

# LCAP UPDATE

FALL 2016



*This LCAP UPDATE Newsletter is created for Robla School District Parents, Staff and Community members to keep you aware of the details of our Local Control Accountability Plan (LCAP) activities and our progress towards putting our plans into action. Look for a new issue each trimester of the school year.*

## Robla School District LCAP Focus: MEETING STUDENTS' NEEDS

The state of California provides different layers of funding to school districts. Every District receives a Base layer of funding for each student who attends school. That amount for students in elementary school is \$7,200. Additional layers of funding are given to districts that have certain groups of students. The state has identified these targeted groups as Students Living in Poverty, Students who are English Learners and Students who are in Foster Care. *Supplemental Funds* are received by a district if they have students who are in these groups. If you have large numbers of these students, then an additional layer, or *Concen-*

*tration Funds*, are also provided to the district. The requirement is that these students directly benefit from the actions and services described in the LCAP. How much they benefit depends on how much money they bring to the district. This is called *Proportionality*. If large amounts of money come in, then there should be many services to meet their needs.

### *Student Needs in Robla*

In Robla School District, the vast majority (over 90%) of our students fit into one or more of these categories. When parents and staff members talk about actions and services that will meet these students' needs,

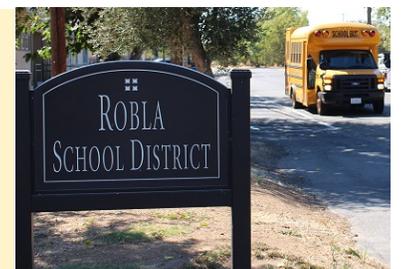
they are often activities or programs that would be good for ALL students.

One example would be Enrichment activities. Over the first few years of our LCAP, the Robla School District has moved towards full implementation of a strong enrichment program. Now, in our third year of implementation, we have full-time Art, Physical Education and Technology teachers at all five of our schools.

Enriching our school day for students with lessons in these areas is good for ALL students. **Continued on page 2**

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## HOW DID ROBLA SCHOOL DISTRICT ENGAGE OUR COMMUNITY DURING LCAP CREATION?

### PARENTS

Robla School District parents had a variety of opportunities to provide input to district staff during the development of our 2016-2017 LCAP. The Local Parent Advisory Committee (LPAC) met with district staff to provide input on goals, actions and services. In addition, Community Meetings were held at various school sites during the school year. Notices to all meetings were sent home to parents and translated into appropriate home languages. Each School also held School Site Council (SSC) meetings and English Learner Advisory Council (ELAC) meetings where the LCAP was discussed and where parents had opportunity to provide input and feedback.

### STAFF

All Robla School District staff also received invitations to all Community Meetings held in the district. Additionally, principals at each school held staff meetings with teachers and with classified staff to discuss LCAP development and to seek ideas. Members of the district LCAP leadership team also met with the Robla Teachers Association and CSEA to give each group another opportunity to provide feedback.

A draft of Robla School District's LCAP was also posted on the district website for further input and comment in the spring of 2016.



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Research shows that physical health and participation in art lessons can have significant impact on student academic achievement. Technology is an important part of the world we live in, and helping our students become proficient with technology enhances their learning in all areas.

Students who are living in poverty often do not have access to art, technology and organized physical activities outside of school. By providing these lessons at school, we support those students academically and physically. Also, because art, technology and physical education are fun for students, they feel more connected to school. Being connected motivates them to come to school everyday and to try harder when they are at school.

Enrichment lessons are also very beneficial for students who are learning English. Lessons in Art, for example, give students new ideas and concepts to talk about in English and this helps build their language skills. Each of these specialized areas also has unique language. In technology we talk about *blogging* and *search engines*. In art, we talk about *impressionism* and *color value*. In physical education, we talk about *repetitions* and *muscle groups*. These lessons help build academic language and problem solving skills that go beyond what happens in reading and mathematics.

We are very proud in Robla of the fact that our community has helped us to develop actions and services which keep our focus on students and their needs.

# WHAT'S NEW FOR 2016-2017

The 2016-2017 school year brings some exciting additions to the programs and services we have in the Robla School District. We are now fully implementing our **Enrichment** programs throughout the district. This means that each of our five elementary schools now has its own full-time Art Teacher, Physical Education Teacher and Technology Teacher. Every student in Transitional Kindergarten through grade six will receive a forty minute lesson in each of these areas each week.

The Art team, the Technology team and the PE team all collaborate together closely to be sure that lessons build skills over time and help students achieve grade level standards in each of these areas each year. Our enrichment teachers are also working to integrate their lessons with the Common Core lesson being taught by classroom teachers.

One final note on enrichment is that students in grades 4-6 will receive a Technology grade, a Physical Education grade and an Art grade on their report card at the end of each trimester of the school year.

Also new this year is weekly grade level **Professional Learning Community** meetings for all classroom teachers.

Research shows that effective schools are those where teachers collaborate closely together. This year, when students are in enrichment class, their classroom teacher will have the opportunity each week to meet with his or her grade level colleagues at the school. These collaboration meetings will allow us to create Professional Learning Communities (PLC's) at our schools. PLC's are work place environments where everyone is learning and everyone is working to improve their skills. These weekly meetings will give us the opportunity to look closely at test scores and other student work to plan our teaching and to create interventions that are just right for the students who need them.

Also this year, we have teachers looking closely at published **English Language Arts/English Language Development** programs. We have asked two teachers at each grade level to try out the new materials. We hope to recommend one of the programs to the school board for adoption in the fall of 2017.

And finally, we are planning this year for a new **Dual Language Immersion** program which will open for kindergarten students next fall.

## HOW DO WE MEASURE OUR SUCCESS?

The state guidelines for LCAP require that school districts create ways to measure the effectiveness of the actions and services they are implementing as part of their plan, using Local Control Funding Formula dollars.

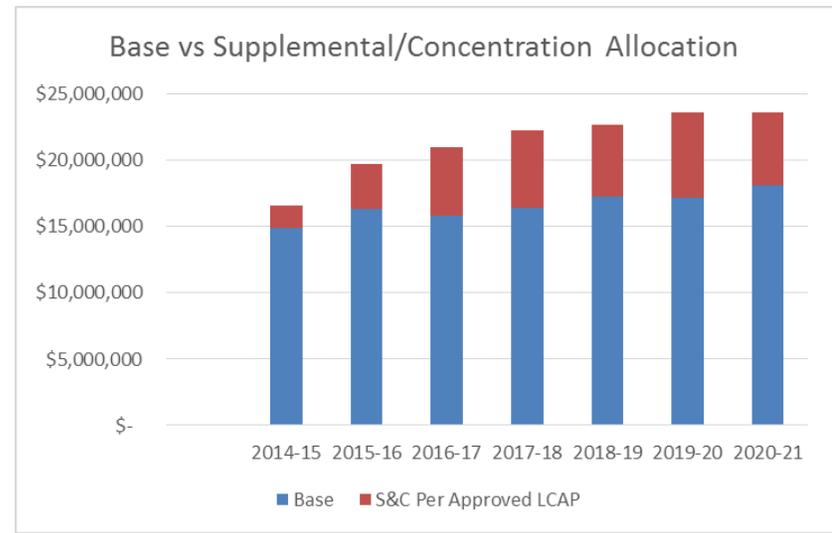
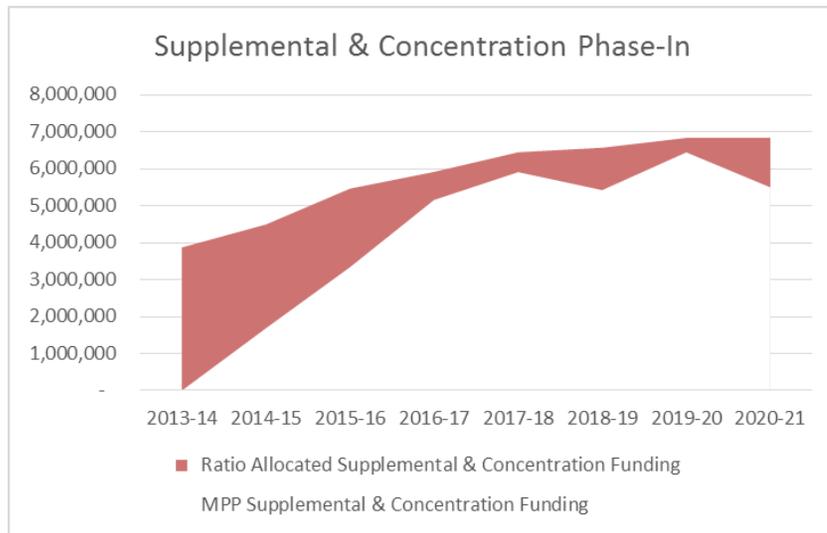
In Robla, we are working to identify ways to measure our success and to help us see where we may need to make changes or improvements.

Some of our actions results in data that is easy to read. For example, since we have added Physical Education teachers to our schools, our fifth grade students' scores on the state Physical Fitness test have improved. That is one way for us to know we are making a real improvement with our LCFF funds.

Other actions and services may be harder to measure or will take more time for us to make the appropriate judgment about whether our approach is working or not.

At the end of each school year, we will report back to our community about data we have gathered about our approaches. You will help us decide if changes should be made or if we continue with a certain approach.

# ROBLA SCHOOL DISTRICT



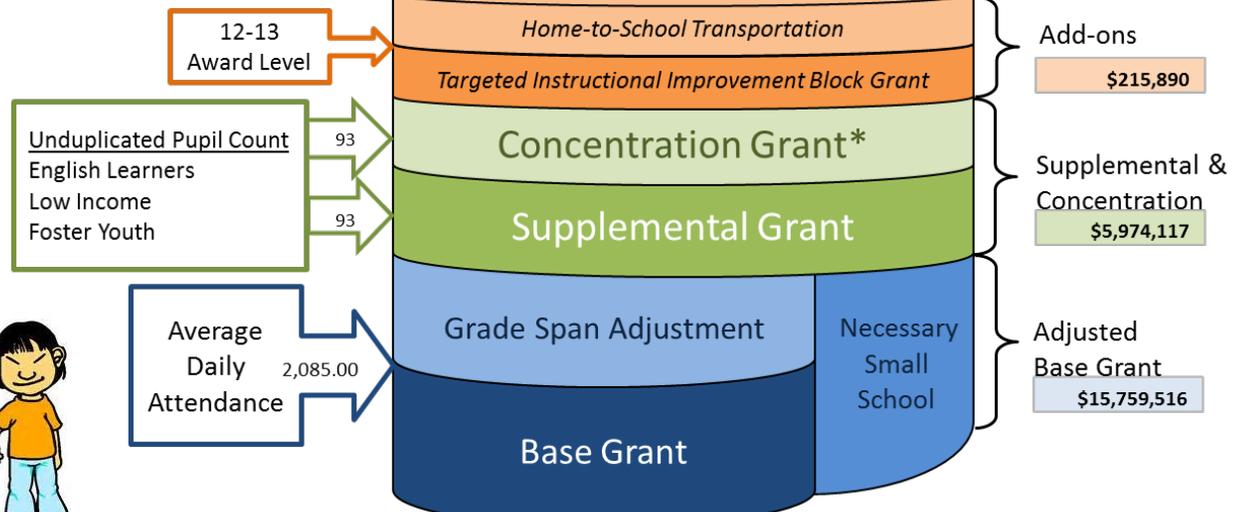
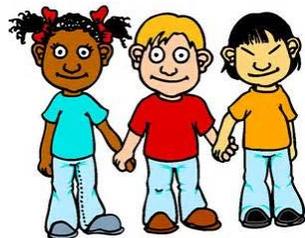
## District High Needs Student Groups

High Poverty	89.40%
EL Students	43.50%
Homeless/Foster Youth	10.10%

**2,170**  
Students

## 2016-2017 LCFF at TARGET

TOTAL TARGET LCFF: \$21,949,523



\*Unduplicated Pupil Percentage must be above