

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Winship-Robbins

Contact Name and Title

Dawn Carl

Superintendent/Principal

Email and Phone

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530-738-4386

2017-20 Plan Summary

The Story

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

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

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

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

Our student population of 140 students is comprised of 42% English Language Learners, 92% of our students receive free and reduced lunch, and 46% of our students are inter-district transfers.

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

LCAP Highlights

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

Robbins school applied and received a \$25,000 Multi-Tiered System of Support (MTSS) grant. Over the next three years funds will be used to develop individual education plans for all students.

Review of Performance

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

Greatest Progress

Suspension Indicator - Spring 2017 all students in "Orange" with a status of "Medium" at 2.1%. This represented an "increase" of 1%. Fall 2017 all students in "Green" with a status of "Medium" at 1.3%. This represents a "significant decline" of 1.1%.

Math Indicator - Fall 2017 all students in "Green" with a status of "Medium" with the average student scoring 6.1 points below level 3. This represents an "increase of 10.7 points. All significant student groups are in the "green" and either "Increased" or "Increased Significantly".

Our students which include; low income, English learners, and special education students, benefited from our school's dedication to systems of standards-based instruction with six- week accountability data systems. We have seen significant gains in math achievement by all populations of students. This year our school participated in a Multi-Tiered Support Systems which provided support in the area of academic interventions and additional trauma training to further develop our learning environment to meet the unique needs of each student.

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

Greatest Needs

English Learner Progress rate - Spring 2017 all students in "Green" with a status of "High" at 78.5%. This represented an "increase" of 3.8%. Fall 2017 all students in "Yellow" with a status of "High" at 78.9%. This represents a "decline" of 2.4%.

English Language Arts rate - Spring 2017 all students in "Green" with a status of "Medium" at 8.1 points above level 3. This represented a "significant increase" of 39.1 points. Fall 2017 all students in "Yellow" with a status of "Medium" at .6 points above level 3. This represents a "decline" of 7.5 points.

During the 2017-18 school year, grades 3rd-5th struggled with implementation of our new adopted curriculum and making sure that best research based practices with academic rigor were being implemented. We have analyzed the gaps in the adopted curriculum and our PLC structure along with the MTSS grant will provide support in the needed areas.

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

Performance Gaps

Although there are no identified performance gaps on the California Schools Dashboard, there are student groups performing below "all students."

Suspension - All students are in the "Green." The "White" student group is performing in the "Yellow."
English Language Arts - All students are in the "Yellow." The "English Learner", "Socioeconomically Disadvantaged", and "Hispanic" student groups are in the "Orange".

Research based best practices, the MTSS grant goals and be used to address gaps such as:

1. Small Group Instruction
2. Use of process charts and manipulatives
3. Concept and Vocabulary Development in all content areas

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

Increased or Improved Services

The Winship-Robbins School District will implement the MTSS grant goals, align all adopted curriculums to essential standards to support low-income and EL learners. These resources along with situational coaching by the director of curriculum and instruction will increase student achievement. On-going assessments will confirm and required course correction and targeted intervention using the MTSS in all areas of student success. After-school tutoring and extended after-school child care program will serve the needs of our working parents.

Budget Summary

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$2,279,914
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Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,185,579.00
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The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year	\$1,455,093
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Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 6, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metrics/Indicators:

1.1 - CA Schools Dashboard Academic Indicator for ELA

2017-18:

2016-17 CAASPP Data

ELA 13.1 points above level 3

Math 21.8 points above level 3

2016-17 CAASPP Data Results:

ELA - .6 points above level 3

Math - 6.1 points below level 3

2017-18 CAASPP Preliminary Data Results:

ELA - To be added when results are made public in August 2018

Math - To be added when results are made public in August 2018

Metrics/Indicators:

1.2 - Academic Indicator for Socioeconomically Disadvantaged subgroup

2017-18:

2017-18:

2016-17 CAASPP Data

ELA 7.8 points above level 3

Math 14.5 points below level 3

2016-17 CAASPP Data Results:

ELA 11.1 points below level 3

Math 10.5 points below level 3

2017-18 CAASPP Preliminary Data Results:

ELA - To be added when results are made public in August 2018

Math - To be added when results are made public in August 2018

Metrics/Indicators:

1.3 - Academic Indicator for Students with disabilities subgroup

2017-18:

2016-17 CAASPP Data

ELA - 3.2 points below level 3

2016-17 CAASPP Data

ELA 48.9 points below level 3

2017-18 Preliminary CAASPP Data

ELA - To be added when results are made public in August 2018

Expected

Metrics/Indicators:

1.4 - CA Schools Dashboard for suspensions

2017-18:

1.6%, a decrease of .5%

Metrics/Indicators:

1.5 - SARC report on Broad course of study/sufficient access to standards-aligned instructional materials

2017-18:

100%

Metrics/Indicators:

1.6 - CELDT data

2017-18:

This will be the baseline year for ELPAC

Actual

2016-17

1.3%, a decline of 1.1

2 students were suspended in 2017-18

100%

51% of students scored at Level 4

38% of students scored at Level 3

10% of students scored at Level 2

1% of students scored at Level 1

Actions/Services

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

Action 1

Planned Actions/Services

1.1 Provide on-going professional Development including blended coaching, county walk-through support and on-site collaboration as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, History/Social Science and NGSS.

Actual Actions/Services

Ongoing professional development was provided throughout the 2017-18 school year.

1. Professional development was administered by the Director of Curriculum and Instruction on each minimum day. Topics were focused on writing planning and implementation as well as a study of the SBAC claims and targets.

2. All teachers attended "Academic Vocabulary Toolkit" with Theresa Hancock training in August 2017. All students received daily academic vocabulary instruction using the Academic Vocabulary Toolkit (AVT). Sutter County Superintendent of Schools, Title III Coordinator, conducted observations and provided in-person feedback related to the implementation of the AVT five times throughout the year.

Budgeted Expenditures

Amount

- a. \$96,000
- b. \$6,000
- c. \$3,000
- d. \$3,000
- e. \$300.00

Source

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

Budget Reference

- a. 1100 TAC - Certificated Teacher Salaries & Benefits
- b. 1100 Substitutes Salary & Benefits
- c. 5200 Travel and Conference
- d. 5800 Prof. Services
- e. 5220 Mileage

Estimated Actual Expenditures

Amount

- a. \$103,986
- b. \$11,700
- c. \$9,160
- d. \$8,000
- e. \$6,100

Source

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

Budget Reference

- a. 1100 TAC - Certificated Teacher Salaries & Benefits
- b. 1100 Substitutes Salary & Benefits
- c. 5200 Travel and Conference
- d. 5800 Prof. Services
- e. 5220 Mileage

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

(October 2017, November 2017, January 2019, February 2018, and March 2018.

3. There was no on site math professional development. Three teachers attended CPM training in the Summer of 2017.

4. Sutter County Superintendent STEM Coordinator met with teachers to review science fair projects on January 30, 2018 and met with 7th/8th grade science teacher on March 27, 2018 to share resources and plan for science implementation in 2018-2019.

5. Two teachers attended a total of 6 sessions offered by Sutter County Superintendent of Schools with Dr. Kate Kinsealla and Theresa Hancock on "Tools for Preparing Grade 3-12 English Learners to Construct Competent Written Responses".

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

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

Actual Actions/Services

Five teachers are appropriately assigned and fully credentialed. Three teachers are not appropriately assigned and fully credentialed. Of the teachers that are not appropriately credentialed, one will have her preliminary credential by June 2018, one teacher is in an intern program and will finish in the Summer of 2019, and one teacher is on a STIP (Substitute Teacher Incentive Plan) and will complete student teaching by August 2018
 Students are receiving instruction with standards-aligned instructional materials in ELA/ELD and Math. Although History/Social Science materials are aligned to standards, they are not aligned to the current Framework. Current adopted science materials are not aligned to standards, however, supplemental materials through an online resource are being utilized in all classrooms.

Budgeted Expenditures

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

 Source
 a. Base
 b. Base

 Budget Reference
 a. 1100 CertificatedTeacher Salary & Benefits
 b. 4300 InstructionalSupplies

Estimated Actual Expenditures

Amount
 a. \$999,232
 b. \$5,000

 Source
 a. Base
 b. Base

 Budget Reference
 a. 1100 CertificatedTeacher Salary & Benefits
 b. 4300 InstructionalSupplies

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Standards-aligned instructional materials in Science and History/Social Science materials will be available for pilot and purchase in the next couple of years.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.3 Maintain a progress monitoring which includes data management system both electronic and through spreadsheets and develop an infrastructure of ongoing analysis of student progress. This data will be used to monitor student progress and identify students in need of intervention to close the achievement gap.

Illuminate continues to be utilized as the data management system. Measures of Academic Progress (MAP) and Developmental Reading Assessment (DRA) data are used to monitor student progress and identify students needing intervention. MAPS assessments are administered three times per year. DRA is administered six times per year. Data is used to drive whole class and small group instruction.

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

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

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

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

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

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

Action 4

Planned Actions/Services

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

Actual Actions/Services

The Fidelity Integrity Assessment (FIA) was administered in April 2018. This information told us all systems are at a Level 3 (substantial implementation, but not sustainable). Robbins will continue to participate in MTSS PD and receive on site support.

Budgeted Expenditures

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

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

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

Estimated Actual Expenditures

Amount
 a. \$119,615
 b. \$14,200
 c. \$ 10,171

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

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

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.5 Provide effective core instruction, additional learning time as well as resources including interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement in all subjects.

English learners receive daily Designated ELD instruction for 30 minutes.
Explicit Direct Instruction continues to be effective for Integrated ELD supports.
Regular feedback and on the spot coaching from the administrator regularly occurs.

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

Source
a. Supplemental/Concentration
b. Supplemental/Concentration

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

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

Source
a. Supplemental/Concentration
b. Supplemental/Concentration

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

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

Based on the dashboard results, LCFF Evaluation rubrics, and assessment data, we had an increase in achievement data resulting in math special Ed and EL populations in specific areas. Our school climate surveys completed by students, parents and staff show high levels of engagement 68%, safety 76% and climate at 66%. Our attendance rate was 94% with less than 2% of our students as chronic absenteeism.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

With stakeholder input, we determined that we need to review data to consider adding an after-school program to extend the school day and provide services for parents and students. At this time this goal will stay the same.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:8

Local Priorities:

Annual Measurable Outcomes

Expected

Metrics/Indicators:
Master Schedule

2017-18:
VAPA – 1 day a week of music and one afternoon of drama lessons integrated into 1 content area

Actual

Students received day a week of music and one afternoon of drama lessons integrated into 1 content area

Expected

Metrics/Indicators:
Master Schedule

2017-18:
Technology integrated into 1 content area

Metrics/Indicators:
Survey

2017-18:
Classrooms using Google Docs Classroom - 2

Actual

Technology was integrated into at least one content area in every classroom

2 classrooms are using Google Docs

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.1 Contract with music professional for PD and music instruction of all students as well as contract for drama instruction for students in grades 5th-8th. This will increase student access to visual and performing arts programs and courses. Provide professional development to teachers to support VAPA instruction.

5th-8th grade students worked with the Yuba Sutter Performing Arts Council once per week

Music services were provided once per week with an outside Music/Performing Arts contractor

No professional development was provided to teachers

Students participated in a music and performing arts performance three times throughout the year: Winter performance, Grandparent's Day, and a Spring performance

Amount
 a. \$6,700
 b. \$6,000
 c. \$2,000

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

Budget Reference
 a. 5800 Prof. Services
 b. 5800 Prof. Services
 c. 4300 Supplies

Amount
 a. \$4,000
 b. \$5,100
 c. \$2,000

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

Budget Reference
 a. 5800 Prof. Services
 b. 5800 Prof. Services
 c. 4300 Supplies

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Teachers are using technology to support instruction across the content areas. 3-8 grade students utilize 1:1 devices daily. Kindergarten-2nd gradestudents utilize laptop carts monthly.

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

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

Budget Reference
 a. 2426& 3XXX Technology Tech Salary & Benefits - Classified
 b. 5800 Prof. Services
 c. 4300 Materials and Supplies

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

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

Budget Reference
 a. 2426& 3XXX Technology Tech Salary & Benefits - Classified
 b. 5800 Prof. Services
 c. 4300 Materials and Supplies

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.3 Increase student engagement and innovation by providing wide and varied opportunities for students to become engaged in technology-based activities, project-based learning, and extended extracurricular activities..

All students participated in the Science Fair in February 2018. A math night was hosted in January 2018. A 6 week cycle of research projects occurs in all classrooms. More project based learning takes place in Grades 4-8. extended extra curricular activities include athletes, Robotic Legos, and tutoring/after school homework support for students.

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

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

Budget Reference
 a. 4300 Materials and Supplies
 b. 4300 Materials and Supplies
 c. 5800 Prof. Services/Entry Fees

Amount
 a. \$8,000
 b. \$3,697
 c. See Goal 1d

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

Budget Reference
 a. 4300 Materials and Supplies
 b. 4300 Materials and Supplies
 c. 5800 Prof. Services/Entry Fees

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

All unit assessments were administered in ELA and Math. MAPS and DRA assessments were administered to all students. Data analysis sessions with the Superintendent occurred after each MAPS assessment window. Data analysis with the Director of Curriculum and Instruction occurred on minimum days for all local assessments. There is a common data tracking system in place.

See goal 1 action 2

See goal 1 action 2

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Professionals from the community taught weekly lessons to Robbins students in the area of performing arts. Students and teachers also received professional development in the area of technology as well as access to more computers on a daily basis. The school held three major school wide performance projects events which entailed project based learning as well as daily homework support was provided for our students four days a week.

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

The performances were average due to lack on planning on the part of professional. The school wide performance projects which results in science, math and Open House community engagement nights were highly successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to a grant from the Sutter-Yuba Performing Arts council, the expected cost of our visual and performing arts program was not as much as expected. Out technology needs and increase salary and benefits resulted in higher costs than expected. Finally, teachers and staff used material in their classrooms and saved the cost budgeted items for goal 2.

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

With stakeholder input, we determined that we needed to remain focused on VAPA for a well-rounded and enriched educational experience for our students.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Metrics/Indicators:
3.1 - Facilities Inspection Tool - Physical environment

2017-18:
Establish: Exemplary

Actual

Exemplary status

Expected

Metrics/Indicators:
3.2 Middle School Dropout rate data

2017-18:
Maintain 0%

Actual

0%

Metrics/Indicators:
3.2 P2 District Attendance

2017-18:
Increase to 97%

94%

Metrics/Indicators:
3.2 P2 District Chronic Absences

2017-18:
Decrease to 2%

4 students are identified as being chronically absent

Metrics/Indicators:
3.3 Pupil Suspension/Expulsion rate

2017-18:
Decrease to 1% Suspension rate
Maintain 0% Expulsion rate

2 students were suspended
0% expulsion rate

Expected

Metrics/Indicators:
3.3 Stakeholder Survey - school safety

2017-18:
Maintain >98%

Actual

Feelings of Safety (Average , Above Average, Excellent)
94% of parents feel safe
76% of staff and students feel safe

Metrics/Indicators:
3.3 Student Survey- school safety & bullying

2017-18:
Maintain >98% feeling of safety
Decrease to 0% bullying

Feelings of Safety (Average , Above Average, Excellent)
76% of staff and students feel safe
10% feel that they have been bullied

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.1 Maintain and correct current facilities to a safe and operational manner.

1. Develop and Implement a plan whereas the FIT reports where condition is rated exemplary.
2. Maintain landscaping and repaint blacktop playground
3. Replace HVAC unit and monitoring system
4. Maintain Routine Restricted Maintenance Fund

Maintained and corrected current facilities to a safe and operational manner.

1. Developed and Implemented a plan whereas the FIT reports where condition is rated exemplary. Monthly facilities updates are provided
2. Maintained landscaping and repainted blacktop playground
3. HVAC unit and monitoring system will be replaced by June 2018
4. Maintained Routine Restricted Maintenance Fund

Amount

- a. \$25,400
- b. \$45,000
- c. \$150,000

Source

- a. Base
- b. Base
- c. Base

Budget Reference

- a. 2200 Classified Support Salaries & Benefits
- b. 5800 Prof. Services
- c. 8980 Contributions to Restricted Revenue

Amount

- a. \$31,925
- b. \$45,000
- c. \$167,000

Source

- a. Base
- b. Base
- c. Base

Budget Reference

- a. 2200 Classified Support Salaries & Benefits
- b. 5800 Prof. Services
- c. 8980 Contributions to Restricted Revenue

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.2 Monitor daily Attendance

1. Develop and implement an attendance monitoring/notification system
2. Maintain attendance software/staff
3. Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students
4. Provide Nutritional Services to all students

3.2 Attendance monitored daily -

- Students are recognized every 6 weeks for positive attendance and perfect attendance awards are presented to students at the end of the year. Kinder-Grade 3 students are awarded a bicycle and Grade 4-8 students are given movie tickets for having perfect attendance
1. Developed and implemented an attendance monitoring/notification system. Personal phone calls are made to families of absent students. SARB contracts and letters have been developed
 2. Maintained attendance software/staff
 3. Provided school bus transportation services to and from school for all in-district students and to designated stops for inter-district students
 4. Provided Nutritional Services to all students

Amount

- a. \$2,000
- b. \$45,000
- c. \$95,000

Source

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

Budget Reference

- a. 4300 Materials and Postage
- b. 2000 Classified Salaries & Benefits
- c. 5800 Contracted Services

Amount

- a. \$2,800
- b. \$30,541
- c. \$134,000

Source

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

Budget Reference

- a. 4300 Materials and Postage
- b. 2000 Classified Salaries & Benefits
- c. 5800 Contracted Services

Action 3

Planned Actions/Services

3.3 Support safety and a positive school climate.

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

Actual Actions/Services

3.3 Supported safety and a positive school climate.

1. Reviewed and adjusted safe school plans at the beginning of the year. Active shooter training (ALICE) was added.
2. Provided instruction Conscious Discipline once a month during Wednesday collaboration time
3. Partner with Sutter County Health and Human services to provide Life Skills and Girls Circle once a week.
4. Provided Community Support and translation services through a special projects coordinator
5. Used On-Track, a data management system, to maintain pupil suspension and expulsion rates < 1%.
6. Hosted Math Night in January 2018, Science Night in February 2018, and Cultural Celebration Day in May 2018.

Budgeted Expenditures

Amount

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

Source

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

Budget Reference

- a. 5800 Prof. Services
- b. 4300 Materials and Supplies
- c. 4300 Materials and Supplies
- d. 2000 Classified Salaries/ben
- e. 4300 Materials and Supplies

Estimated Actual Expenditures

Amount

- a. \$500
- b. \$500
- c. No Cost
- d. \$1,000
- e. \$324

Source

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

Budget Reference

- a. 5800 Prof. Services
- b. 4300 Materials and Supplies
- c. 4300 Materials and Supplies
- d. 2000 Classified Salaries/ben
- e. 4300 Materials and Supplies

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

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Facilities have been addressed for energy efficiency as well as overall appearance. With the help of the county office, facilities maintenance and improvement has been well planned with both routine and major projects. The continuous involvement of Sutter Health and Human services has provided needed services to our students. The focus on Conscious Discipline has resulted in fewer behavioral issues as well as increased positive climate survey results.

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

Based on the Facilities Inspection Tool and our survey results our facilities still needed more capital maintenance projects completed. Based on our attendance percentage of 94% which is a drop from 96%, it is apparent that we need more closely monitoring of the SARB process.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to the increased cost of contractors and age of our facility, maintenance costs exceeded the planned and budgeted amount. Our attendance (SARB) system and nutritional services costs also exceeded our planned budget; however, due to the support for Sutter County Health and Human services our cost for this section of the goal was significantly less.

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

No changes

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Board Meeting

October 11, 2017

January 10, 2018

March 14, 2018

April 25, 2018

June 12, 2018 (Public Hearing)

June 19, 2018 (LCAP Approval)

Teachers

November 2017 (Staff Survey)

Parents

August 23, 2017

September 8, 2017

November 2017 (Parent Survey)

January 24, 2018

February 22, 2018

April 26, 2018

May 24, 2018

Site Council

October 11, 2017

March 29, 2018

April 26, 2018

May 24, 2018

ELAC/DELAC

November 8, 2018

Students

November 2017 (Student Survey)

No Bargaining Unit Exists

Impact on LCAP and Annual Update

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

At the July 12, 2017 board meeting, the district reviewed and informed the board of the LCAP goals. At that time, the district started to actively informing and inviting stakeholders via the back-to-school “all call” phone calls for the August 23rd Back to School night and parent meeting. Parents and community were involved in LCAP goals and feedback on September 8th after grandparents’ day celebration, on January 24, 2018 during the math night, on February 22, 2018 during the science fair night and finally during the April 26, 2018 open house at Robbins School.

Our site Council serves Our Site Council serves as our Parent Advisory Committee met on October 11, 2017. The LCAP discussion is an agenda item on almost every Site Council/parent club meeting beginning October 11, 2017. Parent Meetings and School Site Council meetings were held in March 29, 2018, April 26, 2018, and May 24, 2018.

All parents and community stakeholders were invited to the LCAP meeting during Back-to-School night on August 23rd.. Surveys were also passed out at the meeting and sent home with students in November 2017.

The ELAC/DELAC Meeting was held on November 8, 2017 in the Robbins Multiple Purpose Room. The LCAP was shared with all stakeholders and input was requested from all parents present.

Regular presentations to the school board are made every month regarding LCAP goals and input is received by the superintendent each month. At the October 11th, November 8th, January 10, 2018, March 14th and April 25th board meetings LCAP and survey results were presented to the board and posted on our district website

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

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

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

LCAP public Hearing Scheduled: June 12, 2018.

Board approval for LCAP is scheduled for June 19, 2018.

Winship-Robbins School District has no collective bargaining units.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

Goal 1

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

gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 6, 7

Local Priorities:

Identified Need:

2017-18:

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

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

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

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

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

2018-19:

1.1 Academic Indicator for ELA indicates the average student scored .6 points above level 3 (Standard Met) and for Math 6.1 points below level 3 (Standard Met).

1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup scored 11.1 points above level 3 (Standard Met) and declined by 13.9 points from the previous year. In Math the Socioeconomically Disadvantaged subgroup scored 10.5 points below level (Standard Met) and increased by 9 points.

1.3 SBAC student achievement data, teacher survey data, and observational walk-through data indicate continued need for professional development

on CA state standard and NGSS pedagogy and curriculum materials.

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

1.7 At the end of the 2017-2018, there were 2/140 LTELs in the district. According to baseline ELPAC data 89% of students scored in Level 3 or 4.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 CA Schools Dashboard Academic Indicator for ELA	ELA 8.1 points above level 3 Math 16.8 points above level 3	ELA 13.1 points above level 3 Math 21.8 points above level 3	ELA 18.1 points above level 3 Math 26.8 points above level 3	ELA 23.1 points above level 3 Math 31.8 points above level 3
1.2 Academic Indicator for Socioeconomically Disadvantaged subgroup	ELA 2.8 points above level 3 Math 19.5 points below level 3	ELA 7.8 points above level 3 Math 14.5 points below level 3	ELA 12.8 points above level 3 Math 11.5 points below level 3	ELA 17.8 points above level 3 Math 6.5 points above level 3
1.3 Academic Indicator for Students with disabilities subgroup	ELA 18.2 points below level 3	ELA 13.2 points below level 3	ELA 8.2 points below level 3	ELA 3.2 points below level 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.4 CA Schools Dashboard indicator for suspensions	2.1% of total population and increase of 1%	1.6%, a decrease of .5%	1.1%, a decrease of .5%	.6%, a decrease of .5%
1.5 SARC report on Broad course of study/sufficient access to standards-aligned instructional materials	100%	100%	100%	100%

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

1.6 CELDT data

Students moving one or more CELDT levels 87%

Students being reclassified 69%

This will be the baseline year for ELPAC

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

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

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.1 Provide on-going professional Development including blended coaching, county walk-through support and on-site collaboration as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, History/Social Science and NGSS.

1.1 Provide on-going professional Development including blended coaching, county walk-through support and on-site collaboration as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, History/Social Science and NGSS.

1.1 Provide on-going professional Development including blended coaching, county walk-through support and on-site collaboration as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, History/Social Science and NGSS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$96,000 b. \$6,000 c. \$3,000 d. \$3,000 e. \$300. 	<ul style="list-style-type: none"> a. \$105,000 b. \$11,700 c. \$9,160 d. \$8,000 e. \$6,100 	<ul style="list-style-type: none"> a. \$105,000 b. \$11,700 c. \$9,160 d. \$8,000 e. \$6,100
Source	<ul style="list-style-type: none"> a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration d. Supplemental/Concentration e. Supplemental/Concentration 	<ul style="list-style-type: none"> a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration d. Supplemental/Concentration e. Supplemental/Concentration 	<ul style="list-style-type: none"> a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration d. Supplemental/Concentration e. Supplemental/Concentration
Budget Reference	<ul style="list-style-type: none"> a. 1100 TAC - Certificated Teacher Salaries & Benefits b. 1100 Substitutes Salary & Benefits c. 5200 Travel and Conference d. 5800 Prof. Services e. 5220 Mileage 	<ul style="list-style-type: none"> a. 1100 TAC - Certificated Teacher Salaries & Benefits b. 1100 Substitutes Salary & Benefits c. 5200 Travel and Conference d. 5800 Prof. Services e. 5220 Mileage 	<ul style="list-style-type: none"> a. 1100 TAC - Certificated Teacher Salaries & Benefits b. 1100 Substitutes Salary & Benefits c. 5200 Travel and Conference d. 5800 Prof. Services e. 5220 Mileage

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount	a. \$797,204 b. \$5,000	a. \$586,425 b. \$5,000	a. \$615,746 b. \$5,000
Source	a. Base b. Base	a. Base b. Base	a. Base b. Base
Budget Reference	a. 1100 Certificated Teacher Salary & Benefits b. 4300 InstructionalSupplies	a. 1100 Certificated Teacher Salary & Benefits b. 4300 InstructionalSupplies	a. 1100 Certificated Teacher Salary & Benefits b. 4300 InstructionalSupplies

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

Modified

2017-18 Actions/Services

1.3 Maintain a progress monitoring which includes data management system both electronic and through spreadsheets and develop an infrastructure of ongoing analysis of student progress. This data will be used to monitor student progress and identify students in need of intervention to close the achievement gap.

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

Modified

2018-19 Actions/Services

1.3 Maintain a progress monitoring which includes data management system both electronic and through spreadsheets and develop an infrastructure of ongoing analysis of student progress. This data will be used to monitor student progress and identify students in need of intervention to close the achievement gap.

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

Unchanged

2019-20 Actions/Services

1.3 Maintain a progress monitoring which includes data management system both electronic and through spreadsheets and develop an infrastructure of ongoing analysis of student progress. This data will be used to monitor student progress and identify students in need of intervention to close the achievement gap.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

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

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

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

Source

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

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

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

Year	2017-18	2018-19	2019-20
Budget Reference	a. 1100 Substitutes Salary & Benefits b. 2200 Substitutes for classified c. 5800 Prof. Services/Consulting	a. 1100 Substitutes Salary & Benefits b. 2200 Substitutes for classified c. 5800 Prof. Services/Consulting	a. 1100 Substitutes Salary & Benefits b. 2200 Substitutes for classified c. 5800 Prof. Services/Consulting

Action #4

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Low Income	LEA-Wide	All Schools

Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$104,030 b \$14,200 c. \$ 10,171	a. \$110,030 b \$15,000 c. \$ 10,000	a. \$110,030 b \$15,000 c. \$ 10,000
Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration
Budget Reference	a. 2100 Classified Salaries & Benefits b. 4300 Resources c. 5800 Prof. Services	a. 2100 Classified Salaries & Benefits b. 4300 Resources c. 5800 Prof. Services	a. 2100 Classified Salaries & Benefits b. 4300 Resources c. 5800 Prof. Services

Action #5

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.5 Provide effective core instruction, additional learning time as well as resources including interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement in all subjects.

1.5 Provide effective core instruction, additional learning time as well as resources including interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement in all subjects.

1.5 Provide effective core instruction, additional learning time as well as resources including interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement in all subjects.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$5,285 b. \$2,000	a. \$2,000 b. \$2,000	a. \$2,000 b. \$2,000
Source	a. Supplemental/Concentration b. Supplemental/Concentration	a. Supplemental/Concentration b. Supplemental/Concentration	a. Supplemental/Concentration b. Supplemental/Concentration
Budget Reference	a. 4300 Materials and Supplies – Vocabulary b. 4300 Material and Supplies-Math	a. 4300 Materials and Supplies – Vocabulary b. 4300 Material and Supplies-Math	a. 4300 Materials and Supplies – Vocabulary b. 4300 Material and Supplies-Math

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

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:8

Local Priorities:

Identified Need:

2017-18 and 2018-19

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Master Schedule	One day a week of VAPA.	VAPA – 1 day a week of music and one afternoon of drama lessons integrated into 1 content area	VAPA integrated into 2 content areas	VAPA integrated into 3 content areas
Master Schedule	TK-2nd – 1 hour technology instruction per week 3rd-8th – 1-2 hours technology instruction per week including the use of robotics	Technology integrated into 1 content area	Technology integrated into 2 content areas	Technology integrated into 3 content areas
Survey	Classrooms using Google Docs Classroom - 0	Classrooms using Google Docs Classroom - 2	Classrooms using Google Docs Classroom - 4	Classrooms using Google Docs Classroom - 7

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.1 Contract with music professional for PD and music instruction of all students as well as contract for drama instruction for students in grades 5th-8th. This will increase student access to visual and performing arts programs and courses. Provide professional development to teachers to support VAPA instruction.

2.1 Contract with music professional for PD and music instruction of all students as well as contract for drama instruction for students in grades 5th-8th. This will increase student access to visual and performing arts programs and courses. Provide professional development to teachers to support VAPA instruction.

2.1 Contract with music professional for PD and music instruction of all students as well as contract for drama instruction for students in grades 5th-8th. This will increase student access to visual and performing arts programs and courses. Provide professional development to teachers to support VAPA instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$6,700 b. \$6,000 c. \$2,000	a. \$4,000 b. \$5,100 c. \$2,000	a. \$4,000 b. \$5,100 c. \$2,000
Source	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration	a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration
Budget Reference	a. 5800 Prof. Services b. 5800 Prof. Services c. 4300 Supplies	a. 5800 Prof. Services b. 5800 Prof. Services c. 4300 Supplies	a. 5800 Prof. Services b. 5800 Prof. Services c. 4300 Supplies

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

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

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

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

Source

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

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

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

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

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.3 Increase student engagement and innovation by providing wide and varied opportunities for students to become engaged in technology-based activities, project-based learning, and extended extracurricular activities.

2.3 Increase student engagement and innovation by providing wide and varied opportunities for students to become engaged in technology-based activities, project-based learning, and extended extracurricular activities.

2.3 Increase student engagement and innovation by providing wide and varied opportunities for students to become engaged in technology-based activities, project-based learning, and extended extracurricular activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$16,000 b. \$4,000 c. \$500 	<ul style="list-style-type: none"> a. \$8,000 b. \$3,697 c. see goal 1d 	<ul style="list-style-type: none"> a. \$8,000 b. \$3,697 c. see goal 1d
Source	<ul style="list-style-type: none"> a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration 	<ul style="list-style-type: none"> a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration 	<ul style="list-style-type: none"> a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration
Budget Reference	<ul style="list-style-type: none"> a. 4300 Materials and Supplies b. 4300 Materials and Supplies c. 5800 Prof. Services/Entry Fees 	<ul style="list-style-type: none"> a. 4300 Materials and Supplies b. 4300 Materials and Supplies c. 5800 Prof. Services/Entry Fees 	<ul style="list-style-type: none"> a. 4300 Materials and Supplies b. 4300 Materials and Supplies c. 5800 Prof. Services/Entry Fees

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

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

Unchanged

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Identified Need:

2017-18 and 2018-19

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

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

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

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 Facilities Inspection Tool - Physical environment	October 2016 – Satisfactory	Establish: Exemplary	Maintain Exemplary	Maintain Exemplary
3.2 Middle School Dropout rate data	0%	Maintain 0%	Maintain 0%	Maintain 0%
3.2 P2 District Attendance	96.5%	Increase to 97%	Increase to 98%	Increase to 98.5%
3.2 P2 District Chronic Absences	5%	Decrease to 2%	Decrease to 1.5%	Decrease to 1%
3.3 Pupil Suspension/Expulsion rate	2.1% of total population and increase of 1% 0% Expulsion Rate	Decrease to 1% Suspension rate Maintain 0% Expulsion rate	Maintain < 1% Suspension rate Maintain 0% Expulsion rate	Maintain < 1% Suspension rate Maintain 0% Expulsion rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.3 Stakeholder Survey - school safety	98% feel school is a safe place for their children to learn	Maintain >98%	Maintain >98%	Maintain >98%
3.3 Student Survey- school safety & bullying	98% of 5th-8th grade students feel safe at school and 2% bullying is a problem	Maintain >98% feeling of safety Decrease to 0% bullying	Maintain >98% feeling of safety Decrease to 0% bullying	Maintain >98% feeling of safety Decrease to 0% bullying

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.1 Maintain and correct current facilities to a safe and operational manner.
 Develop and Implement a plan whereas the FIT reports where condition is rated exemplary.
 Maintain landscaping and repaint blacktop playground
 Replace HVAC unit and monitoring system
 Maintain Routine Restricted Maintenance Fund

3.1 Continue to maintain current facilities in a safe and operational manner.
 Continue to attain FIT reports where condition is rated exemplary.
 Make exterior repairs to buildings as needed
 Continue to maintain Routine Restricted Maintenance Fund

3.1 Continue to maintain current facilities in a safe and operational manner.
 Continue to attain FIT reports where condition is rated exemplary.
 Make exterior repairs to buildings as needed
 Continue to maintain Routine Restricted Maintenance Fund

Budgeted Expenditures

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

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

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.2 Monitor daily Attendance
 Develop and implement an attendance monitoring/notification system
 Maintain attendance software/staff
 Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students
 Provide Nutritional Services to all students

3.2 Monitor daily Attendance
 Maintain attendance monitoring/notification system
 Evaluate new attendance software
 Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students

3.2 Monitor daily Attendance
 Develop and implement an attendance monitoring/notification system
 Purchase new attendance software
 Train staff in the use of new attendance software
 Provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students

Budgeted Expenditures

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

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

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$1,000 b. \$500 c. \$31,000 d. \$1,000 e. \$1,000 	<ul style="list-style-type: none"> a. \$500 b. \$500 c. no cost d. \$1,000 e. \$224 	<ul style="list-style-type: none"> a. \$500 b. \$500 c. no cost d. \$1,000 e. \$224
Source	<ul style="list-style-type: none"> a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration d. Supplemental/Concentration e. Supplemental/Concentration 	<ul style="list-style-type: none"> a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration d. Supplemental/Concentration e. Supplemental/Concentration 	<ul style="list-style-type: none"> a. Supplemental/Concentration b. Supplemental/Concentration c. Supplemental/Concentration d. Supplemental/Concentration e. Supplemental/Concentration
Budget Reference	<ul style="list-style-type: none"> a. 5800 Prof. Services b. 4300 Materials and Supplies c. 4300 Materials and Supplies d. 2000 Classified Salaries/ben e. 4300 Materials and Supplies 	<ul style="list-style-type: none"> a. 5800 Prof. Services b. 4300 Materials and Supplies c. 4300 Materials and Supplies d. 2000 Classified Salaries/ben e. 4300 Materials and Supplies 	<ul style="list-style-type: none"> a. 5800 Prof. Services b. 4300 Materials and Supplies c. 4300 Materials and Supplies d. 2000 Classified Salaries/ben e. 4300 Materials and Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$339,417

Percentage to Increase or Improve Services

31.96%

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

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

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

The End The Winship-Robbins School District received \$339,177 in supplemental and concentration funds of the LCFF supporting our 87.21% unduplicated pupils. The majority of these funds will continue to be spent on personnel hired to support student achievement. The largest amount of funding is principally directed at a Teacher Academic Coach (TAC) to effectively support unduplicated students. We're also using funds to support para-professionals to increase intervention time and reduce the adult to student ratio percentage to increase achievement. Our TAC has been actively pursuing research-based, standards-focused professional learning for all our teachers this year. They use the time provided in district-wide early release Wednesdays as their primary vehicle for teacher support. We strongly believe that investing in our teachers supports student achievement. We want our students to be successful in their regular classrooms. This coming year, we will focus professional learning in some key areas: building and maintaining Professional Learning Communities, focusing on implementation of new vocabulary curriculum as well as implementing the ELA/ELD

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

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$360,046

Percentage to Increase or Improve Services

34.78%

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

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

Estimated Supplemental and Concentration Grant Funds: \$ 360,046

Percentage to Increase or Improve Services: 34.78%

The Winship-Robbins School District received \$360,046 in supplemental and concentration funds of the LCFF supporting our 87.21% unduplicated pupils. The majority of these funds will continue to be spent on personnel hired to support student achievement. The largest amount of funding is principally directed at a Director of Curriculum and Instruction to effectively support unduplicated students. We're also using funds to support paraprofessionals to increase intervention time and reduce the adult to student ratio percentage to increase achievement. Our Director of Curriculum and Instruction has been actively pursuing research-based, standards-focused professional learning for all our teachers this year. They use the time

provided in district-wide early release Wednesdays as their primary vehicle for teacher support. We strongly believe that investing in our teachers supports student achievement.

We want our students to be successful in their regular classrooms. This coming year, we will focus professional learning in some key areas: building and maintaining Professional Learning Communities, focusing on implementation of vocabulary curriculum alignment of our math resources as well as implementing the ELA/ELD framework using Kate Kinsella models of instruction all under the umbrella of MTSS. Extend tutoring will occur after school from one to four hours. The allotments in the LCAP reflect suggested allocations for ELD/Intervention paraprofessionals and a TAC.

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

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