provide the skills necessary for EL students to engage and achieve in their grade level academics. **3**

**BUDGETED EXPENDITURES**

2017-18		2018-19		2019-20	
Amount	\$96,000 – Goal 1	Amount	\$96,000 – Goal 1	Amount	\$96,000 – Goal 1
Source	Supplemental and Concentration 1000-1999 Certificated Staff	Source	Supplemental and Concentration 1000-1999 Certificated Staff	Source	Supplemental and Concentration 1000-1999 Certificated Staff
Budget Reference	Teacher-Academic Coach and Director of Curriculum and Instruction ELD Specialist	Budget Reference	Teacher-Academic Coach and Director of Curriculum and Instruction ELD Specialist	Budget Reference	Teacher-Academic Coach and Director of Curriculum and Instruction ELD Specialist

2017-18		2018-19		2019-20	
Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	Supplemental and Concentration Certificated Salaries 1000-1999	Source	Supplemental and Concentration Certificated Salaries 1000-1999	Source	Supplemental and Concentration Certificated Salaries 1000-1999
Budget Reference	Data analysis and intervention for ELD	Budget Reference	Data analysis and intervention for ELD	Budget Reference	Data analysis and intervention for ELD

2017-18		2018-19		2019-20	
Amount	\$5,400	Amount	\$5,400	Amount	\$5,400
Source	Supplemental and Concentration	Source	Supplemental and	Source	Supplemental and Concentration

	Materials and Supplies 4000-4999		Concentration Materials and Supplies 4000-4999		Materials and Supplies 4000-4999
Budget Reference	Vocabulary Toolkit	Budget Reference	Vocabulary Toolkit	Budget Reference	Vocabulary Toolkit

New
  Modified
  Unchanged

## Goal 3

By July 2018, the Mathematics program for grades TK-8, including curriculum, instruction, assessments, and reporting, will be aligned with the CA Common Core State Standards (CCSS) as assessed by the Reflection Tool associated with the California Dashboard, and a RIT score growth rate of three points from the fall to the spring MAPs assessment.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

\_\_\_\_\_

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 CA Schools Dashboard Academic Indicator for Math	Math 16.8 points above level 3	Math 21.8 points above level 3	Math 26.8 points above level 3	Math 31.8 points above level 3
2.2 Academic Indicator for Socioeconomically Disadvantaged subgroup	Math 19.5 points below level 3	Math 14.5 points below level 3	Math 11.5 points below level 3	Math 6.5 points above level 3
2.3 Academic Indicator for Students in the ELD subgroup	Math 29.0 points below level 3	Math 24.0 points below level 3	Math 19.0 points below level 3	Math 14.0 points below level 3

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Action **1**

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

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

**OR**

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

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

ACTIONS/SERVICES

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ol style="list-style-type: none"> <li>1. Teachers will align the math curriculum to the rigor of the Academic Standards. <b>7</b></li> <li>2. TAC will provide Professional Development on mathematical concepts and procedures through the use of Scaffolding and Universal Design for differentiated instruction. <b>1</b></li> <li>3. Teachers and paraprofessionals will provide intervention in math fluency and concept development</li> </ol>	<p>Teachers will align the math curriculum to the rigor of the Academic Standards. <b>7</b></p> <p>TAC will provide Professional Development on mathematical concepts and procedures through the use of Scaffolding and Universal Design for differentiated instruction. <b>1</b></p> <p>Teachers and paraprofessionals will provide intervention in math fluency and concept</p>	<p>Teachers will align the math curriculum to the rigor of the Academic Standards. <b>7</b></p> <p>TAC will provide Professional Development on mathematical concepts and procedures through the use of Scaffolding and Universal Design for differentiated instruction. <b>1</b></p> <p>Teachers and paraprofessionals will provide intervention in math fluency and concept development using the</p>



using the MTSS model. 4

4. Teachers will use online programs to improve students' math fluency and concept development. 4
5. Teachers will analyze and evaluate the effectiveness of district math assessments to determine curriculum and instructional modifications. 7
6. Teachers will record math progress in Illuminate online grade books and report progress on standard based report cards. 4
7. Administration and teaching staff will engage in "Math Night" to provide students an opportunity to demonstrate with parents/guardians on the concepts and skills necessary for students to achieve at their grade level academics. 3

development using the MTSS model. 4

Teachers will use online programs to improve students' math fluency and concept development. 4

Teachers will analyze and evaluate the effectiveness of district math assessments to determine curriculum and instructional modifications. 7

Teachers will record math progress in Illuminate online grade books and report progress on standard based report cards. 4

Administration and teaching staff will engage in "Math Night" to provide students an opportunity to demonstrate with parents/guardians on the concepts and skills necessary for students to achieve at their grade level academics. 3

MTSS model. 4

Teachers will use online programs to improve students' math fluency and concept development. 4

Teachers will analyze and evaluate the effectiveness of district math assessments to determine curriculum and instructional modifications. 7

Teachers will record math progress in Illuminate online grade books and report progress on standard based report cards. 4

Administration and teaching staff will engage in "Math Night" to provide students an opportunity to demonstrate with parents/guardians on the concepts and skills necessary for students to achieve at their grade level academics. 3

## BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Supplemental and Concentration Materials and Supplies 4000-4999	Supplemental and Concentration Materials and Supplies 4000-4999	Supplemental and Concentration Materials and Supplies 4000-4999
Budget Reference	Supplemental Materials needed for Math adoption	Supplemental Materials needed for Math adoption	Supplemental Materials needed for Math adoption

	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental and Concentration Certificated Salaries 1000-1999	Supplemental and Concentration Certificated Salaries 1000-1999	Supplemental and Concentration Certificated Salaries 1000-1999
Budget Reference	Continued Training of data analysis and data systems.	Continued Training of data analysis and data systems.	Continued Training of data analysis and data systems.

New
  Modified
  Unchanged

## Goal 4

At the end of the 2017 – 2018 school year, the TAC and Tech Specialist will ensure access to, and mastery of, 21st century learning tools, online resources and technology skills for all staff, students and parents as measured by online accountability systems.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

\_\_\_\_\_

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
50% of students proficient in 21 <sup>st</sup> Century Skills	50% of students proficient in 21 <sup>st</sup> Century Skills	70% of students proficient in 21 <sup>st</sup> Century Skills	80% of students proficient in 21 <sup>st</sup> Century Skills	90% of students proficient in 21 <sup>st</sup> Century Skills
80% of staff proficient in 21 <sup>st</sup> Century Skills	80% of staff proficient in 21 <sup>st</sup> Century Skills	85% of staff proficient in 21 <sup>st</sup> Century Skills	90% of staff proficient in 21 <sup>st</sup> Century Skills	95% of staff proficient in 21 <sup>st</sup> Century Skills

Action **1**

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

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

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

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New    Modified    Unchanged

Staff will implement the MAP data analysis system, and receive training in grade level groups, with the assistance of the TAC and the Ed Tech Specialist. **8**

TAC will provide technology PD on integrating NETS grade level skills, MAP assessment system and Academic Standards into the curriculum. **7**

TAC will provide PD opportunities for teachers to conduct data reviews of online student scores to analyze progress of student achievement to determine grade and ability level to grade and ability level. **4**

The TAC and the Ed Tech Specialist will develop a technology implementation plan for one-to-one devices for all students. **4**

TAC and Tech Specialist will provide parent and student trainings on responsible digital citizenship and internet safety, while also providing programs and access to technology at Math Night, Science Fair, DELAC/ELAC meetings, Parents' Club meetings and Foundation meetings. **3**

50% of students in grades K-8 will be proficient or better with grade level NETS standards which include computer adaptive assessments. **2**

80% of staff members will improve their confidence and capability in technology skills. **1**

**2018-19**

New    Modified    Unchanged

Staff will implement the MAP data analysis system, and receive training in grade level groups, with the assistance of the TAC and the Ed Tech Specialist. **8**

TAC will provide technology PD on integrating NETS grade level skills, MAP assessment system and Academic Standards into the curriculum. **7**

TAC will provide PD opportunities for teachers to conduct data reviews of online student scores to analyze progress of student achievement to determine grade and ability level to grade and ability level. **4**

The TAC and the Ed Tech Specialist will develop a technology implementation plan for one-to-one devices for all students. **4**

TAC and Tech Specialist will provide parent and student trainings on responsible digital citizenship and internet safety, while also providing programs and access to technology at Math Night, Science Fair, DELAC/ELAC meetings, Parents' Club meetings and Foundation meetings. **3**

**2019-20**

New    Modified    Unchanged

Staff will implement the MAP data analysis system, and receive training in grade level groups, with the assistance of the TAC and the Ed Tech Specialist. **8**

TAC will provide technology PD on integrating NETS grade level skills, MAP assessment system and Academic Standards into the curriculum. **7**

TAC will provide PD opportunities for teachers to conduct data reviews of online student scores to analyze progress of student achievement to determine grade and ability level to grade and ability level. **4**

The TAC and the Ed Tech Specialist will develop a technology implementation plan for one-to-one devices for all students. **4**

TAC and Tech Specialist will provide parent and student trainings on responsible digital citizenship and internet safety, while also providing programs and access to technology at Math Night, Science Fair, DELAC/ELAC meetings, Parents' Club meetings and Foundation meetings. **3**

	50% of students in grades K-8 will be proficient or better with grade level NETS standards which include computer adaptive assessments. <b>2</b>	50% of students in grades K-8 will be proficient or better with grade level NETS standards which include computer adaptive assessments. <b>2</b>
	80% of staff members will improve their confidence and capability in technology skills. <b>1</b>	80% of staff members will improve their confidence and capability in technology skills. <b>1</b>

**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$17,000	Amount	\$17,000	Amount	\$17,000
Source	Supplemental and Concentration Classified Salaries 2000-2999	Source	Supplemental and Concentration Classified Salaries 2000-2999	Source	Supplemental and Concentration Classified Salaries 2000-2999
Budget Reference	County Office of Education provides PD support and tech support.	Budget Reference	County Office of Education provides PD support and tech support.	Budget Reference	County Office of Education provides PD support and tech support.

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$3,000	Amount	\$3,000	Amount	\$3,000
Source	Supplemental and Concentration Certificated and Classified Salaries 1000-1999 and 2000-2999	Source	Supplemental and Concentration Certificated and Classified Salaries 1000-1999 and 2000-2999	Source	Certificated and Classified Salaries 1000-1999 and 2000-2999
Budget Reference	Professional Development to use data analysis for ELD intervention and development.	Budget Reference	Professional Development to use data analysis for ELD intervention and development.	Budget Reference	Professional Development to use data analysis for ELD intervention and development.

2017-18

2018-19

2019-20

Amount	\$96,000	Amount	\$96,000	Amount	\$96,000
Source	Supplemental and Concentration 1000-1999 Certificated Staff	Source	Supplemental and Concentration 1000-1999 Certificated Staff	Source	Supplemental and Concentration 1000-1999 Certificated Staff
Budget Reference	Teacher-Academic Coach and Director of Curriculum and Instruction	Budget Reference	Teacher-Academic Coach and Director of Curriculum and Instruction	Budget Reference	Teacher-Academic Coach and Director of Curriculum and Instruction

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$ 339,177	<u>Percentage to Increase or Improve Services:</u>	31.96%
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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](#)).

The Winship-Robbins School District received \$339,177 in the supplemental and concentrated portion of the LCFF supporting our 92% 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.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*



For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.



## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.



## **APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS**

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?