

Introduction:

LEA: Winship-Robbins Elementary School District **Contact (Name, Title, Email, Phone Number):** Dr. Laurie Goodman, Superintendent, laurieg@sutter.k12.ca.us, 530-696-2451
LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

Introduction:

Winship-Robbins Elementary School District was formed in 2005 with a territory transfer from the Robbins School attendance area of Yuba City Unified School District to the Winship Elementary School District. This liaison formed the largest geographical district in Sutter County. At the time, Winship had an enrollment of about 35-40 students, and Robbins had an enrollment of around 80 students. The district is bordered by the Sacramento River on the west, the Sutter Bypass on the east, Woodland Joint Unified School District (WJUSD) on the south, and Meridian Elementary School District on the north. It is a rural area with a total population of around 600 people, according to the 2010 census. In 2009, a school in the adjoining WJUSD closed and our district took in approximately 65 new students at the Robbins site. As of 2014-15, Winship has an enrollment of 24 students and Robbins has 170, though the numbers may fluctuate slightly during the school year.

As of April 2015, there is a superintendent/principal at the Winship site as well as a bookkeeper/secretary, 2 teachers, 2 aides, and a bus driver/maintenance supervisor. Personnel at the Robbins site include a secretary/bookkeeper, a bilingual secretary, teacher/academic coach, 9 teachers, 5 aides, a cafeteria manager/custodian, a custodian, and a bus driver/maintenance person. Both sites offer free bus transportation plus breakfast and lunch programs.

According to the Winship-Robbins ESD Strategic Plan, the mission of the district is:

As the keystone of rural education, rich in natural resources and deeply connected to one another, the land and our global community, W-R ESD will inspire and challenge students to achieve academic excellence and personal goals, develop character and confidence, and instill habits of learning that will sustain them throughout life; qualified, caring staff will deliver a superior learning experience with gracious professionalism, in cooperation with parents and the larger community.

The district's Beliefs on the Strategic Plan include:

- We believe that all people are equal.*
- We believe that integrity and honesty build trust.*
- We believe that all human beings are accountable for their choices.*
- We believe that responsibility builds character and self-esteem.*
- We believe that hard work, determination and perseverance lead to achievement.*
- We believe that respect strengthens individuals and community.*
- We believe that education provides opportunities.*

The District's Objectives are that each student will:

- Set and achieve challenging academic and personal goals consistent with our mission, and reflect on his or her progress.*
- Make observable growth in character development consistent with our mission and beliefs.*

-Demonstrate growth in academic learning as measured by district and state assessment (e.g. CELDT, CST, and District standards-based assessments).

Finally, the District's Parameters are that:

-All site decisions will be consistent with our mission and objectives. We will not initiate any new program or service unless it contributes to achieving our mission, the benefits exceed the costs, and if relevant, provides for staff learning.

The district has been approved for a critical hardship grant for Modernization. The planning has been completed and we are currently waiting for bond approval on the November ballot to start construction.

Core Program:

Our core program for all students including English learners, low income, foster youth and students with disabilities includes standards aligned instructional material taught by fully credentialed teachers in school facilities that are maintained and in good repair. We complete a facilities report each year and are developing a 5 year facilities plan. We have not had any Williams-Valenzuela complaints for many years.

The Core English Language Arts (ELA) program is the use of Houghton Mifflin curriculum taught through the lens of the California Content Standards (CCSS) in grades TK-5th, and HOLT through the lens of CCCSS in grades 6th-8th. The Core math program is the use of Macmillan/McGraw-Hill California Mathematics curriculum taught through the lens of the California Common Core State Standards (CCSS) in grades TK-5, and Glencoe McGraw-Hill through the lens of CCCSS in grades 6th-8th.

Renaissance Learning Accelerated Reader (AR) STAR Reading program online is an element of the ELA 1st -8th curriculum at both school as well as a program used by both sites for math practice as well as assessment for grades TK-8th.

All teachers have been involved in collaborative professional development by grade level district-wide groups and county-wide summits to implement the CCCSS. Teachers have also received training through the Sutter County Superintendent of Schools Office (SCSOS) in Direct Explicit Instruction and 3-Tiered Response to Intervention.

Progress monitoring is done in both ELA and math at various times during each trimester. In ELA, this monitoring is done to determine which students may need Strategic or Intensive instruction in fluency, comprehension, writing and reading fundamentals. Fluency, reading comprehension and enrichment needs are also met for all students in small group instruction. Monitoring of math progress is done through multiple assessments throughout each trimester in universal math fluency standards as well as mathematical concepts and practices.

Our core program for English Learners includes the implementation of high quality instruction lesson design (EDI), as well as English Learner Development (ELD) strategies. Much of our professional development time for the past several years has focused on ELD instruction. The core program also includes an ongoing review of student data by administrators and teachers. We have an effective reclassification process that includes monitoring of reclassified students for three years. Currently one focus of our ELD instruction is professional development on the analysis of student data plus training in working with long term English learners.

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>For the 2015-16 school year, the Sutter County Superintendent of Schools Office (SCSOS) has been proactive in providing information to the districts about the changes in the Local Control Funding Formula (LCFF) since last spring/summer. Stakeholder meetings regarding LCAP goals and LCAP success were held throughout the months of April and May. A parent survey went home in the month of March regarding the LCAP goals and outcomes as well as next steps. In October, in order to begin receiving funding for instructional materials aligned with the CA Common Core State Standards (CCSS), the</p>	<p>The assistance of the SCSOS and the support of the other small school superintendents in the interpretation and writing of the LCAP have been invaluable.</p>

Winship-Robbins ESD approved a spending plan for the current year and one after.

Stakeholder community meetings were held three times a year in Knights Landing. Stakeholders also met with Dr. Goodman in small group meetings. Students filled out a survey also and Dr. Goodman met with students on small groups and one-on-one.

District staff sent out surveys to various stakeholder groups at both sites in March 2015 parents (in both English and Spanish), staff, the Board of Trustees and members of the Foundations. The leadership team met with members of each Parents' Club (March meeting for Winship, April for Robbins), the SITE Council/Parent Advisory Committees (same meetings), the DELAC (District English Learner Advisory) in May, 2015.

Survey results and meeting results were reported out to the board and built into the revised LCAP plan.

Survey and meeting results were shared the board of trustees and the staff. Common positive comments on the surveys and during discussions included appreciation of the small-school atmosphere at both sites in our district, the quality of the teachers, and the small class sizes. There were also numerous positive comments about the fact that we supply free transportation and many comments that the district is moving in the right direction to increase student achievement. Parents of English Learners (ELs) expressed gratitude for the level of education, both academic and socio-emotional, that their children are receiving at our school sites.

Based upon the information gathered, the LCAP 2014-15 goals were continue into the 2015-16 school year.

One of the primary improvements suggested by the teaching staff included raising student achievement in reading and writing; thereby increasing achievement in all other academic areas. If students can read well, their comprehension will improve, and their ability to access all curriculums will increase. This is Goal #1 and will continue to be our focus throughout 2015-2016.

Because, as a district, we have been actively working on establishing math fluency standards and assessments which are aligned with the CA State Standards, teachers felt that they were ready to look at next steps in the process of math curriculum which would focus on concept development, process mastery, and problem solving as required by the eight math practices. Our focus in math continues to be Goal #2.

Our district has a high percentage of English Learners (59%). We have reduced the number of Long Term English Learners (LTELs) (16%) to 4%. though English Language Development strategies. This has been a topic of Professional Development (PD) the past several years. Currently all the LTELs are at both school sites, Research has also shown that early literacy mastery will negate the development of LTELs in the future. Goal #3 is to decrease the number of LTELs in the district and prevent the development of LTELs.

Another significant issue that became vividly apparent during the preparation

for and the administration of the Smarter Balanced Assessment (SBAC) this spring is the need for further student and staff training on technology skills. During the updating of the district Technology Plan for e-rate purposes, we also realized that we need to improve our skill sets on internet safety and digital citizenship, including anti-bullying. Teachers also have indicated the need for further individualized instruction for them in Illuminate, the Data Management System in use by our district, from which we will begin deriving data to feed directly to the new report cards. Hence, we arrived at Goal #4 and will continue the focus.

Other areas identified for improvement by stakeholders included the need for after-school programs, more sports, and reinstating the art and music programs. Additional concerns after-school tutoring and/or other programs available for students. Teachers at both sites requested staff development and training in Illuminate (the data management system), Common Core Standards resource development, and time to work collaboratively to improve teaching and learning.

Foster Youth have no impact at this time

Although we have no Foster Youth in our district at the time of the writing of this document, a representative of the Sutter County Superintendent of Schools Office coordinates services with us as necessary.

Annual Update:

The Sutter County Superintendent of Schools Office (SCSOS) has been proactive in providing information to the districts about the new funding model of the Local Control Funding Formula (LCFF) since last spring/summer. In October, in order to begin receiving funding for instructional materials aligned with the CA State Standards, the Winship-Robbins ESD approved a spending plan for the current year and one after.

The Superintendent of the Winship-Robbins ESD attended numerous trainings regarding LCFF (Local Control Funding Formula) and LCAP (Local Control Accountability Plan) at the Sutter County Superintendent of Schools Office. These trainings began in January and continued through the completion of the Local Control Accountability Plan (LCAP).

Annual Update:

The assistance of the SCSOS and the support of the other small school superintendents in the interpretation and writing of the LCAP have been invaluable.

Common positive comments on the surveys and during discussions included appreciation of the small-school atmosphere at both sites in our district, the quality of the teachers, and the small class sizes. There were also numerous positive comments about the fact that we supply free transportation and many comments that the district is moving in the right direction to increase student achievement. Parents of English Learners (ELs) expressed gratitude for the level of education, both academic and socio-emotional, that their children are receiving at our school sites.

Based upon the information gathered, a total of four major LCAP goals were

developed. One of the primary improvements suggested by the teaching staff included raising student achievement in reading fluency, thereby increasing achievement in all other academic areas. If students can read more fluidly, their comprehension will improve, and their ability to access all curriculums will increase. This became Goal #1.

Because, as a district, we have been actively working on establishing math fluency standards and assessments this spring, aligned with the CA Common Core State Standards, teachers felt that we are ready to look at next steps in the process of math curriculum adoption and transitioning all math lessons at all grade levels to the California Standards. This we identified as Goal #2.

Our district has a high percentage of English Learners (45%). We have more Long Term English Learners (LTELs) (16%) than we would like, though English Language Development strategies have been a topic of Professional Development (PD) the past several years. Currently all the LTELs are at the Robbins School site, but we want to avoid having any students at the Winship site become LTELs. Therefore, Goal #3 is to decrease the number of LTELs in the district.

Another significant issue that became vividly apparent during the preparation for and the administration of the Smarter Balanced Assessment (SBAC) this spring is the need for further student and staff training on technology skills. During the updating of the district Technology Plan for e-rate purposes, we also realized that we need to improve our skill sets on internet safety and digital citizenship, including anti-bullying. Teachers also have indicated the need for further individualized instruction for them in Illuminate, the Data Management System in use by our district, from which we will begin deriving data to feed directly to the new report cards. Hence, we arrived at Goal #4.

Other areas identified for improvement by stakeholders included the need for after-school programs, more sports, and reinstating the art and music programs. Additional concerns include reinstating Saturday School and having after-school tutoring and/or other programs available for students. Teachers at both sites requested staff development and training in Illuminate (the data management system), California Standards resource development, and time to work collaboratively to improve teaching. These were not ultimately addressed as specific goals for this year's LCAP, but are mentioned here as additional identified needs.

The District began the process of gathering input from stakeholder groups in

Foster Youth have no impact at this time

early March and this process continued throughout the development of the LCAP.

We sent out surveys to various stakeholder groups at both sites in February 2014: parents (in both English and Spanish), staff, the Board of Trustees and members of the Foundations. The Superintendent gave a Power Point presentation overview of LCFF and the LCAP process to all district teachers at the March 2014 minimum day inservice and then provided the PowerPoint to staff for review. She gave the same presentation at the April 10 meeting of the Board of Trustees and provided the information to anyone requesting the PowerPoint. She met with members of each Parents' Club (March meeting for Winship, April for Robbins), the SITE Council/Parent Advisory Committees (same meetings), the DELAC (District English Learner Advisory Committee) on March 17, and members of each site's Foundation in April.

Although we have no Foster Youth in our district at the time of the writing of this document, a representative of the Sutter County Superintendent of Schools Office coordinates services with us as necessary.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 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 Education Code sections 42238.01 and subgroups as defined in 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 Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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?

GOAL 1:	1.0 At the end of the 2016-17 school year, 45% of all students (including English Learners, Low Income, Foster Youth and White subgroups) will score “met or exceeded” on the SBAC.		Related State and/or Local Priorities: 1 2 <u>X</u> 3 4 X 5 6 7 <u>X</u> 8 COE only: 9 10 Local : Specify <u>LEA/SPSA</u>
Identified Need :	1.0 Only 31.1% of 3rd-8th graders scored “met or exceeded” on the SBAC in English-Language Arts. We will increase the percentage of proficient students in English Language Arts to a level above the state average of 44% by the end of 2015-16. 1.1 All teachers have not received targeted professional development in print skills, vocabulary development, and reading comprehension. . 1.2 Due to the pending ELA/ELD adoption the district will need to develop and align materials for ELA/ELD for all grade levels. 1.3 Because of the adoption of the CCCSS, district staff currently does not have enough time scheduled for Professional Development (PD). 1.4 Assessment and accountability support systems will be implemented to increase data analysis and instructional support for all staff.		
Goal Applies to:	Schools: Winship-Robbins	Applicable Pupil Subgroups: EL, Low Income, Foster, Special Ed, White, Hispanic, All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	1.0 The percentage of students who will score “met or exceeded” on SBAC will increase by 15%. 1.1 Maintain 100% of appropriately assigned teachers and 90% of highly qualified teachers who will be fully trained in ELA. 1.2 Staff will align CCCSS ELA with best instructional strategies as measured by walk-through data forms and assessment data. 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 and resources in ELA, Math, Social Studies, Science, PE, Health, and Visual and Performing Arts.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. Because of the change to the CCCSS, there will be an additional staff development time added to the yearly calendar (3 Days). Design a district attendance calendar to maximize instructional minutes as well as PD minutes for staff.	School/LE A Wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth	Supplemental and Concentration \$11000 1000-1999: Certificated Personnel Salaries

		Redesignated fluent English proficient Other Subgroups: (Specify)	
1 b. Provide PD on reading fluency assessments, reading comprehension, vocabulary development and print skills as well as provide intervention in reading fluency reading, comprehension, vocabulary development and print skills using the Response to Intervention (Rtl) model..	School/LE A Wide	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1 b. Fund Teacher on Assignment (TAC) .6 FTE: \$50,080. Supp/Conc 0000: Unrestricted Supplemental and Concentration
1 c. Provide instructional materials and technology resources on reading fluency, reading comprehension, vocabulary development and print skills.	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1 c. Supplemental and Concentration/Sub Costs \$5,000, salaries
1 d. Provide AR and STAR Reading for all grade levels at both sites as well as 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. Funding: see Goal 1, b	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1 d.\$3,800 Supp/Conc Supplies Supplemental and Concentration 0000: Unrestricted Supplemental
1 e. 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.	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1 e. Supplemental and Concentration 8,000, salaries

		(Specify)	
1 f. Increase the time that students read with and receive instructional support by 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.	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Aides' salaries: \$129,500 w/benefits Supp/Conc 0000: Unrestricted Supplemental and Concentration
1 g. For Redesignated English Learners: Assess and intervene with reading comprehension, vocabulary development and print skills. Review data tri-annually for all redesignated English Proficient students and provide interventions as necessary.	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1 g. Sub Time Supplemental and Concentration 1,000
1 h. Continue to provide transportation services to all students to ensure attendance.	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1 h. \$134,352 Supp/Conc (over allotment) 0000: Unrestricted Supplemental contribution
1i. Continue to provide nutritional services (free breakfast and lunch) to all students to ensure they are well fed and ready to learn.	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	\$70,000 Supp/Conc (contribution over allotment) 0000: Unrestricted Supplemental contribution

<p>1 j. Staff will monitor tardy and absent data to target intervention for families with chronic issues. Both sites will provide lice kits to families as necessary to facilitate attendance at school.</p>	<p>School/LE A Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>1.j.Both sites will provide lice kits to families as necessary to facilitate attendance at school. \$300 Supp/Conc 0000: Unrestricted Supplemental supplies</p>
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<p>GOAL 1:</p>	<p>1.0 At the end of the 2017-18 school year, 65% of all students (including English Learners, Low Income, Foster Youth and White subgroups) will score “met or exceeded” on the SBAC.</p>	<p>Related State and/or Local Priorities: 1 2 <input checked="" type="checkbox"/> 3 4 X 5 6 7 <input checked="" type="checkbox"/> 8 COE only: 9 10 Local : Specify <u>LEA/SPSA</u></p>
<p>Identified Need :</p>	<p>2.0 Only 31.1% of 3rd-8th graders scored “met or exceeded” on the SBAC in English-Language Arts in 2015. We will increase the percentage of proficient students in English Language Arts to a level above the state average of 44% by the end of 2016-17.</p> <p>1.1 All teachers have not received targeted professional development in print skills, vocabulary development, and reading comprehension. .</p> <p>1.2 Due to the pending ELA/ELD adoption the district will need to develop and align materials for ELA/ELD for all grade levels.</p> <p>1.3 Because of the adoption of the CCCSS, district staff currently does not have enough time scheduled for Professional Development (PD).</p> <p>1.4 Assessment and accountability support systems will be implemented to increase data analysis and instructional support for all staff.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Winship-Robbins Applicable Pupil Subgroups: EL, Low Income, Foster, Special Ed, White, Hispanic, All</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>1.0 The percentage of students who will score “met or exceeded” on SBAC will increase by 15%.</p> <p>1.1 Maintain 100% of appropriately assigned teachers and 90% of highly qualified teachers who will be fully trained in ELA.</p> <p>1.2 Staff will align CCCSS ELA with best instructional strategies as measured by walk-through data forms and assessment data.</p> <p>1.3 Design a district attendance calendar to maximize instructional minutes as well as PD minutes for staff.</p> <p>1.4 All students will continue to have access to the core courses and resources in ELA, Math, Social Studies, Science, PE, Health, and Visual and Performing Arts.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. Because of the change to the CCCSS, there will be an additional staff development time added to the yearly calendar (3 Days). Design a district attendance calendar to maximize instructional minutes as well as PD minutes for staff.	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Supplemental and Concentration \$11000 1000-1999: Certificated Personnel Salaries
1 b. Provide PD on reading fluency assessments, reading comprehension, vocabulary development and print skills as well as provide intervention in reading fluency reading, comprehension, vocabulary development and print skills using the Response to Intervention (Rtl) model..	School/LE A Wide	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1 b. Fund Teacher on Assignment (TAC) .6 FTE: \$50,080. Supp/Conc 0000: Unrestricted Supplemental and Concentration salaries
1 c. Provide instructional materials and technology resources on reading fluency, reading comprehension, vocabulary development and print skills.	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	2 c. Supplemental and Concentration/Sub Costs \$5,000

		(Specify)	
<p>1 d. Provide AR and STAR Reading for all grade levels at both sites as well as 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. Funding: see Goal 1, b</p>	<p>School/LE A Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>1 d.\$3,800 Supp/Conc Supplies Supplemental and Concentration 0000: Unrestricted Supplemental</p>
<p>1 e. 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.</p>	<p>School/LE A Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>2 e. Supplemental and Concentration 8,000, salaries</p>
<p>1 f. Increase the time that students read with and receive instructional support by 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.</p>	<p>School/LE A Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Aides' salaries: \$129,500 w/benefits Supp/Conc 0000: Unrestricted Supplemental and Concentration</p>
<p>1 g. For Redesignated English Learners: Assess and intervene with reading comprehension, vocabulary development and print skills. Review data tri-annually for all redesignated English Proficient students and provide interventions as necessary.</p>	<p>School/LE A Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>1 g. Sub Time Supplemental and Concentration 1,000, salaries</p>

<p>1 h. Continue to provide transportation services to all students to ensure attendance.</p>	<p>School/LE A Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>1 h. \$134,352 Supp/Conc (over allotment) 0000: Unrestricted Supplemental, contribution</p>
<p>1i.Continue to provide nutritional services (free breakfast and lunch) to all students to ensure they are well fed and ready to learn.</p>	<p>School/LE A Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>\$70,000 Supp/Conc (contribution over allotment) 0000: Unrestricted Supplemental, contribution</p>
<p>1 j. Staff will monitor tardy and absent data to target intervention for families with chronic issues. Both sites will provide lice kits to families as necessary to facilitate attendance at school.</p>	<p>School/LE A Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>1.j.Both sites will provide lice kits to families as necessary to facilitate attendance at school. \$300 Supp/Conc 0000: Unrestricted Supplemental, supplies</p>

<p>GOAL 1:</p>	<p>1.0 At the end of the 2017-18 school year, 75% of all students (including English Learners, Low Income, Foster Youth and White subgroups) will score "met or exceeded" on the SBAC.</p>	<p>Related State and/or Local Priorities: 1 2 <input checked="" type="checkbox"/> 3 4 X 5 6 7 <input checked="" type="checkbox"/> 8 COE only: 9 10 Local : Specify <u>LEA/SPSA</u></p>
<p>Identified Need : 3.0 Only 31.1% of 3rd-8th graders scored Proficient on the SBAC in English-Language Arts in 2015. We will increase the percentage of</p>		

proficient students in English Language Arts to a level above the state average.

- 1.1 All teachers have not received targeted professional development in print skills, vocabulary development, and reading comprehension. .
- 1.2 Due to the pending ELA/ELD adoption the district will need to develop and align materials for ELA/ELD for all grade levels.
- 1.3 Because of the adoption of the CCCSS, district staff currently does not have enough time scheduled for Professional Development (PD).
- 1.4 Assessment and accountability support systems will be implemented to increase data analysis and instructional support for all staff.

Goal Applies to:

Schools: Winship-Robbins

Applicable Pupil Subgroups:

EL, Low Income, Foster, Special Ed, White, Hispanic, All

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- 1.0 The percentage of students who will score “met or exceeded” on SBAC will increase by 15%.
- 1.1 Maintain 100% of appropriately assigned teachers and 90% of highly qualified teachers who will be fully trained in ELA.
- 1.2 Staff will align CCCSS ELA with best instructional strategies as measured by walk-through data forms and assessment data.
- 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 and resources in ELA, Math, Social Studies, Science, PE, Health, and Visual and Performing Arts.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1a. Because of the change to the CCCSS, there will be an additional staff development time added to the yearly calendar (3 Days). Design a district attendance calendar to maximize instructional minutes as well as PD minutes for staff.	School/LE A Wide	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Supplemental and Concentration \$11000 1000-1999: Certificated Personnel Salaries
1 b. Provide PD on reading fluency assessments, reading comprehension, vocabulary development and print skills as well as provide intervention in reading fluency reading, comprehension, vocabulary	School/LE A Wide	All OR: Low Income pupils English Learners	1 b. Fund Teacher on Assignment (TAC) .6 FTE: \$50,080. Supp/Conc 0000: Unrestricted Supplemental and Concentration, salaries

<p>development and print skills using the Response to Intervention (Rtl) model..</p>		<p>Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>1 c. Provide instructional materials and technology resources on reading fluency, reading comprehension, vocabulary development and print skills.</p>	<p>School/LE A Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>3 c. Supplemental and Concentration/Sub Costs \$5,000, salaries</p>
<p>1 d. Provide AR and STAR Reading for all grade levels at both sites as well as 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. Funding: see Goal 1, b</p>	<p>School/LE A Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>1 d.\$3,800 Supp/Conc Supplies Supplemental and Concentration 0000: Unrestricted Supplemental</p>
<p>1 e. 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.</p>	<p>School/LE A Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>3 e. Supplemental and Concentration 8,000, salaries</p>
<p>1 f. Increase the time that students read with and receive instructional support by 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.</p>	<p>School/LE A Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient</p>	<p>Aides' salaries: \$129,500 w/benefits Supp/Conc 0000: Unrestricted Supplemental and Concentration</p>

<p>Fund classroom aides so teachers can work with individual students.</p>		<p>Other Subgroups: (Specify)</p>	
<p>1 g. For Redesignated English Learners: Assess and intervene with reading comprehension, vocabulary development and print skills. Review data tri-annually for all redesignated English Proficient students and provide interventions as necessary.</p>	<p>School/LE A Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>1 g. Sub Time Supplemental and Concentration 1,000, salaries</p>
<p>1 h. Continue to provide transportation services to all students to ensure attendance.</p>	<p>School/LE A Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>1 h. \$134,352 Supp/Conc (over allotment) 0000: Unrestricted Supplemental, contribution</p>
<p>1i.Continue to provide nutritional services (free breakfast and lunch) to all students to ensure they are well fed and ready to learn.</p>	<p>School/LE A Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>\$70,000 Supp/Conc (contribution over allotment) 0000: Unrestricted Supplemental, contribution</p>
<p>1 j. Staff will monitor tardy and absent data to target intervention for families with chronic issues. Both sites will provide lice kits to families as necessary to facilitate attendance at school.</p>	<p>School/LE A Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>1.j.Both sites will provide lice kits to families as necessary to facilitate attendance at school. \$300 Supp/Conc 0000: Unrestricted Supplemental 300, supplies</p>

GOAL 2:	2.0 At the end of the 2016-17 school year, the percentage of students designated as Long Term English Learners will drop from 5% to 2% as measured by the CELDT test. Early intervention will ensure a low rate of LTEL's.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 10 Local : Specify
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Identified Need : In 2015/16, 5% of students are Long Term English Learners (LTELs), defined as students who have been in the Intermediate level for 3 or more years. The metric is the CELDT or ELPAC (2016-17). Early intervention must continue to ensure a reduction in LTELS.

Goal Applies to: Schools: Winship-Robbins
 Applicable Pupil Subgroups: English Learners, Hispanic

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: At the end of the 2015-16 school year, 2% or less of ELs will be LTEL's which will represent a decrease of 3%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2 a. Provide individual teacher and aides coaching by TAC to improve integrated ELD and designated ELD instructional strategies for teachers as well as provide PD on strategies for LTELS for all teachers. Increase 30 minute ELD sessions from 3 to 4 times per week. Add the EL component of Read Naturally and provide PD to all teachers and aides.	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2 a. Fund TAC to provide action steps. Funding: see Goal 1,b \$400 Suppl/Conc, salaries
2 b. Provide PD on Illuminate Data system so that teachers can track progress on EL students in reading and math in order to increase the number of English learners (ELs) that are proficient in the English language as per CELDT AMAO 1.	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2 b. Provide teacher release time (substitutes) for PD and coaching. \$3,300 Supp/Conc 0000: Unrestricted Supplemental, salaries
2 c. Fund TAC for improvement in first instruction. • Fund bilingual secretary at Robbins and an instructional aide at Winship who can communicate with non-English-	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils	2 c. Increase 30 minute ELD sessions from 3 to 4 times per week. • Fund bilingual secretary at Robbins site to facilitate

speaking parents.		English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	communication with parents. \$21,424 w/ benefits, Supp/Conc, salaries 0000: Unrestricted Supplemental
2 d. For Redesignated English Learners: Assess and intervene with reading comprehension, vocabulary development and print skills. Monitor assessment and achievement data for proficiency for 3 years past R-FEP date per EL Plan. Review data for all redesignated students and provide interventions as necessary.	School/LE A Wide	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2 d. Sub Time: Supplemental and Concentration 1,000

GOAL 2:	2.0 At the end of the 2017-18 school year, the percentage of students designated as Long Term English Learners will drop from 5% to 2% as measured by the CELDT test. Early intervention will ensure a low rate of LTEL's.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 10 Local : Specify
Identified Need :	In 2015/16, 5% of students are Long Term English Learners (LTELs), defined as students who have been in the Intermediate level for 3 or more years. The metric is the CELDT or ELPAC (2016-17). Early intervention must continue to ensure a reduction in LTELS.		
Goal Applies to:	Schools: Winship-Robbins	Applicable Pupil Subgroups: English Learners, Hispanic	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	At the end of the 2016-17 school year, 1% or less of ELs will be LTEL's which will represent a decrease of 1%.		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service Budgeted Expenditures
2 a. Provide individual teacher and aides coaching by TAC to improve integrated ELD and designated ELD instructional strategies for teachers as well as provide	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils	2 a. Fund TAC to provide action steps. Funding: see Goal 1,b

<p>PD on strategies for LTELS for all teachers. Increase 30 minute ELD sessions from 3 to 4 times per week. Add the EL component of Read Naturally and provide PD to all teachers and aides.</p>		<p>English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>\$400 Suppl/Conc, salaries</p>
<p>2 b. Provide PD on Illuminate Data system so that teachers can track progress on EL students in reading and math in order to increase the number of English learners (ELs) that are proficient in the English language as per CELDT AMAO 1.</p>	<p>School/LE A Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>2 b. Provide teacher release time (substitutes) for PD and coaching. \$3,300 Suppl/Conc 0000: Unrestricted Supplemental, salaries</p>
<p>2 c. 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.</p>	<p>School/LE A Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>2 c. Increase 30 minute ELD sessions from 3 to 4 times per week. • Fund bilingual secretary at Robbins site to facilitate communication with parents. \$21,424 w/ benefits, Suppl/Conc 0000: Unrestricted Supplemental, salaries</p>
<p>2 d. For Redesignated English Learners: Assess and intervene with reading comprehension, vocabulary development and print skills. Monitor assessment and achievement data for proficiency for 3 years past R-FEP date per EL Plan. Review data for all redesignated students and provide interventions as necessary.</p>	<p>School/LE A Wide</p>	<p>All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>2 d. Sub Time: Supplemental and Concentration 1,000, salaries</p>

GOAL 2:	2.0 At the end of the 2016-17 school year, the percentage of students designated as Long Term English Learners will drop from 5% to 2% as measured by the CELDT test. Early intervention will ensure a low rate of LTEL's.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 10 Local : Specify
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Identified Need : In 2015/16, 5% of students are Long Term English Learners (LTELs), defined as students who have been in the Intermediate level for 3 or more years. The metric is the CELDT or ELPAC (2016-17). Early intervention must continue to ensure a reduction in LTELS.

Goal Applies to: Schools: Winship-Robbins
 Applicable Pupil Subgroups: English Learners, Hispanic

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: At the end of the 2017-18 school year, 1% or less of ELs will be LTEL's which will represent transfers from other schools.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2 a. Provide individual teacher and aides coaching by TAC to improve integrated ELD and designated ELD instructional strategies for teachers as well as provide PD on strategies for LTELS for all teachers. Increase 30 minute ELD sessions from 3 to 4 times per week. Add the EL component of Read Naturally and provide PD to all teachers and aides.	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2 a. Fund TAC to provide action steps. Funding: see Goal 1,b \$400 Suppl/Conc, salaries
2 b. Provide PD on Illuminate Data system so that teachers can track progress on EL students in reading and math in order to increase the number of English learners (ELs) that are proficient in the English language as per CELDT AMAO 1.	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2 b. Provide teacher release time (substitutes) for PD and coaching. \$3,300 Suppl/Conc 0000: Unrestricted Supplemental, salaries
2 c. Fund TAC for improvement in first instruction. • Fund bilingual secretary at Robbins and an instructional aide at Winship who can communicate with non-English-	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils	2 c. Increase 30 minute ELD sessions from 3 to 4 times per week. • Fund bilingual secretary at Robbins site to facilitate

<p>speaking parents.</p>		<p>English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>communication with parents. \$21,424 w/ benefits, Supp/Conc 0000: Unrestricted Supplemental, salaries</p>
<p>2 d. For Redesignated English Learners: Assess and intervene with reading comprehension, vocabulary development and print skills. Monitor assessment and achievement data for proficiency for 3 years past R-FEP date per EL Plan. Review data for all redesignated students and provide interventions as necessary.</p>	<p>School/LE A Wide</p>	<p>All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>2 d. Sub Time: Supplemental and Concentration 1,000, salaries</p>

LCAP Year 1: 2015-16

GOAL 3:	3.0 By July 2016, the Mathematics program for grades TK-8, including curriculum, instruction, assessments, and reporting, will be aligned with the CA Standards and students will score at or above the 2015 state average of 34%. The current average for the district is 24% based on the 2015 SBAC results.	Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 4X 5 6 7 <u>X</u> 8 COE only: 9 10 Local : Specify
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Identified Need : For grades TK-8th, align mathematics program, including curriculum, instruction, assessments, and reporting, with the CA State Standards and increased instructional practice which will result in higher achievement.

Goal Applies to: Schools: Winship, Robbins
 Applicable Pupil Subgroups: EL, Low Income, Foster, Special Ed, White, Hispanic, All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Students will be evaluated using standards-aligned assessments including pre and post publisher adoptions and students will increase in achievement by 10% based on the 2015 district SBAC results compared to the state average.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3 a. Research CCCSS-aligned math curriculum for district adoption for K-5 and adopt and purchase new math curriculum for the district. Teachers will pilot CCCSS math materials. Materials and resources will be developed for intervention support. Provide PD for teachers and staff for continuous improvement. Send teachers to College Preparatory Math from Winship and Robbins.	School/LE A Wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3a. Supplemental and Concentration \$2,000 Supplies Supplemental and Concentration \$3,000 Services
3b. 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.	School/LE A Wide	<u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3b. \$1,150 max Supp/Conc 0000: Unrestricted Supplemental, services
3c. Review and evaluate effectiveness of district math assessments and teachers will record math progress in	School/LE	<u>X</u> All OR:	3c. No cost

<p>online grade books and report progress in new report cards. Train staff on newly adopted curriculum and integrate assessments aligned with adopted math curriculum into the Illuminate data tracking system.</p>	<p>A Wide</p>	<p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
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LCAP Year 2: 2016-17

<p>GOAL 3:</p>	<p>3.0 By July 2016, the Mathematics program for grades TK-8, including curriculum, instruction, assessments, and reporting, will be aligned with the CA Standards and students will score at or above the 2015 state average of 34%. The current average for the district is 24% based on the 2015 SBAC results.</p>	<p>Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 4X 5 6 7 <u>X</u> 8 COE only: 9 10 Local : Specify</p>
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<p>Identified Need :</p>	<p>For grades TK-8th, align mathematics program, including curriculum, instruction, assessments, and reporting, with the CA State Standards and increased instructional practice which will result in higher achievement.</p>		
<p>Goal Applies to:</p>	<p>Schools: Winship, Robbins</p>		
	<p>Applicable Pupil Subgroups:</p>	<p>EL, Low Income, Foster, Special Ed, White, Hispanic, All</p>	

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will be evaluated using standards-aligned assessments including pre and post publisher adoptions and students will increase in achievement by 20% based on the 2015 district SBAC results compared to the state average.</p>		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3 a. Research CA Standards-aligned math curriculum for district adoption for K-5 and adopt and purchase new math curriculum for the district. Teachers will pilot CA Standards math materials. Materials and resources will be developed for intervention support. Provide PD for teachers and staff for continuous improvement. Send teachers to College Preparatory Math from Winship and Robbins.</p>	<p>School/LE A Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>3a. Supplemental and Concentration \$2,000 Supplies Supplemental and Concentration \$3,000 Services</p>
<p>3b. 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.</p>	<p>School/LE A Wide</p>	<p><u>X</u> All OR: Low Income pupils English Learners</p>	<p>3b. \$1,150 max Supp/Conc 0000: Unrestricted Supplemental, services</p>

		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
3c. Review and evaluate effectiveness of district math assessments and teachers will record math progress in online grade books and report progress in new report cards. Train staff on newly adopted curriculum and integrate assessments aligned with adopted math curriculum into the Illuminate data tracking system.	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3c. No cost

LCAP Year 3: 2017-18

GOAL 3:	3.0 By July 2016, the Mathematics program for grades TK-8, including curriculum, instruction, assessments, and reporting, will be aligned with the CA Standards and students will score at or above the 2015 state average of 34%. The current average for the district is 24% based on the 2015 SBAC results.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 4X 5 6 7 <input checked="" type="checkbox"/> 8 COE only: 9 10 Local : Specify
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Identified Need :	For grades TK-8th, align mathematics program, including curriculum, instruction, assessments, and reporting, with the CA State Standards and increased instructional practice which will result in higher achievement.		
Goal Applies to:	Schools:	Winship, Robbins	
	Applicable Pupil Subgroups:	EL, Low Income, Foster, Special Ed, White, Hispanic, All	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Students will be evaluated using standards-aligned assessments including pre and post publisher adoptions and students will increase in achievement by 1 0% based on the 2015 district SBAC results compared to the state average.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3 a. Research CA Standards -aligned math curriculum for district adoption for K-5 and adopt and purchase new math curriculum for the district. Teachers will pilot CA Standards math materials. Materials and resources will be developed for intervention support. Provide PD for teachers and staff for continuous	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent	3a. Supplemental and Concentration \$2,000 Supplies Supplemental and Concentration \$3,000 Services

improvement. Send teachers to College Preparatory Math from Winship and Robbins.		English proficient Other Subgroups: (Specify)	
3b. 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.	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3b. \$1,150 max Supp/Conc 0000: Unrestricted Supplemental, services
3c. Review and evaluate effectiveness of district math assessments and teachers will record math progress in online grade books and report progress in new report cards. Train staff on newly adopted curriculum and integrate assessments aligned with adopted math curriculum into the Illuminate data tracking system.	School/LE A Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3c. No cost

GOAL 4:	4.0 Ensure access to and mastery of 21st century learning tools, resources and skills for all staff and students.		Related State and/or Local Priorities: 1 _ 2 _ 3_ 4 5 6 7 8X COE only: 9 10 Local : Specify
Identified Need :	The 2015 District Technology Survey for students and staff shows a need for professional development as well as student instruction in software, hardware, and NETS (National Educational Technology Standards). We will use pre- and post- assessments for the metric.		
Goal Applies to:	Schools:	Winship, Robbins Applicable Pupil Subgroups: EL, Low Income, Foster, Special Ed, White, Hispanic, All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 40% of students in grades K-8 will be proficient or better with grade level NETS standards or district equivalent. 90% of staff members will improve confidence and capability in technology skills.
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Fund TAC position	Fund TAC position	Fund TAC position	Fund TAC position
4a. Staff will research NETS resources, design and scaffold student curriculum, and receive training in grade level groups, with the assistance of the TAC and the Ed Tech Specialist and provide PD on integrating NETS grade level skills and standards into the curriculum. Fund TAC position Fund Ed Tech Specialist	School/LE A Wide	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4a. TAC see goal 1, b Ed Spec \$16,028 Supp/Conc, services
4b. Provide PD time for teachers to scaffold from grade and ability level to grade and ability level to include learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.	School/LE A Wide	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4b. No Costs
d. The TAC and the Ed Tech Specialist will coach teachers on an individual basis to improve their tech skills and provide teachers with parent and student trainings on responsible digital citizenship and internet safety. Collaborate with parent groups on training adult family members on digital skills and student Engagement.	School/LE A Wide	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	d. Teachers continue to train students on digital citizenship and internet safety and collaborate with parent groups on training adult family members on digital skills.

GOAL 4:	4.0 Ensure access to and mastery of 21st century learning tools, resources and skills for all staff and students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 5 6 7 8X
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		COE only: 9 10	
		Local : Specify	
Identified Need :	The 2015 District Technology Survey for students and staff shows a need for professional development as well as student instruction in software, hardware, and NETS (National Educational Technology Standards). We will use pre- and post- assessments for the metric.		
Goal Applies to:	Schools: Winship, Robbins		
	Applicable Pupil Subgroups:	EL, Low Income, Foster, Special Ed, White, Hispanic, All	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 60% of students in grades K-8 will be proficient or better with grade level NETS standards or district equivalent. 95% of staff members will improve confidence and capability in technology skills. 		
Fund TAC position	Fund TAC position	Fund TAC position	Fund TAC position
4a. Staff will research NETS resources, design and scaffold student curriculum, and receive training in grade level groups, with the assistance of the TAC and the Ed Tech Specialist and provide PD on integrating NETS grade level skills and standards into the curriculum. Fund TAC position Fund Ed Tech Specialist	School/LE A Wide	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4a. TAC see goal 1, b Ed Spec \$16,028 Supp/Conc, services
4b. Provide PD time for teachers to scaffold from grade and ability level to grade and ability level to include learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.	School/LE A Wide	All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4b. No Costs
d. The TAC and the Ed Tech Specialist will coach teachers on an individual basis to improve their tech skills and provide teachers with parent and student	School/LE A Wide	All OR:	d. Teachers continue to train students on digital citizenship and internet safety and collaborate with parent groups on

<p>trainings on responsible digital citizenship and internet safety. Collaborate with parent groups on training adult family members on digital skills and student Engagement.</p>		<p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>training adult family members on digital skills.</p>
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<p>GOAL 4:</p>	<p>4.0 Ensure access to and mastery of 21st century learning tools, resources and skills for all staff and students.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3_ 4 5 6 7 8X COE only: 9 10 Local : Specify</p>
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<p>Identified Need :</p>	<p>The 2015 District Technology Survey for students and staff shows a need for professional development as well as student instruction in software, hardware, and NETS (National Educational Technology Standards). We will use pre- and post- assessments for the metric.</p>
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<p>Goal Applies to:</p>	<p>Schools: Winship, Robbins Applicable Pupil Subgroups: EL, Low Income, Foster, Special Ed, White, Hispanic, All</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> 75% of students in grades K-8 will be proficient or better with grade level NETS standards or district equivalent. 98% of staff members will improve confidence and capability in technology skills.
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Fund TAC position	Fund TAC position	Fund TAC position	Fund TAC position
<p>4a. Staff will research NETS resources, design and scaffold student curriculum, and receive training in grade level groups, with the assistance of the TAC and the Ed Tech Specialist and provide PD on integrating NETS grade level skills and standards into the curriculum. Fund TAC position Fund Ed Tech Specialist</p>	<p>School/LE A Wide</p>	<p>All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>4a. TAC see goal 1, b Ed Spec \$16,028 Supp/Conc, services</p>

<p>4b. Provide PD time for teachers to scaffold from grade and ability level to grade and ability level to include learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.</p>	<p>School/LE A Wide</p>	<p>All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>4b. No Costs</p>
<p>d. The TAC and the Ed Tech Specialist will coach teachers on an individual basis to improve their tech skills and provide teachers with parent and student trainings on responsible digital citizenship and internet safety. Collaborate with parent groups on training adult family members on digital skills and student Engagement.</p>	<p>School/LE A Wide</p>	<p>All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>d. Teachers continue to train students on digital citizenship and internet safety and collaborate with parent groups on training adult family members on digital skills.</p>

<p>GOAL 5:</p>	<p>5.0 School climate will provide a safe learning environment which will involve parents and community members and ensure high student attendance and a college bound culture. Current attendance rate is 94.5% Current chronic absenteeism rate is 3% Middle School dropout rate is 0%</p>	<p>Related State and/or Local Priorities: 1_ 2 3 4 5X 6X 7_ 8 COE only: 9 10 Local : Specify</p>
<p>Identified Need :</p>	<p>All students.</p>	
<p>Goal Applies to:</p>	<p>Schools: Winship, Robbins</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>EL, Low Income, Foster, Special Ed, White, Hispanic, All</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: Attendance will increase from 94.5% to 97% in during the 2015-2016 school year.
 Measureable Outcomes:
 Improve (or maintain)school attendance rate by 2%
 Decrease or maintain chronic absenteeism rate is 1%
 Maintain Middle School dropout rate at 0%
 Parent participation as measured by surveys and sign-in sheets will increase by 25%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5a. Staff will monitor tardy and absent data to target intervention for families with chronic issues. Both sites will provide lice kits to families as necessary to facilitate attendance at school.	School/LE A Wide	Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: Foster and Homeless youth	5a. \$300 Supp/Conc 0000: Unrestricted Supplemental, supplies
5b. Parent information nights and parent involvement activities which academic and developmental needs of students at all ages.	School/LE A Wide	Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: Foster and Homeless youth	5b. No Cost
5c. Teachers lead students in activities which foster a college bound culture by forming college teams which focus of college readiness.	School/LE A Wide	Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: Foster and Homeless youth	5c. No Cost

GOAL 5:	5.0 School climate will provide a safe learning environment which will involve parents and community members and ensure high student attendance and a college bound culture. Current attendance rate for 2014-15 is 94.5% Current chronic absenteeism rate is 3% for 2014-15. Middle School dropout rate is 0%	Related State and/or Local Priorities: 1_ 2 3 4 5X 6X 7_ 8 COE only: 9 10 Local : Specify
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Identified Need :	All students.	
Goal Applies to:	Schools:	Winship, Robbins
	Applicable Pupil Subgroups:	EL, Low Income, Foster, Special Ed, White, Hispanic, All

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: Attendance will increase to 97% in during the school year.
 Measureable Outcomes:
 Improve (or maintain)school attendance rate by 2%
 Decrease or maintain chronic absenteeism rate is 1%
 Maintain Middle School dropout rate at 0%
 Parent participation as measured by surveys and sign-in sheets will increase by 25%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5a. Staff will monitor tardy and absent data to target intervention for families with chronic issues. Both sites will provide lice kits to families as necessary to facilitate attendance at school.	School/LE A Wide	Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: Foster and Homeless youth	5a.\$300 Supp/Conc 0000: Unrestricted Supplemental, supplies
5b. Parent information nights and parent involvement activities which academic and developmental needs of students at all ages.	School/LE A Wide	Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: Foster and Homeless youth	5b. No Cost
5c. Teachers lead students in activities which foster a college bound culture by forming college teams which focus of college readiness.	School/LE A Wide	Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: Foster and Homeless youth	5c. No Cost

GOAL 5:	5.0 School climate will provide a safe learning environment which will involve parents and community members and ensure high student attendance and a college bound culture. Current Attendance rate is 94.5% for 2014-15	Related State and/or Local Priorities: 1_ 2 3 4 5X 6X 7_ 8
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Current chronic absenteeism rate is 3% for 2014-15. Middle School dropout rate is 0%	COE only: 9 10 Local : Specify
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Identified Need :	All students.		
Goal Applies to:	Schools:	Winship, Robbins	
	Applicable Pupil Subgroups:	EL, Low Income, Foster, Special Ed, White, Hispanic, All	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Attendance will increase to 97% in during the school year. Measureable Outcomes: Improve (or maintain)school attendance rate by 2% Decrease or maintain chronic absenteeism rate is 1% Maintain Middle School dropout rate at 0% Parent participation as measured by surveys and sign-in sheets will increase by 25%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5a. Staff will monitor tardy and absent data to target intervention for families with chronic issues. Both sites will provide lice kits to families as necessary to facilitate attendance at school.	School/LE A Wide	Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: Foster and Homeless youth	5a. \$300 Supp/Conc 0000: Unrestricted Supplemental, supplies
5b. Parent information nights and parent involvement activities which academic and developmental needs of students at all ages.	School/LE A Wide	Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: Foster and Homeless youth	5b. No Cost
5c. Teachers lead students in activities which foster a college bound culture by forming college teams which focus of college readiness.	School/LE A Wide	Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups:	5c. No Cost

Foster and Homeless youth

GOAL:	6.0 Provide base services to ensure teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils access to standards-aligned instruction materials and school facilities are maintained in good repair pursuant to Winship-Robbins Goal #6. Students will be enrolled in a board course of study which includes the following subjects areas; ELA/ELD, math, science, social studies, P.E., visual and performing arts for K-8 th grade.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6_ <input checked="" type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
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Identified Need :	All students		
Goal Applies to:	Schools:	Winship-Robbins	
	Applicable Pupil Subgroups:	EL, Low Income, Foster, Special Ed, White, Hispanic, All	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Ensure all teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they teach. Ensure that all students have access to standards-aligned materials. Ensure all school facilities are maintained and in good repair.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support the passing of the CSET for the two teachers who are on a STP at Robbins with Title II funding. Use best hiring practices when screening and selecting new staff,	School/LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$600, Title II, conf & travel
Examine the possibility of adoption of texts and resources which will align with the state adopted texts for the CA Standards.	School/LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,000 Set aside in reserves
Maintain and repair facilities according to the requirements of the Williams Act and the state priorities.	School/LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$125,000, Set aside in reserves.

GOAL:	6.0 Provide base services to ensure teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils access to standards-aligned instruction materials and school facilities are maintained in good repair pursuant to Winship-Robbins Goal #6.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6_ <input checked="" type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__
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Students will be enrolled in a board course of study which includes the following subjects areas; ELA/ELD, math, science, social studies, P.E., visual and performing arts for K-8th grade. Local : Specify _____

Identified Need :	All students		
Goal Applies to:	Schools:	Winship-Robbins	
	Applicable Pupil Subgroups:	EL, Low Income, Foster, Special Ed, White, Hispanic, All	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Ensure all teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they teach.</p> <p>Ensure that all students have access to standards-aligned materials.</p> <p>Ensure all school facilities are maintained and in good repair.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Support the passing of the CSET for the two teachers who are on a STP at Robbins with Title II funding. Use best hiring practices when screening and selecting new staff,	School/LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$600, Title II, conf & travel
Examine the possibility of adoption of texts and resources which will align with the state adopted texts for the CA Standards.	School/LEA Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,000 Set aside in reserves
Maintain and repair facilities according to the requirements of the Williams Act and the state priorities.	School/LEA Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$125,000, Set aside in reserves.

GOAL:	<p>6.0 Provide base services to ensure teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils access to standards-aligned instruction materials and school facilities are maintained in good repair pursuant to Winship-Robbins Goal #6.</p> <p>Students will be enrolled in a board course of study which includes the following subjects areas; ELA/ELD, math, science, social studies, P.E., visual and performing arts for K-8th grade.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____</p>
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Identified Need :	All students		
Goal Applies to:	Schools:	Winship-Robbins	
	Applicable Pupil Subgroups:	EL, Low Income, Foster, Special Ed, White, Hispanic, All	

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Ensure all teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they teach. Ensure that all students have access to standards-aligned materials. Ensure all school facilities are maintained and in good repair.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Support the passing of the CSET for the two teachers who are on a STP at Robbins with Title II funding. Use best hiring practices when screening and selecting new staff,</p>	<p>School/LEA Wide</p>	<p><u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$600, Title II, conf & travel</p>
<p>Examine the possibility of adoption of texts and resources which will align with the state adopted texts for the CA Standards.</p>	<p>School/LEA Wide</p>	<p><u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$25,000 Set aside in reserves</p>
<p>Maintain and repair facilities according to the requirements of the Williams Act and the state priorities.</p>	<p>School/LEA Wide</p>	<p>___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>\$125,000, Set aside in reserves.</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code 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?

Annual Update Goal 1 for WR

Original GOAL from prior year LCAP:	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.		Related State and/or Local Priorities: 1__ 2_X 3X_ 4_X 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Winship, Robbins	Applicable Pupil Subgroups: All including SWD	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 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. b. Provide PD on reading fluency assessments, materials, and intervention. c. Provide instructional materials and technology resources on reading fluency. d. Provide intervention in reading fluency using the Response to Intervention (Rtl) model. e. Provide AR and STAR Reading for all grade levels at both sites. f. Increase the time that students use Accelerated Reader (AR) and STAR Reading for increased reading fluency and comprehension. g. Improve teachers' abilities to utilize the Illuminate Data Management System for tracking fluency data. 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. 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. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> a. Provided additional staff development time to be included in the yearly calendar. Analyzed district instructional minute change per the 2013 Audit Guide. b. Provided PD on reading fluency assessments, materials, and intervention. c. Provided instructional materials and technology resources on reading fluency. d. Provided intervention in reading fluency using the Response to Intervention (Rtl) model. e. Provided AR and STAR Reading for all grade levels at both sites. f. Increased the time that students use Accelerated Reader (AR) and STAR Reading for increased reading fluency and comprehension. g. Improved teachers' abilities to utilize the Illuminate Data Management System for tracking fluency data. h. Increased 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. i. Provided 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. Used newly launched district websites to communicate with parents about current and future events.

	<p>j. Strategically assign instructional aides to promote student success at both sites.</p>		<p>j. Strategically assigned instructional aides to promote student success at both sites.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Annual Expenditures
<p>a. Determine potential calendar changes for additional minimum days or student non-attendance days for Professional Development (PD) (Base)</p> <p>b. Fund a .6 FTE Teacher on Assignment/Coach (TAC) position whose duties will include CELDT, ELD, intervention, data management and PD on both an individual and district-wide basis.</p> <p>c. Review training for fluency assessments or training for new staff. Base</p> <p>d. Provide 1 day PD for all teachers and classroom aides on new intervention curriculum (Read Naturally).</p> <p>e. Purchase 40 desktop computers for classroom use for AR and other use 40@ \$900 ea - Purchase AR/STAR for Winship site as well as Robbins.</p> <p>f. TAC will help each teacher design lesson plans per individual teacher that will maximize use of instructional aide time.</p> <p>g. Provide PD on using Illuminate Data Mgmt Systems for tracking fluency data to establish a baseline.</p> <p>h. Provide PD and individual teacher coaching on reorganizing class time for individual reading. -Recruit volunteers to listen to students read. -Fund classroom aides so teachers can work with individual students.</p> <p>i. 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. Base</p> <p>j. Fund instructional aides for all classrooms at both sites. Funding: See h.</p> <p>k. TAC will coach teachers in EDI, ELD and RTI as necessary to improve first instruction. - Staff will research solutions to providing after-school interventions for all students including low income and ELs.</p>	<p>b. \$49,563. Supp/Conc c. Base d. \$5,700 Supp/Conc e. \$3,800 Supp/Conc f. Funding: see Goal 1, b g. Funding: see Goal 1, b h. Aides' salaries: \$128,000 w/benefits Supp/Conc c. = \$36,000 from REAP funds and Microsoft K12 Voucher for both hardware and software</p>	<p>a. Determined potential calendar changes for additional minimum days or student non-attendance days for Professional Development (PD) (Base)</p> <p>b. Funded a .6 FTE Teacher on Assignment/Coach (TAC) position whose duties will include CELDT, ELD, intervention, data management and PD on both an individual and district-wide basis.</p> <p>c. Reviewed training for fluency assessments or training for new staff. Base</p> <p>d. Provided 1 day PD for all teachers and classroom aides on new intervention curriculum (Read Naturally).</p> <p>e. Purchased 40 desktop computers for classroom use for AR and other use 40@ \$900 ea - Purchased AR/STAR for Winship site as well as Robbins.</p> <p>f. TAC helped each teacher design lesson plans per individual teacher that will maximize use of instructional aide time.</p> <p>g. Provided PD on using Illuminate Data Mgmt Systems for tracking fluency data to establish a baseline.</p> <p>h. Provided PD and individual teacher coaching on reorganizing class time for individual reading. -Recruited volunteers to listen to students read. -Funded classroom aides so teachers can work with individual students.</p> <p>i. Recruited parent and/or community volunteers to listen to students read aloud. - Recruited parents to lead and participate in Parents' Clubs, SITE Councils and DELAC Committee. Base</p> <p>j. Funded instructional aides for all classrooms at both sites. Funding: See h.</p> <p>k. TAC coached teachers in EDI, ELD and RTI as necessary to improve first instruction. - Staff researched solutions to providing after-school interventions for all students including low income and ELs. See Goal 1, b</p>	<p><i>B. \$49, 563 Supp/Conc C. Base d. \$10, 040 Supp/Conc Salaries e. \$3,800 Supp/Conc AR/STAR f. Funding, see Goal 1. b g. Funding, see Goal 1. d h. Funding, see Goal 1. D j. \$127, 286 supp/conc. Salaries I. \$20,995 Supp/Conc. Salaries o. \$134,352 Suppl/Conc Contribution p. \$70,000 suppl/Conc Contribution r. \$300 Suppl/Conc Supplies</i></p>

<p>See Goal 1, b</p> <p>l. All ELs will receive instruction in ELA that is differentiated to meet their language needs.</p> <p>- Fund bilingual secretary at Robbins site to facilitate communication with parents. \$21,149 w/ benefits, Supp/Conc</p> <p>m. If necessary, coordinate with County program to establish reading fluency tutoring.</p> <p>n. Review data tri-annually for all redesignated English Proficient students and provide interventions as necessary.</p> <p>o. Continue to provide transportation services to all students to ensure attendance. \$61,000 Supp/Conc (contribution over allotment)</p> <p>p. Continue to provide nutritional services (free breakfast and lunch) to all students to ensure they are well fed and ready to learn. \$44,000 Supp/Conc (contribution over allotment)</p> <p>q. Staff will research tardy and absent data to target intervention for families with chronic issues.</p> <p>r. Both sites will provide lice kits to families as necessary to facilitate attendance at school. \$300 Supp/Conc</p> <p>s. Maintain 0% dropout rate.</p> <p>t. Maintain low suspension and 0% expulsion rates.</p>		<p>l. All ELs received instruction in ELA that is differentiated to meet their language needs.</p> <p>- Funded bilingual secretary at Robbins site to facilitate communication with parents. \$21,149 w/ benefits, Supp/Conc</p> <p>m. Coordinated with County program to establish reading fluency tutoring.</p> <p>n. Review data tri-annually for all redesignated English Proficient students and provide interventions as necessary.</p> <p>o. Continue to provide transportation services to all students to ensure attendance. \$61,000 Supp/Conc (contribution over allotment)</p> <p>p. Continued to provide nutritional services (free breakfast and lunch) to all students to ensure they are well fed and ready to learn. \$44,000 Supp/Conc (contribution over allotment)</p> <p>q. Staff researched tardy and absent data to target intervention for families with chronic issues.</p> <p>r. Both sites provided lice kits to families as necessary to facilitate attendance at school. \$300 Supp/Conc</p> <p>s. Maintained 0% dropout rate.</p> <p>t. Maintain low suspension (baseline .05%) and 0% expulsion rates (Baseline 0%)..</p>	
<p>Scope of service: districtwide</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

Changes: after reviewing the goals and actions and services, we consolidated to reflect a more comprehensive approach towards reading. Our new goal #1 for the 15-16 LCAP will be for all students to increase reading achievement.

The Expected Annual Outcomes will also reflect this comprehensive approach. The outcomes will be in the areas of print skills, vocabulary development and reading comprehension. All the outcomes and action services will be for ELs, Foster Youth (FY), and LI (low income). Technology from Goal #4 will be infused in goals 1-3. We will also be establishing a new goal titled, *School Climate and Culture* to incorporate attendance, expulsion, chronic absenteeism, suspension, parent involvement. A board course of study has not been addressed in the 2014-15. It will be included in Goal #6 for the 2015-16 school year.

Goal #2

Original GOAL 2 from prior year LCAP:	2.0 At the end of the 2016-17 school year, the percentage of students designated as Long Term English Learners will drop from 17% to 5%, or 4 students, as measured by the CELDT test.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Winship-Robbins	
	Applicable Pupil Subgroups:	All including SWD	
Expected Annual Measurable Outcomes:	At the end of the 2014-15 school year, 15% or less of ELs will be LTELs.	Actual Annual Measurable Outcomes:	Long Term English Learners decreased to planned goal of only four students only for the entire district.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
a. Fund TAC to provide action steps. Funding: see Goal 1, b b. Provide teacher release time (substitutes) for PD and coaching. Sub salaries: 11 x 3 days= \$3,300 Supp/Conc c. PD will include learning the characteristics of LTELs, how they become LTELs, and approaches to prevent creation of LTEL status. Funding: Goal 1,b d. PD will include incorporation of CCCSS ELD standards into lesson planning for all grades. e. TAC will coach teachers in EDI, ELD and Rtl as necessary to improve first instruction.	a. Funding: see Goal 1, b b. Supp/Conc. \$3,300 Instructional Support c. Funding: Goal 1, b d. None e. Funding: see Goal 1, b f. Base g. No cost h. Base	a. Funded TAC to support EL learners. b. Provided teacher release time for professional development and coaching. c. Professional development included characteristics of long term English learners and instructional strategies. d. Professional development included an introduction of the new CCSS for ELD as they relate to EDI and integrated lesson design. e. The TAC coached teachers on EDI, ELD and Rtl on the best practice of first, best instruction. f. All EL learners did receive instruction and intervention in ELA that was differentiated to meet their language needs. Staff received PD as needed and after-school homework help was provided.	a. Funding: see Goal 1, b b. Title II: \$1,503, PD c. Common Core Funds \$4,460, PD d. Supplemental and Concentrated, \$7271.70, salaries e. Funding: see Goal 1, b

<p>See Goal 1, b</p> <p>f. All ELs will receive instruction and intervention in ELA that is differentiated to meet their language needs.</p> <p>-PD will be provided to teachers on an as-needed basis.</p> <p>- Staff will research solutions to providing after-school interventions for all students.</p> <p>g. Coordinate with county program to establish tutoring as necessary.</p> <p>h. Monitor assessment and achievement data for proficiency for 3 years past R-FEP date per EL Plan.</p>		<p>g. Coordinated with county to provide tutors through Medical grant. Tutors were also provided by UC, Davis through their Bridge program.</p> <p>h. Students were monitored every six weeks who were R-FEP within the last three years.</p>	<p>f. Base</p> <p>g. No cost</p> <p>h. Base</p>
<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>TAC will provide professional development on all characteristics of EL learners regarding instruction and intervention. Data analysis will occur every six weeks for all learners followed by intervention within the instructional day.</p>		

Goal #3

<p>Original GOAL 3 from prior year LCAP:</p>	<p>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).</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2_X 3__ 4_X 5__ 6__ 7_X 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>	
<p>Goal Applies to: Schools: Winship, Robbins</p> <p>Applicable Pupil Subgroups: EL, Low Income, Foster, Special Ed, White, Hispanic, All</p>			
<p>Expected Annual</p>	<p>Students will be instructed through the use of standards-aligned materials.</p>	<p>Actual Annual Measurable</p>	<p>Students were instructed through standards-aligned materials using on-line resources and CPM math texts.</p>

Measurable Outcomes:		Outcomes:	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>a. Research CCCSS-aligned math curriculum for district adoption.</p> <p>b. Adopt and purchase new math curriculum for the district. Provide PD on math practices for current year, pending new adoption.</p> <p>c. Use online programs to improve math fluency, such as IXL or Moby Max, for all students K-8.</p> <p>d. Review and evaluate effectiveness of district math assessments.</p> <p>e. Teachers will record math progress in online grade books and report progress in new report cards.</p> <p>f. For low income pupils, the TAC will coach teachers in EDI, ELD and RTI as necessary to improve first instruction.</p> <p>g. For English learners: All ELs will receive instruction in ELA that is differentiated to meet their language needs.</p> <p>h. For foster youth: Coordinate with county program to establish tutoring as necessary.</p> <p>i. For redesignated English Proficient students: Monitor assessment and achievement data for proficiency for 3 years beyond the R-FEP date and provide intervention as necessary.</p>	<p>a.CCSS Implementation Funds, \$600, Instructional materials</p> <p>b. Funding, see goal, 1 b</p> <p>c. Supplemental and concentration \$1,150 Moby Max \$80</p> <p>d. No cost</p> <p>e. Supplemental and Concentrated Funds \$400</p> <p>f. Funding, see goal, 1 b</p> <p>g. No cost</p> <p>h. No cost</p> <p>i. No cost</p>	<p>a. Math with California Standards aligned curriculum was researched and implemented using Engage New York, Georgia Math Units, and CPM math.</p> <p>b. The TAC provided professional development in new math resources and best practices for all students.</p> <p>c. The on-line program Math IXL was purchased for the entire district.</p> <p>d. Curriculum committees were formed and they evaluated the alignment and effectiveness of the assessments.</p> <p>e. Teachers were trained and effectively used their on-line grade books to report progress on their new report cards.</p> <p>f. The TAC coached teachers on the needs of low income students using EDI, ELD and Rtl to improve instruction.</p> <p>g. All English learners received instruction in ELA that was differentiated according to their language needs.</p> <p>h. There are no foster youth in our district.</p> <p>i. All R-FEP students were monitored for achievement.</p>	<p>a.CCSS Implementation Funds, \$600, Instructional materials</p> <p>b. Funding, see goal, 1 b</p> <p>c. Supplemental and concentration \$1,150 for Math IXL only, service</p> <p>d. No cost</p> <p>e. Supplemental and Concentrated Funds \$400, services</p> <p>f. Funding, see goal, 1 b</p> <p>g. No cost</p> <p>h. No cost</p> <p>i. No cost</p>
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR:		OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Changes: after reviewing the goals and actions and services, we consolidated to reflect a more comprehensive approach towards math. Our new goal #3 for the 15-16 LCAP will be for all students to increase math achievement. The Expected Annual Outcomes will also reflect this comprehensive approach. The outcomes will be in the areas of math concept development, application of procedures and problems, and analysis of real world applications. All the outcomes and action services will be for ELs, Foster Youth (FY), and LI (low income). We will also be establishing a new goal titled; School Climate and Culture to incorporate attendance, expulsion, chronic absenteeism, suspension, parent involvement.</p>		

Goal #4

<p>Original GOAL 2 from prior year LCAP:</p>	<p>4.0 Ensure access to and mastery of 21st century learning tools, resources and skills for all staff and students.</p>	<p>Related State and/or Local Priorities: 1__ 2_X 3__ 4X__ 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools: Winship, Robbins Applicable Pupil Subgroups: All including SWD</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>- 30% of students in grades K-8 will be proficient or better with grade level NETS standards or district equivalent. - 60% of staff members will improve confidence and capability in technology skills.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Goal was met and exceeded with over 30% of students proficient in grade level NETS standards. Over 60% of the staff has increased their skills in technology.</p>
<p>LCAP Year: 2014-15</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>
<p>a. Fund TAC position as well as Ed Tech Specialist from the SCSOS office. TAC see goal 1, b Ed Spec \$15,454 Supp/Conc</p> <p>b. Provide PD time on minimum days for action steps. See Goal 1, b plus Ed Tech Specialist Goal 4a</p>	<p>a. Funding: Goal 1, b for TAC and Education Specialist \$15,454, personnel costs. b. Costs included in action Goal 3, a c. Costs included</p>	<p>a. TAC and Ed Tech Specialist from the county office addressed the planned actions of goal four. b. Professional development time was provided for on minimum days for all actions listed in goal four. c. Students did begin to use technology skills and tools during the instructional day on assignments. d. Teachers and the Ed tech specialist trained students on digital citizenship and internet safety. e. Teachers and the Ed tech specialist trained students on research and Internet safety.</p>	<p>a. Funding: Goal 1, b for TAC and Education Specialist \$15,454, services b. Costs included in action Goal 3, a</p>

<p>c. Students begin systematically learning the NETS skills including technology productivity tools and information literacy, as appropriate, during curricular assignments.</p> <p>d. Teachers will train students on digital citizenship and internet safety.</p> <p>e. Provide student training and research on responsible digital internet safety.</p> <p>f. - TAC will coach teachers in EDI, ELD and Rtl as necessary to improve first instruction.</p> <p>- Research ways to make computers accessible during lunch or after school for all students including low income.</p> <p>g. All ELs will receive instruction in ELA that is differentiated to meet their language needs.</p> <p>h. Coordinate with county agencies to provide Foster Youth with access to technology.</p> <p>i. – Monitor assessment and achievement data for proficiency for 3 years beyond the R-FEP date and provide intervention as necessary.</p> <p>- Provide continued access to technology that supports academic proficiency.</p>	<p>in action Goal 3, a</p> <p>d. Costs included in action Goal 3, a</p> <p>e. Costs included in action Goal 3, a</p> <p>f. Funding: Goal 1, b</p> <p>g. No costs</p> <p>h. No costs</p> <p>i. No costs</p>	<p>f. The TAC coached teachers on the needs of low income students using EDI, ELD and Rtl to improve instruction. Computers were accessible during lunch and after school for students.</p> <p>g. All English learners received instruction in ELA that was differentiated according to their language needs.</p> <p>h. There are no foster youth in our district.</p> <p>i. All R-FEP students were monitored for achievement.</p>	<p>c. Costs included in action Goal 3, a</p> <p>d. Costs included in action Goal 3, a</p> <p>e. Costs included in action Goal 3, a</p> <p>f. Funding: Goal 1, b</p> <p>g. No costs</p> <p>h. No costs</p> <p>i. No costs</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Changes: after reviewing the goals and actions and services, we will also be establishing a new goal titled: Student Engagement and School Climate this goal will include all of the state priorities for this area.</p>		

Goal #5

Original GOAL 5 from prior year LCAP:	5.0 Retain and recruit 100% highly qualified teachers, appropriately assigned, at all grade levels.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Winship, Robbins Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Hire one additional teacher to keep class size low in 6 th , 7 th and 8 th grades.	Actual Annual Measurable Outcomes:	No teacher was hired using LCAP funding. A .5 FTE was hired using Title 1 funds.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Due to the teacher shortage in the state of California, highly qualified teachers will be in high demand. The district will make every effort to select and support any newly hired teachers to become highly qualified. This goal for HQT will be included in Goal #6 for 15-16. Sufficiency of Instructional materials and school facilities were not included in 2014-2015. They will be included in Goal #6 for 15-16.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$453,700
<p>The demographics of the Winship-Robbins District indicate that 89% of our students qualify for free and reduced meals. The district also has 53% 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 programs to close the achievement gap, the remaining 11% of students will automatically receive similar key programs. 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.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

35.3	%
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The district's Minimum Proportionality Percentage for low income pupils, foster youth, and English Learners is 35.3%. Increased services include class sizes of 20:1 in all K-8 classrooms, intervention sessions throughout the school, paraprofessional in every classroom. Additional support services will include an extended school day with intervention before and after school, transportation to and from school, online support programs, supplemental programs, and an a bilingual office assistant. These targeted services increase and or improve services for the unduplicated pupils.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).