Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Browns Elementary School District		
Contact Name and Title	Mike Scully Principal/Superintendent	Email and Phone	mikes@sutter.k12.ca.us (530) 633-2523

2017-20 Plan Summary

THE STORY

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

Browns Elementary School District is proud of the fact that we have been in existence since 1863. During that time, the school has been the recipient of awards for excellence in education. Our philosophy is that a child must be ready to meet the world, equipped with all the social, educational and emotional skills to facilitate success. We strive to teach our students in a happy, safe but academically challenging atmosphere. Their success in the future can, to some degree, be Browns Elementary School Districts success as well. We are fortunate to have the support of our community, our parents, our Board of Trustees and our students. Our Parent's Club is outstanding. It has been responsible for many events, assemblies, field trips and a playground for all students. Our students receive instruction in the core curriculum that is taught by fully credentialed staff. The pride that we all have in our small school is enormous. We feel that there is no better place for an elementary-level student to be. Browns Elementary School District staff, community and students work together to encourage enthusiasm for learning, integrity and responsibility. The district's mission is to create a safe environment that is instrumental both to learning and to fostering a child's ability to recognize and accept responsibility. This is accomplished by expecting and promoting good citizenship, physical fitness, regular attendance and high academic standards. Students will grow into adults who will productively participate in a democratic society. Education is a process that involves all aspects of a student's life. Parents share responsibility with the school. Parents play important roles at Browns Elementary by participating in the School Site Council, Parent's Club, a variety of annual events, and by regularly volunteering their services in the classrooms. In order to be successful in teaching children, it is important that parents and teachers work together to give the best education possible.

Browns Elementary School District serves a diverse population of students. Our student body consists of 53.4% of students identified as Socioeconomically disadvantaged, 13% as English learners, and 8.9% as students with disabilities. Demographically, 45.9% of students are

white, 42,5% are Hispanic/Latino, 7.5% are 2+ races, 0.7% are black, and 0.7% are Native Hawaiian/Pacific Islander.

LCAP HIGHLIGHTS

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

A new feature this year is the California School Dashboard (www.caschooldashboard.org). It is an online tool designed to help communities across the state access important information about K-12 districts and schools. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of major shifts in public education, changes that have raised the bar for student learning, transformed testing, and increased the focus on equity. To help you better understand the new language of accountability, please visit the above website for more information about the performance categories.

In addition, the following are highlights of the 2017-18 LCAP:

1. Increased services for students before and after school.

2. Increased professional development efforts for teachers in order to meet the demands of the California Standards and CAASPP.

3. Alignment of goals to California School Dashboard data

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

The Suspension rate indicator shows Browns Elementary School District is in the "blue" performance category with 0 suspensions. The addition of a part time assistant principal will focus on student discipline.

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

According to the Academic Indicator "all students" are in the "yellow" performance category in both ELA and Math. Although there has been no decline in overall scores, scores are maintaining at 23.5 points below Level 3 in ELA and 29.2 points below Level 3 in math. "White" students are in the "orange" performance category in ELA and "Socioeconomically disadvantaged" students are in the "orange" performance category in math. Intervention will be addressed school-wide in 2017-18 which will include creating a schedule and identifying how student needs are identified and addressed.

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

There are no identified "performance gaps" according to the CA School Dashboard.

INCREASED OR IMPROVED SERVICES

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

Browns School District provides the following services for our unduplicated students: 1) After School tutoring provided by K-3 teachers for their students; the fifth grade teacher provides before school tutoring for his students; 2) K-3 para-educators provide opportunity for small group instruction in ELA and mathematics. The para-professionals also provide tutoring in the afterschool program for K-8; a nutritional snack is provided for our afterschool and our make-up day; we not only provide transportation for to and from school, but also to field trips, sporting activities and incentive trips.

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	$1,571,781
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$180,327

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.

*Salaries of site administration

*Contracted services such as maintenance, business, special education and technology

*Routine maintenance on equipment and buildings

*Professional Development beyond what is identified in the LCAP

$1,268,849	Total Projected LCFF Revenues for LCAP Year

Annual Update

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	Conditions of Learning 1.1 Maintain standards-aligned instructional materials in ELA/ELD and Mathematics 1.2 Provide professional development for implementation and alignment of the California Standards in ELA/ELD, Math, and Next Generation Science Standards (NGSS) 1.3 Hire and assign fully credentialed teachers 1.4 Ensure broad course access for all students 1.5 Ensure facilities are maintained in good repair as per Facilities Inspection Tool

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
1.1 - Purchase current ELA/ELD instructional materials for K-8 1.2 - Teachers will receive ongoing professional development for ELA/ELD, Math and NGSS 1.3 – Maintain fully credentialed and appropriately assigned teachers 1.4 – Maintain broad course access for all students 1.4 - Using a PE specialist, a schedule will be created for teachers to provide additional intervention time for students 1.4 – Create an implementation plan and timeline for the transition to NGSS 1.4 – Integrate NGSS into other content areas 1.5 – Maintain facilities in good repair as per Facilities Inspection Tool	1.1 – Purchased *Wonders* for K-5 and *StudySync* for 6-8 1.2 - Teachers received ongoing professional development for ELA/ELD, Math and NGSS from SCSOS. Teachers attended 4 days of grade level specific training ("Summits") at the Sutter County Superintendent of Schools (SCSOS) office and worked with SCSOS Educational Services coordinators on site. 1.3 – Maintained fully credentialed and appropriately assigned teachers 1.4 – Maintained broad course access for all students 1.4 - PE specialist was not hired. However, a long term substitute teacher taught PE classes three days per week until December and then five days a week starting in January. 1.4 – Teachers participated in Grade Level Summits offered through SCSOS. 8th grade teacher attended the Sacramento Science Area Science Project conference at SCSOS on May 17th-18th which

	focused on literacy in science. 1.4 – Teachers attended Grade Level Summits offered through SCSOS. The integration of NGSS into other content areas was covered. However, more in depth professional development is needed at the site level in order to increase teacher effectiveness. 1.5 – Maintained facilities in good repair as per Facilities Inspection Tool

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	ACTUAL
Actions/Services	1.1a – Purchase *Wonders* instructional materials for ELA/ELD for K-5 1.1b - Purchase *StudySync* instructional materials for ELA/ELD for 6-8 1.1c – Maintain standards aligned instructional materials in math	1.1a – *Wonders* materials were purchased for K-5 students 1.1b – *StudySync* materials were purchased for 6-8 students 1.1c – Maintained standards aligned instructional materials in Math. K-8 students use the *GO Math!* curriculum.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	1.1a – none 1.1b – none 1.1c –	1.1a – $41,318.34 Base 1.1b – See 1.1a 1.1c – none

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 **2**

	PLANNED	ACTUAL
Actions/Services	1.2a - Teachers participate in ongoing and consistent professional development on implementation of new	1.2a – Teachers have participated in ongoing professional development with Educational Services coordinators from

ELA/ELD materials offered through SCSOS 1.2b – Provide all teachers with ongoing professional development focused on strategies to integrate the ELD standards into all content areas 1.2c – Provide ELD teacher(s) professional development on new Designated ELD materials. 1.2d – Explore professional development opportunities for new K-5 math programs. 1.2e – Provide professional development to teachers on the NGSS standards	SCSOS ELA/ELD – four all-day Summits (9/2016, 11/2016, 1/2017, and 3/2017) at SCSOS with a focus on implementing the new *Wonders* and *StudySync* curriculum 1.2b - The March Summit offered through SCSOS focused on integrating ELD into ELA, Math and NGSS. Continued work is needed to make teachers more effective in this area. Two teachers participated in the *Leading and Coaching Integrated and Designated Academic ELD* institute with Dr. Kate Kinsella and Theresa Hancock (1/19, 1/23, 2/28, 3/2, 4/26, 4/28). In order to move these efforts schoolwide, additional teachers will need professional development on the content of the institute. 1.2c – Teachers did not receive professional development specific to new Designated ELD materials in *Wonders* 1.2d – Five 1st–5th grade teachers participated in a *GO Math!* training on 8/15/16. All teachers received professional development from an SCSOS Educational Services coordinator on collaborative conversations in Math on 10/17/16. *Go Math!* specific trainings also occurred on 10/10/16 and 11/9/2016. 1.2e – Teachers received minimal training directly related to the NGSS Standards. Some teachers attended the Grade Level Summits offered through SCSOS where they learned strategies on how to integrate NGSS into other content areas as well as specific instruction around the NGSS themselves. SCSOS STEM Coordinator met with grade level span teams to discuss NGSS and the status of science instruction in classrooms.
Expenditures	BUDGETED 1.2a -$3,500,Supp/Conc, salaries 1.2b – None 1.2c -$3,500,Supp/Conc, salaries $500, Title II, services	ESTIMATED ACTUAL 1.2a – 3,500 Supplemental 1.2b - none 1.2c – $1,344 Supplemental,$1,200 Title II, $ 1,456 Educator Effectiveness 1.2d – none 1.2e – $1,200 Title II, $300 Educator Effectiveness

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 3

Actions/Services	**PLANNED** 1.3 – Maintain fully credentialed and appropriately assigned teachers	**ACTUAL** 1.3 - Teachers were fully credentialed and appropriately assigned.
Expenditures	**BUDGETED** 1.3 - None	**ESTIMATED ACTUAL** 1.3 - None

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 4

Actions/Services	**PLANNED** 1.4a - Ensure broad course access for all students 1.4b – Provide collaboration time for teachers to draft an initial NGSS implementation plan and timeline 1.4c – 6th-8th grade teachers make and official decision regarding integrated or discipline specific models for middle school 1.4d - Provide teachers with professional development on the integration of NGSS and other content areas 1.4e – Maintain full time PE teacher for K-8	**ACTUAL** 1.4a – Students received access to a broad course of study. Although students did not receive music instruction this year, K-5 students participated in art instruction throughout the school year. 1.4b – On 2/8/17 SCSOS STEM Coordinator met with Kindergarten–5th grade teachers to determine current science instructional practices and identify anticipated needs. Additional time will need to be spent to plan and create a timeline for implementation K-8. 1.4c – Teachers met with SCSOS STEM Coordinator on 2/8/17 to discuss an overview of the two models and implications for each. An official decision was made to move forward with an integrated model at 6th–8th grade on 3/30/17. 1.4d – Teachers attended Grade Level Summits offered through SCSOS. The integration of NGSS into other content areas was covered. However, more in depth professional development is needed at the site level in order to increase teacher effectiveness. 1.4e – During the fall semester, students received PE instruction 3 times a week from a long term sub. Beginning in the spring

		semester, students received PE instruction 5 days a week. For the 17/18 school year, we will explore the option of having a split position: part-time PE and part-time administrator.
Expenditures	BUDGETED 1.4a – none 1.4b – $54,175, Supp/Conc, salaries 1.4c – 1.4d – 1.4e –	ESTIMATED ACTUAL 1.4a – None 1.4b – none 1.4c – None 1.4d – $1,500 Supp/concentration 1.4e – $16,000 Supp/concentration

[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 **5**

	PLANNED	ACTUAL
Actions/Services	1.5 – Ensure facilities are maintained in good repair as per Facilities Inspection Tool	1.5 - Facilities were maintained in good repair per the Facilities Inspection Tool
Expenditures	BUDGETED 1.5 – none	ESTIMATED ACTUAL 1.5 - None

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions and services effectively supported the achievement of Goal 1. One hundred percent of the teachers at Browns Elementary School District were fully credentialed and appropriately assigned. Newly purchased ELA/ELD materials provided teachers and students with a standards-aligned curriculum that is better matched to the rigor of new state academic standards. Staff participated in a wide range of professional development opportunities and look forward to additional trainings in 2017-18. There was an increased focus on NGSS and the transition to instruction that matched these new standards beginning in Kindergarten. These efforts will need to be continued in 2017-18.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Initial efforts to provide teachers with a wide range of professional development needed in order to effectively implement a new ELA/ELD curriculum were successful for those teachers able to attend. However, continued professional development will be needed for all teachers in order to focus on continued implementation of curriculum.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was originally no budget for instructional materials. However, *Wonders* and *StudySync* instructional materials were purchased for Kindergarten-8th Grade. (action 1.1a and 1,1b) In addition, the budget reflected two teachers. However, only a half time substitute PE teacher was hired. (action 1.4e)
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.	Although the overall goal will not change moving forward, the actions and services reflected will include an increased emphasis on aligning the Science and History/Social Science materials to current standards and a new framework.

Goal 2	Pupil Outcomes 2.1 Baseline benchmark data for ELA/ELD will be established using publisher assessments from *Wonders* and *StudySync.* Data will be analyzed in order to drive instruction and plan for interventions. 2.2 Pupil achievement will increase in mathematics as measured by *Go Math!* publisher assessments in order to establish a baseline. Data will be analyzed in order to drive instruction and plan for interventions. 2.3 CAASPP data from 2014-15 and 2015-16 will be analyzed to create a baseline (if available) 2.4 Maintain API or next state measure per CAASPP 2.5 English learner reclassification rate will increase 2.6 The number of English learners that become proficient as per AMAO 1 will increase 2.7 Complete review of current ELD services including reclassification criteria

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

2.1 - Establish baseline data using new ELA/ELD instructional materials (if available)
2.1 – Create an assessment plan for ELA/ELD
2.2 – Establish base line data using current instructional materials for math
2.2 – Create an assessment plan for math
2.3 - Use 2014-15 and 2015-16 CAASPP data to create a baseline and determine growth targets (if available)
2.4 - API is frozen as we await the next multiple measures
2.5 - The English learner reclassification rate will increase 12.5%(2/16 students will reclassify in 16-17)
2.6 - The current rate of English learners that become proficient as per AMAO will increase to 15% (4/26 students will increase one or more levels on CELDT).
2.7 – Teachers will receive 3 sessions of professional development in

ACTUAL

2.1 – Baseline data was not consistently collected among all grade levels.
2.1 – Assessment plan was not formalized among all grade levels
2.2 – Baseline data was not consistently collected among all grade levels
2.2 - Assessment plan was not formalized among all grade levels
2.3 – Growth targets were not established by the state. However, a new accountability system is in place that includes state and local indicators. Baseline data is available through the California Schools Dashboard.
2.4 – API has been eliminated and replaced with a new accountability system
2.5 – 12.5% (3/24) of students were reclassified

order to implement the CA ELD standards in tandem with the CA Common Core Standards. 2.7 – The reclassification policy will be updated as needed	2.6 – 45% (9/20) of English learners increased one or more levels on the CELDT. Effective 2016-17 AMAO data will no longer be reported. Instead the progress of English learners will be reported on the California Schools Dashboard in the English Learner Progress Indicator. This data is based on 2013-14 and 2014-15 CELDT data and 2013 and 2014 reclassification data. Because there were less than 11 English learners in the student group, a performance category, status and change is not assigned. 2.7 – Reclassification Policy will need to be updated in 2017-18 to include guidance from ELPAC and consider making adjustments to required performance on CAASPP and teacher evaluation that better matches the rigor of expectations for English proficiency

ACTIONS / SERVICES

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

Action **1**

Actions/Services	**PLANNED** 2.1a – Administer trimester ELA/ELD benchmarks in order to create a baseline 2.1b – Analyze all benchmark/summative assessment opportunities presented in *Wonders* and *StudySync* to create a trimester assessment plan 2.1c – ELA/ELD Benchmark data will be analyzed each trimester in order to track student growth and plan for interventions	**ACTUAL** 2.1a – Baseline will be established in 2017-18. 2.1b – All assessment opportunities in *Wonders* and *StudySync* were analyzed by teachers throughout the Grade Level Summits offered by SCSOS and in grade level meetings at the school site. However, all teachers did not administer assessments and record data. Protocol will need to be formalized. 2.1c - Student data on unit assessments was tracked by some teachers, but not all. Will need to be formalized in 2017-18.
Expenditures	**BUDGETED** 2.1a & 2.1b -$1,000, Supp/Conc, services 2.1c- None 2.1d – None	**ESTIMATED ACTUAL** 2.1a & 2.1b -$1,000 2.1c- None 2.1d – None

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 2

Actions/Services	**PLANNED** 2.2a – Administer trimester benchmarks in *Go Math!* in order to track student progress, drive instruction, and identify students needing intervention services 2.2b - Analyze all benchmark/summative assessment opportunities presented in *Go Math* to create a trimester assessment plan 2.2c – Math Benchmark data will be analyzed each trimester in order to track student growth and plan for interventions	**ACTUAL** 2.2a – Baseline will be established in 2017-18. 2.2b – All teachers did not administer assessments and record data. Protocol will need to be formalized. 2.2c - Student data on math benchmark assessments was tracked by some, but not all teachers. Will need to be formalized in 2017-18.
Expenditures	**BUDGETED** 2.2a – 2.2b – 2.2c -	**ESTIMATED ACTUAL** 2.2a – None 2.2b – None 2.2c - None

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 3

Actions/Services	**PLANNED** 2.3a – Provide teachers collaboration time to analyze 14-15 and 15-16 CAASPP data with SCSOS Assessment Coordinator 2.3b – Teachers work with SCSOS Assessment Coordinator to determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC	**ACTUAL** 2.3a – SCSOS Educational Services coordinator met with 3rd–8th grade teachers on 4/19/17 to analyze 2014-2015 CAASPP data. 2.3b - The California Schools Dashboard will report progress and growth through the state Academic Indicator. ELA CAASPP data for 2015-2016show3rd–8th grade students are in the "yellow" performance category, with the average student scoring 23.5 points below Level 3 (Standard Met). This represents a 1.3 point increase from 2014-2015. Math CAASPP data for 2015-2016 show 3rd–8th grade students are in the "yellow" performance category with the average student scoring 29.2 points below

		Level 3 (Standard Met). This represents a 2.9 point increase from 2014-2015. The results of the Academic Indicator did not drive instruction. Efforts will be made to use 2016-2017 CAASPP data to better drive ELA and Math classroom instruction and match the rigor of the SBAC.
Expenditures	**BUDGETED** 2.3a – none 2.3b -	**ESTIMATED ACTUAL** 2.3a – None 2.3b - None

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 **4**

Actions/Services	**PLANNED** 2.4 – Maintain API as we await the next multiple measures	**ACTUAL** 2.4 –API has been eliminated. Effective 2017-2018, the API will be replaced with a California state accountability system, which includes state and local indicator data. Districts will be assessed using LCFF Evaluation Rubrics.
Expenditures	**BUDGETED** 2.4 – none	**ESTIMATED ACTUAL** 2.4 – None

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 **5**

	PLANNED	ACTUAL
Actions/Services	2.5a- Students will receive improved designated ELD services from a credentialed teachers 30 minutes per day 5 days per week 2.5b - Teachers will be provided data for every EL in their class in order to provide improved integrated and Designated ELD Services	2.5a – Kindergarten–5th grade EL students received Designated ELD instruction from their classroom teacher 30 minutes per day, 5 times per week. There are no English learner students in 6th–8th grade. 2.5b – All teachers received CELDT data for English learners. Data was used to guide Designated ELD instruction and align to core ELA instruction.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	2.5a – none 2.5b - $1,750, Supp/Conc, salaries	2.5a – None 2.5b - $5,686 Base

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 **6**

	PLANNED	ACTUAL
Actions/Services	2.6a - Students will receive improved designated ELD services from a credentialed teachers 30 minutes per day 5 days per week 2.6b - Teachers will be provided data for every EL in their class in order to provide improved integrated and Designated ELD Services	2.6a – Kindergarten–5th grade EL students received Designated ELD instruction from their classroom teacher 30 minutes per day, 5 times per week. There are no English learner students in 6th–8th grade. 2.6b – All teachers received CELDT data for English learners. Data was used to guide Designated ELD instruction and align to core ELA instruction.
	BUDGETED	ESTIMATED ACTUAL
Expenditures		2.6a – None 2.6b - None

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 **7**

Actions/Services

PLANNED	ACTUAL
2.7a – A complete review of current ELD program will be evaluated in order to create a daily ELD schedule 2.7b – Teachers will be provided ongoing professional development on using ELD standards in tandem with California Common Core Standards 2.7c – Update reclassification policy to reflect any new assessments used for the reclassification of students	2.7a – On 8/16/16, SCSOS Educational Services coordinator reviewed the current ELD program and data tracking system. An updated data tracking system was created in order to better track student progress on the CELDT. On 4/7/17, the system was again updated to include other data, including CAASPP, in order to more effectively make decisions related to reclassification of EL students. 2.7b – Eight teachers attended the Grade Level Summits in March 2017 which included a focus of integrating the CA ELD standards into the *Woners/StudySync* curriculum materials in an effort to improve services for English learners. Two teachers and the principal/superintendent attended the *Leading and Coaching Integrated and Designated Academic ELD* institute with Dr. Kate Kinsella on 1/19/17, 1/23/17, 2/28/17, 3/2/17, 4/26/17, and 4/28/17. Increased efforts to improve vocabulary instruction for all students will begin in the 2017-18 school year. 2.7c – On 3/23/17, SCSOS Educational Services coordinator reviewed and updated the current reclassification policy to suggest adding local data to the 4th criteria for reclassification.

Expenditures

BUDGETED	ESTIMATED ACTUAL
2.7 a- c - none	2.7a-2.7c - $2505.16 supp/concentration

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions and services effectively supported the achievement of Goal 2. Although new ELA/ELD curriculum provided teachers with a wide range of opportunities to assess students in order to determine proficiency towards state standards, a comprehensive assessment plan was not created and baseline data was not collected by all teachers. The limited number of English learners within Browns Elementary School District is a challenge for teachers regarding how to best support this particular group of students while still meeting the needs of the majority of students in the class. This challenge will be addressed in 2017-18 by increasing professional development for teachers in order to provide improved services for these students. Daily Designated ELD instruction occurs within the classroom. As a result, 3/24 (12.5%) of English learners were reclassified. In addition, 9/20 (45%) of English learners moved up one or more levels on the CELDT. Increased efforts will be made in 2017-18 to support teachers in creating an assessment plan and data tracking system that will drive classroom instruction and intervention needs of students
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Although all actions and services were adequately aligned to the goal, the lack of baseline data for all students was noted.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was a material difference between what was budget in Action 2.5b and was the estimated actual expenditure was. An independent consultant was hired to administer the CELDT assessment, analyze student results, and provide data to every teacher. This increased services was not originally in the budget.
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.	Although the overall goal will not change moving forward, the actions and services reflected will include an increased emphasis on professional development for teachers and the requirement to track data on student performance in order to better plan for instruction and student intervention needs. There will also be an effort to create an intervention system for students that is a direct reflection of their progress on assessments. The addition of the data from the CA School Dashboard will also be a driving force of actions and services moving forward.

Goal 3	Engagement 3.1 - Increase parent involvement, pupil engagement, and school climate by administering a parent, staff, and student survey 3.2 - Increase parent involvement by offering parent workshops 3.3 - Increase school climate by addressing suspension and expulsion rates 3.4 - Increase student engagement by addressing attendance rates, chronic absenteeism rates, and middle school drop-out rates 3.5 -Continue to supplement transportation services 3.6 - Continue to supplement child nutritional services

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
3.1 - Student, staff and parent survey will be administered at the beginning of the year and at the end of the year 3.1 – Create a cell phone/e-mail data base for parent notifications 3.2- Provide information to parents during PTO meetings in order to inform of the changes to ELA/ELD curriculum, and technology demands and changes to state assessments. 3.2 – Increase attendance at parent workshops 3.3 – Maintain suspension rate and expulsion rate less than 1% 3.4 – Increase attendance rate to between 97%-100%. Decrease the number of students that are identified and chronically absent to 5 students. Maintain middle school dropout rate of less than 1% 3.5 – Continue to supplement transportation services so student do not incur additional costs 3.6 – Continue to supplement child nutritional services so student do not incur additional costs	3.1 – Student, staff and parent survey was administered in May 2017. We continue to struggle getting a substantial amount of surveys returned. 3.1 – A cell phone data base was created for parent notifications 3.2- Information regarding changes to ELA/ELD curriculum, and technology demands and changes to state assessments is discussed at every PTO meeting. 3.2 – Although increased efforts have been made to increase attendance at parent workshops, attendance continues to be minimal. 3.3 – Suspension and Expulsion rates were both maintained at less than 1% 3.4 – Current attendance rate is 96.8%. Five students are considered to be chronically absent. 3.5 – Continued to supplement transportation services so student families do not incur additional costs 3.6 – Continued to supplement child nutritional services so student families do not incur additional costs

ACTIONS / SERVICES

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

Action 1

Actions/Services	PLANNED 3.1a - Student, staff and parent survey will be administered at the beginning of the year and at the end of the year 3.1b – Use cell phone/e-mail data base to send regular notifications to families in order to keep them informed of upcoming events and information	ACTUAL 3.1a – Student, staff and parent survey was administered in May 2017. Results from the parent survey indicated parents and staff would like to see additional Visual and Performing Arts (VAPA) courses to include music and art as well as increased after school activities. Staff would also like to see an intervention model in place that meets all student needs. 3.1b – Families are notified about school-wide events using e-mail and Blackboard Connect, an all call system that automatically goes to any number provided by families.
Expenditures	BUDGETED 3.1a – None 3.1b - None	ESTIMATED ACTUAL 3.1a – None 3.1b - None

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 2

Actions/Services	PLANNED 3.2a- Provide workshops for parents in order to inform of the changes to ELA/ELD curriculum and technology demands and changes to state assessments. 3.2b – Utilize auto dialer to reach out to families to invite to workshops 3.2c – Teachers call and personally invite families to	ACTUAL 3.2a – Parents receive information about curriculum, technology, and assessment at monthly PTO meetings. Attendance is minimal. 3.2b – Blackboard Connect is used to inform families of PTO meetings, Open House, Minimum Days, and Board of Trustees meetings

	attend workshops	3.2c – Teachers regularly call and e-mail families personally to invite them to attend workshops and school events
Expenditures	BUDGETED 3.2a - $100, Supp/Conc, supplies 3.2b - $100, Supp/Conc, supplies 3.2c - $100, Supp/Conc, supplies	ESTIMATED ACTUAL 3.2a - None 3.2b - $100 3.2c - None

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 **3**

Actions/Services	PLANNED 3.3 – Maintain suspension rate and expulsion rate less than 1%	ACTUAL 3.3 - The CA Schools Dashboard indicates Suspension data is in the "blue" performance category with a status of 0%. This data is based on 2013-14 and 2014-15. Local data suggests suspension data has been maintained at less than 1%. Expulsion rates have been maintained at less than 1%
Expenditures	BUDGETED 3.3 - none	ESTIMATED ACTUAL 3.3 - None

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 **4**

Actions/Services	PLANNED 3.4 –Continue to offer "Make Up Day" to students who are absent	ACTUAL 3.4 – "Make Up Day" is offered to students 1-2 times per month. About 30-40 students attend each session. Students are monitored by 2 paraprofessionals and work on homework and

		receive tutoring.
Expenditures	BUDGETED 3.4 - none	ESTIMATED ACTUAL 3.4 - None

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 **5**

	PLANNED	ACTUAL
Actions/Services	3.5 – Continue to supplement transportation services	3.5 – Continued to supplement transportation services in order to prevent forwarding costs on to families
Expenditures	BUDGETED 3.5 - $61,442, Supp/Conc, contribution	ESTIMATED ACTUAL 3.5 - $57,986

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 **6**

	PLANNED	ACTUAL
Actions/Services	3.6 – Continue to supplement child nutritional services	3.6 – Continued to supplement child nutritional services in order to prevent forwarding costs on to families
Expenditures	BUDGETED 3.6 - $12,648 Supp/Conc, contribution	ESTIMATED ACTUAL 3.6 - $13,208

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions and services effectively supported the achievement of Goal 3. Parents, staff, and students continue to be surveyed on their feelings of school connectedness. Increased efforts are made to provide parents with a variety of ways to receive information including the auto-dialer, e-mail, flyers sent home with students, and personal phone calls. Attendance at workshops and events that do not include the students remains low. Increased efforts in 2017-18 will be made to increase parent attendance. Attendance rates are slightly lower in the past, but when the district closed for over a week in February 2017 due to potential flooding, parents remained apprehensive to return their children to school immediately when school re-opened. We anticipate attendance in 2017-18 will increase. Transportation and nutritional services continue to be supplemented as to avoid forwarding on the cost to the families of Browns Elementary School District.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services were effective in achieving the goal. Surveys were administered as planned and attendance increased as a result. Many of the actions and services will be modified to reflect the further implementation of the goal.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There are no significant differences between budget expenditures and estimated actual expenditures.
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.	Although the overall goal will not change moving forward, the actions and services reflected will include an increased effort to encourage participation of parents in workshops and other activities designed to keep parents informed of the programmatic demands of their child's education.

Stakeholder Engagement

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Browns School District Board of Trustees meetings   August 9, 2016
September 13, 2016
October 11, 2016
November 15, 2016
December 13, 2016
January 17, 2017
February 7, 2017
March 7, 2017
April 19, 2017
May 9, 2017

PTO/Site Council/Parents
August 10, 2016
September 14, 2016
October 12, 2016
November 16, 2016

December 14, 2016
January 18, 2017
February 8, 2017
March 8, 2017
April 20, 2017
May 10, 2017

Staff
August 15, 2016
September 28, 2016
October 12, 2016
November 9, 2016
January 11, 2017
February 8, 2017
March 8, 2017
April 5, 2017
May 10, 2017

Students Student survey and class discussion with the teacher conducted in class in April and May 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The School Board indicated that they would like increased opportunities for students for extra-curricular activities. The staff were interested in exploring a model for effective academic interventions. The board also requested a .75 PE teacher/.25 vice principal to conduct SST interventions, discipline, and coaching and creating different opportunities for afterschool activities. The PE component also provides teachers collaboration and planning time for academic needs. All stakeholders requested afterschool activities. Staff indicated a need for a continued emphasis on professional development in ELA/ELD, math, science, and history/social science.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 1	Browns Elementary School District will provide **conditions of learning** that will develop College and Career Ready students

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

1.1a – Maintain standards-aligned instructional materials in ELA/ELD and Math

1.1b - Current science instructional materials are not completely aligned to Next Generation Science Standards (NGSS)

1.1c – Current history/social science materials are not aligned to the new Framework

1.2 - Rigorous curriculum in ELA/ELD, Math, a new History/Social Science Framework, and the implementation of NGSS require intense professional development for teachers in order to best serve the diverse student needs

1.3 - Maintain fully credentialed and appropriately assigned teachers

1.4a - Maintain broad course access for all students

1.4b – There is not a formalized implementation plan for the transition to NGSS

1.5 - Maintain facilities in good repair as per Facilities Inspection Tool

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1a - Local Indicator – Basic	Current ELA/ELD instructional materials	Maintain standards-aligned instructional	Maintain standards-aligned instructional	Maintain standards-aligned instructional

Conditions at School	are standards-aligned	materials in ELA/ELD and math	materials in ELA/ELD and math	materials in ELA/ELD and math
1.1b - Local Indicator – Basic Conditions at School	Instructional materials in science are not aligned to the Next Generation Science Standards (NGSS)	Evaluate materials to determine what can be repurposed with modification. Evaluate options for freely available unit/lesson resources as well as options for the purchase of new transitional materials	Evaluate the relative success of two units of study implemented in the prior year. Evaluate new instructional materials on the SBE approved materials list. Consider using the Toolkit if available. Consider piloting materials.	Adopt comprehensive, year-long instructional materials in all grades
1.1c – Local Indicator – Basic Conditions at School	Instructional materials in History/Social Science are not aligned to the new Framework	Attend Framework roll out offered by Sutter County Superintendent of Schools. Begin initial review of materials presented to SBE for recommendation	Continue review of materials presented to SBE for recommendation. Consider piloting materials	Pilot or purchase materials
1.2 - Local Indicator – Implementation of State Academic Standards	Teachers participate in ongoing professional development in ELA/ELD, Math, and Science. History/Social Science to be included moving forward	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science
1.3 - Local Indicator – Basic Conditions at School	All teachers are fully credentialed and appropriately assigned	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers
1.4a - Daily Instructional	All students have access to a broad course of	Maintain student access to a broad course of	Maintain student access to a broad course of	Maintain student access to a broad course of study

Schedule	study	study. Increase VAPA courses for all students	study	
1.4b – Daily Instructional Schedule and Local Indicator – Implementation of State Standards	There is no comprehensive transition plan for NGSS	Collaborate on: vision for science in all grades, expectations and support for units of study to be initially implemented, and parent engagement for NGSS	Collaborate on: evaluating and refining the vision for science in all grades, expectations and support for expanding units of study to fully implement grade level standards, and evaluate and improve parent engagement for NGSS	Evaluate school structures (such as science minutes, space for materials, etc.) as well as progress in instructional shifts to determine needs for full implementation.
1.5 - Local Indicator – Basic Conditions at School (Facilities Inspection Tool)	Facilities are in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool

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

Action   **1.1a**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain standards-aligned instructional materials in ELA/ELD and math	• Maintain standards-aligned instructional materials in ELA/ELD and math	• Maintain standards-aligned instructional materials in ELA/ELD and math

2017-18		**2018-19**		**2019-20**	
Amount	$8,000	Amount	$8,000	Amount	$8,000
Source	Restricted Lottery	Source	Restricted Lottery	Source	Restricted Lottery

Budget Reference	4000	Budget Reference	4000	Budget Reference	4000

Action **1.1b**

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

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

[Students to be Served](#)	☐ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
• Site level planning time dedicated to science • SCSOS support for developing units of study, as well as facilitating the process of reviewing materials using the Achieve Lesson Screener and/or EQUIP rubric v. 3.0 • SCSOS support on-site for supporting NGSS-aligned instructional practices	• Site level planning time dedicated to science • SCSOS support for evaluating relative success of new units, possibly expanding the development or acquisition of additional units of study. Review key components of tools like the Achieve Lesson Screener and/or EQUIP rubric v. 3.0 throughout the process • SCSOS support on-site for	• Site level planning time dedicated to science • SCSOS support for using a toolkit or similar process to evaluate instructional materials approved by the SBE for adoption • SCSOS support on-site for evaluating progress towards fully-aligned NGSS instructional practices and action-planning for areas of greatest need

	supporting NGSS-aligned instructional practices and identifying areas of focus for support	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,500	Amount	$3,500	Amount	$3,500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000	Budget Reference	5000	Budget Reference	5000

Action 1.1c

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged

• Since current History/Social Science materials are not aligned to the new Framework, all staff will need to review the current Framework and materials and pilot or purchase updated instructional materials. Teachers participate in a *History/Social Studies Framework Rollout* offered by Sutter County Superintendent of Schools	• Review History/Social Science instructional materials available for adoption	• Pilot or purchase History/Social Science instructional materials K-8

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **1.2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

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

☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☒ Unchanged	☐ New ☒ Modified ☒ Unchanged
• Teachers will participate in Grade-Level Summits and other county wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. • Customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas. • Teachers receive 1 day of professional development with the SCSOS Special Education department on identifying students with special needs and how to best support in the classroom. • 3rd grade teacher and 8th grade teacher will participate in Academic Vocabulary Toolkit training in order to lead an academic vocabulary initiative on site	• Teachers will continue to participate in Grade-Level Summits and other county wide professional development opportunities offered through Sutter County Superintendent of Schools • Customized professional development from Sutter County Superintendent of Schools will continue to be provided on site to support teachers in all content areas. • Continue Academic Vocabulary instruction in additional grade levels 3-8	• Teachers will continue to participate in Grade-Level Summits and other county wide professional development opportunities offered through Sutter County Superintendent of Schools • Customized professional development from Sutter County Superintendent of Schools will be continue to be provided on site to support teachers in all content areas • Include Kindergarten through2nd grade in Academic Vocabulary initiative

BUDGETED EXPENDITURES

2017-18

Amount	$3,500
Source	Supplemental
Budget Reference	5000

2018-19

Amount	$3,500
Source	Supplemental
Budget Reference	5000

2019-20

Amount	$3,500
Source	Supplemental
Budget Reference	5000

Action   **1.3**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain fully credentialed and appropriately assigned teachers	• Maintain fully credentialed and appropriately assigned teachers	• Maintain fully credentialed and appropriately assigned teachers

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000,3000	Budget Reference	1000,3000	Budget Reference	1000,3000

Action **1.4a**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
[Students to be Served](#)	☐ English Learners	☐ Foster Youth	☐ Low Income
[Scope of Services](#)	☐ LEA-wide Group(s)	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student
[Location(s)](#)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain broad course access for all students • Maintain PE teacher and improve PE program for students as well as provide teachers additional collaboration and planning time • Transitional Kindergarten, Kindergarten and 1st grade will continue to have classroom music with their homeroom teacher • Explore other opportunities to increase VAPA services for students including classroom art, and music	• Maintain broad course access for all students • Maintain PE teacher and improve PE program for students as well as provide teachers additional collaboration and planning time • Transitional Kindergarten, Kindergarten and 1st grade will continue to have classroom music with their homeroom teacher • Explore other opportunities to increase VAPA services for students including classroom art, and music	• Maintain broad course access for all students • Maintain PE teacher and improve PE program for students as well as provide teachers additional collaboration and planning time • Transitional Kindergarten, Kindergarten and 1st grade will continue to have classroom music with their homeroom teacher • Explore other opportunities to increase VAPA services for students including classroom art, and music

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$70,464	Amount	$70,464	Amount	$70,464
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000,2000,3000	Budget Reference	1000,2000,3000	Budget Reference	1000,2000,3000

Action   **1.4b**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income
Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
• Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction • Contract with Sutter County Superintendent of Schools to support teachers in developing a year-long overview of	• Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction • SCSOS support for	• Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction • SCSOS support for evaluating school structure changes, units of

resources, units of study, and parent engagement strategies • Contract with Sutter County Superintendent of Schools to provide support in professional learning for administrators, such as learning walks and observation tools	evaluating initial implementation efforts, expanding NGSS-aligned units of study, and planning for continued or improved parent engagement • Continued SCSOS support for professional learning for administrators	study and instructional practices, and parent engagement to identify implementation successes and needs • SCSOS support for rolling out newly adopted curriculum materials for science including professional development for administrators in addition to teachers

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Base	Source	Base	Source	Base
Budget Reference	1000, 3000, 5000	Budget Reference	1000, 3000, 5000	Budget Reference	1000, 3000, 5000

Action **1.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain facilities in good repair as per Facilities Inspection Tool	• Maintain facilities in good repair as per Facilities Inspection Tool	• Maintain facilities in good repair as per Facilities Inspection Tool

BUDGETED EXPENDITURES

2017-18

Amount	$5,000
Source	Base
Budget Reference	5000

2018-19

Amount	$5,000
Source	Base
Budget Reference	5000

2019-20

Amount	$5,000
Source	Base
Budget Reference	5000

☐ New	☒ Modified	☐ Unchanged

Goal 2	Browns Elementary School District will plan programs, develop plans, and provide data from assessments that will maximize **pupil outcomes**

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

2.1 – Baseline data in ELA/ELD was not established by all grades

2.2 – Baseline data in Math was not established by all grades

2.3a - 2015-16 ELA Academic Indicator data based on the CAASPP, indicates all students are in the "yellow" performance category with the average student scoring 23.5 points below Level 3 (Standard Met). This represents an increase of 1.3 points from the 2014-15. Current CAASPP data indicates 35% of students Met or Exceeded Grade Level Standards in ELA.

2.3b - 2015-16 Math Academic Indicator data based on CAASPP, indicates all students are in the "yellow" performance category with the average student scoring 29.2 points below Level 3 (Standard Met). This represents an increase of 2.9 points from 2014-15. Current CAASPP data indicates 38% of students Met or Exceeded Grade Level Standards in Math.

2.4 – 12.5% (3/20 students were reclassified in 2016-17

2.5 - 45% (9/20) of English learners increased one or more levels on the CELDT. According to the California School Dashboard, the number of English Learners was not great enough to be considered significant in 2013-2014 and 2014-2015, so performance category, status and change is not reported .Based on local data, it is assumed status and change will be reported on the next Dashboard release.

2.6– In order to continue to improve ELD services, an ongoing review of the ELD program and reclassification criteria is needed

2.7 - API is not a valid measure at this time

2.8 – After school program activities provide students the opportunity for additional academic support as well as enrichment activities

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 – Local ELA/ELD data	No baseline data exists	Establish baseline data	Re-evaluate when there is baseline data	Re-evaluate when there is baseline data
2.2 – Local Math data	No baseline data exists	Establish baseline data	Re-evaluate when there is baseline data	Re-evaluate when there is baseline data
2.3a – Academic Progress Indicator and CAASPP data	"Yellow" Performance Category Status – "Low" 23.5 points below level 3 Change "Increased" 1.3 points 2016-17 CAASPP Data 3rd Grade 24% 4th Grade 45% 5th Grade 37% 6th Grade 58% 7th Grade 31% 8th Grade 41% Overall 39% **Preliminary Data**	Increase status to reflect 18.5 points below Level 3 (Standard Met) to 13.5 points below level 3 (Standard Met) Adjust 2018-19 based on November 2017 release of the Dashboard and official 2016-17 CAASPP data Grade level and overall CAASPP scores will increase 4-5%	Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth	Adjust 2020-21 based on November 2019 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth
2.3b – Academic Progress Indicator and CAASPP data	"Yellow" Performance Category Status – "Low" 29.2 points below level 3 Change "Maintained" 2.9 points 2016-17 CAASPP Data	Increase status to reflect 24.2 points below Level 3 (Standard Met) to 19.2 points below level 3 (Standard Met) Adjust 2018-19 based on	Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth	Adjust 2020-21 based on November 2019 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth

	3rd Grade 39% 4th Grade 45% 5th Grade 11% 6th Grade 53% 7th Grade 44% 8th Grade 35% Overall 38 % **Preliminary Data**	November release of the Dashboard) and official 2016-17 CAASPP data Grade level and overall CAASPP scores will increase 3-4%		
2.4 – Reclassification data	12.5% (3/20) Students	Reclassify an additional 3 students	Reclassify an additional 3 students	Reclassify an additional 3 students
2.5 – English Learner Progress Indicator and Local EL data	45% (9/20) of EL's made progress in 16-17 English Learner Progress Indicator (ELPI) reports no performance category, status, or change due to insignificant student population	Nine English learners will make progress. Adjust outcome of ELPI when the November Dashboard is released Baseline will be established with English Language Proficiency Assessments for California (ELPAC)	Re-evaluate benchmark goals based on the transition from the CELDT to the ELPAC	Re-evaluate identified progress when ELPAC benchmarks are established
2.6 – Local EL data and master schedule	Students received daily Designated EL services from a credentialed teacher. The 4th criteria for reclassification does not include local ELA assessment data. Pending ELPAC, reclassification policy will be updated by the State.	Students received daily Designated EL services from a credentialed teacher. Reevaluate the current Reclassification Policy and include local data from *Wonders* and/or *StudySync* in the 4th criteria for Reclassification	Students received daily Designated EL services from a credentialed teacher. Reevaluate the current Reclassification Policy and update as needed to include ELPAC data	Students received daily Designated EL services from a credentialed teacher. Reevaluate and update the current Reclassification Policy as needed
2.7 – API	API is currently not reported	Await guidance from the State	Await guidance from the State	Await guidance from the State

2.8 – After School Program schedule	There is currently an after school program for Kindergarten-8th Grade students	Maintain afterschool program and improve offerings for students	Maintain afterschool program and improve offerings for students	Maintain afterschool program and improve offerings for students

Action 2.1

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Teachers will work with SCSOS to formalize the existing assessment plan to include all grade level establish common testing protocol and create a common data tracking form for baseline data • Teachers will analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions	• Adjust assessment plan as needed • Teachers will continue to analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions	• Adjust assessment plan as needed • Teachers will continue to analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions

- Evaluate daily schedule to ensure there is adequate time for core instruction and designate an intervention time for each grade level. Explore effective intervention models.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,000	Amount	$3,000	Amount	$3,000
Source	Base	Source	Base	Source	Base
Budget Reference	1000,3000	Budget Reference	1000,3000	Budget Reference	1000,3000

Action **2.2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

• Teachers will work with SCSOS to formalize the existing assessment plan to include all grade level establish common testing protocol and create a common data tracking form for baseline data • Teachers will analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions • Evaluate daily schedule to ensure there is adequate time for core instruction and designate an intervention time for each grade level	• Adjust assessment plan as needed • Teachers will continue to analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions	• Adjust assessment plan as needed • Teachers will continue to analyze and track assessment data within and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,000	Amount	$3,000	Amount	$3,000
Source	Base	Source	Base	Source	base
Budget Reference	1000, 3000	Budget Reference	1000, 3000	Budget Reference	1000, 3000

Action **2.3a**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

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

Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Evaluate the daily schedule to ensure students are receiving adequate instructional minutes in ELA/ELD • Provide teachers collaboration time to analyze 14-15, 15-16, and 16-17 CAASPP data with SCSOS Educational Services coordinators. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC.	• Re-evaluate the daily schedule to ensure students are receiving adequate instructional minutes in ELA/ELD • Continue to provide teachers collaboration time to analyze CAASPP data. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC.	• Re-evaluate the daily schedule to ensure students are receiving adequate instructional minutes in ELA/ELD • Continue to provide teachers collaboration time to analyze CAASPP data. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,000	Amount	$3,000	Amount	$3,000
Source	Base	Source	Base	Source	base
Budget Reference	1000, 3000	Budget Reference	1000, 3000	Budget Reference	1000, 3000

Action **2.3b**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Evaluate the daily schedule to ensure students are receiving adequate instructional minutes in Math • Provide teachers collaboration time to analyze 14-15, 15-16, and 16-17 CAASPP data with SCSOS Educational Services coordinators. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC.	• Re-evaluate the daily schedule to ensure students are receiving adequate instructional minutes in Math • Continue to provide teachers collaboration time to analyze CAASPP data. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC.	• Re-evaluate the daily schedule to ensure students are receiving adequate instructional minutes in Math • Continue to provide teachers collaboration time to analyze CAASPP data. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,000	Amount	$3,000	Amount	$3,000
Source	base	Source	Base	Source	base

Budget Reference	5000	Budget Reference	5000	Budget Reference	5000

Action **2.4/2.5/ 2.6**

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

Location(s)	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
	☐ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
- Purchase *Academic Vocabulary Toolkit* for 3rd grade and 8th grade. Provide professional development for teachers. - Utilize SCSOS Title III Consortium to receive professional development and onsite specific support with instruction, data analysis, and program development - Continue to utilize instructional aides in classes during Designated ELD	- Consider purchasing *Academic Vocabulary Toolkit* for additional grades. Provide professional development for teachers. - Continue to utilize SCSOS Title III Consortium to receive professional development and onsite specific support	- Consider purchasing *Academic Vocabulary Toolkit* for additional grades. Provide professional development for teachers. - Continue to utilize SCSOS Title III Consortium to receive professional development and onsite specific support with instruction, data analysis, and program

- Re-evaluate current program structure in order to ensure daily Designated ELD instruction.
- Provide all teachers professional development as it relates to integrated ELD and supporting EL's in all content areas
- ELD teachers will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress

with instruction, data analysis, and program development
- Continue to utilize instructional aides in classes during Designated ELD
- Re-evaluate current program structure in order to ensure daily Designated ELD instruction.
- Provide all teachers professional development as it relates to integrated ELD and supporting EL's in all content areas
- ELD teachers will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress

development
- Continue to utilize instructional aides in classes during Designated ELD
- Re-evaluate current program structure in order to ensure daily Designated ELD instruction.
- Provide all teachers professional development as it relates to integrated ELD and supporting EL's in all content areas
- ELD teachers will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress

BUDGETED EXPENDITURES

2017-18

Amount	$3,000
Source	Base, $1,500 Supplemental, $1,500
Budget Reference	1000, 3000, 5000

2018-19

Amount	$3,000
Source	Base, $1,500 Supplemental, $1,500
Budget Reference	1000, 3000, 5000

2019-20

Amount	$3,000
Source	Base, $1,500 Supplemental, $1,500
Budget Reference	1000, 3000, 5000

Action   **2.7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain API as we await guidance from the State	• Maintain API as we await guidance from the State	• Maintain API as we await guidance from the State

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **2.8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____

Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

<div align="center">OR</div>

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

Students to be Served	☐ English Learners	☐ Foster Youth	☒ Low Income

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

Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Teachers of Kindergarten-3rd Grade provide tutoring to students for 1 hour after school • 5th Grade teacher provides tutoring to students before school • Improve the offerings for students in after school program to include additional extra-curricular opportunities • Paraprofessionals provide homework assistance and tutoring to all Kindergarten-8th Grade students	• Teachers of Kindergarten-3rd Grade provide tutoring to students for 1 hour after school • 5th Grade teacher provides tutoring to students before school • Improve the offerings for students in after school program to include additional extra-curricular opportunities • Paraprofessionals provide homework assistance and tutoring to all Kindergarten-8th Grade students	• Teachers of Kindergarten-3rd Grade provide tutoring to students for 1 hour after school • 5th Grade teacher provides tutoring to students before school • Improve the offerings for students in after school program to include additional extra-curricular opportunities • Paraprofessionals provide homework assistance and tutoring to all Kindergarten-8th Grade students

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	0	Amount	0	Amount	0

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

☐ New	☒ Modified	☐ Unchanged

Goal 3	Browns Elementary School District will promote student **engagement** and a school culture conducive to learning

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

3.1 – Continue to seek parent, staff, and student input through a survey
3.2 – Parent attendance at workshops and other meetings not directly involving students is low
3.3a – According to the California Schools Dashboard, suspension data from 2014-15 is in the "blue" performance category with a status of "very low" at 0%. This data indicated rates were maintained at 0% from 2013-14. Local data show that no students were suspended in 2016-17
3.3b - No students have been expelled
3.4a - Current attendance rate is 96.8%
3.4b - Five students are considered chronically absent
3.4c – There are no middle school dropouts
3.5 –Supplementing transportation services prevents forwarding costs on to families
3.6 – Supplementing nutrition services prevents forwarding costs on to families

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 – Parent.	Parent, Student, and	Continue to administer	Continue to administer	Continue to administer

Student, and Staff Surveys	Staff Survey currently being administered 1-2 times per year	Parent, Student, and Staff Survey	Parent, Student, and Staff Survey	Parent, Student, and Staff Survey
3.2 – Sign in Sheets	Attendance at parent attendance remains low	Parent and student attendance at workshops will increase	Parent and student attendance at workshops will continue to increase	Parent and student attendance at workshops will continue to increase
3.3a – Suspension Rate Indicator and Local Suspension Data	"Blue" Performance Category Status "Very Low" 0% Change "Maintained" 0% 2016-17 – No students suspended	Maintain "Very low" Status Maintain 0 students suspended	Maintain "Very low" Status Maintain 0 students suspended	Maintain "Very low" Status Maintain 0 students suspended
3.3b – Expulsion Data	0 expelled students	Maintain 0 expelled students	Maintain 0 expelled students	Maintain 0 expelled students
3.4a – Attendance Data	Current attendance rate is 96.8% 5 students identified as chronically absent	Increase attendance rate to 97% 4 students identified as chronically absent	Increase attendance rate to 97.5% 3 students identified as chronically absent	Increase attendance rate to 98% 2 students identified as chronically absent
3.4b – Middle School Dropout Data	No middle school dropout Students	Maintain 0 middle school dropout students	Maintain 0 middle school dropout students	Maintain 0 middle school dropout students
3.5 – Transportation Costs	Currently supplement transportation services	Continue to supplement transportation services	Continue to supplement transportation services	Continue to supplement transportation services
3.6 – Nutrition Costs	Currently supplement nutrition services	Continue to supplement nutrition services	Continue to supplement nutrition services	Continue to supplement nutrition services

Action **3.1**

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

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

	Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income	
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Continue to administer staff, student, and parent survey 1-2 times per year in order to seek input.	• Continue to administer staff, student, and parent survey 1-2 times per year in order to seek input	• Continue to administer staff, student, and parent survey 1-2 times per year in order to seek input

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000	Budget Reference	4000	Budget Reference	4000

Action **3.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Use cell phone/e-mail and Blackboard Connect to send regular notifications to families in order to keep them informed of upcoming events and information • Host a math and/or literacy night for parents and students in order to provide parents an opportunity to see what students are doing in the classroom and give another opportunity for parents to connect with classroom teachers and hear important information regarding their child's schooling	• Use cell phone/e-mail and Blackboard Connect to send regular notifications to families in order to keep them informed of upcoming events and information • Host a math and/or literacy night for parents and students in order to provide parents an opportunity to see what students are doing in the classroom and give another opportunity for parents to connect with classroom teachers and hear important information regarding their child's schooling	• Use cell phone/e-mail and Blackboard Connect to send regular notifications to families in order to keep them informed of upcoming events and information • Host a math and/or literacy night for parents and students in order to provide parents an opportunity to see what students are doing in the classroom and give another opportunity for parents to connect with classroom teachers and hear important information regarding their child's schooling

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Supplemental	Source	Supplemental	Source	Supplemental

Budget Reference	4000	Budget Reference	4000	Budget Reference	4000

Action 3.3a

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain 0 suspensions • Hire part-time Vice Principal to support the increased numbers of students with diverse behavioral needs, requiring special attention • As a staff, re-evaluate school-wide behavioral expectations both in and out of the classroom and determine how information will be rolled out to all staff and students	• Maintain 0 suspensions • Maintain part-time Vice Principal • Re-evaluate school-wide behavioral expectations	• Maintain 0 suspensions • Maintain part-time Vice Principal • Re-evaluate school-wide behavioral expectations

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$11,895	Amount	$11,895	Amount	$11,895
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000,3000	Budget Reference	1000,3000	Budget Reference	1000,3000

Action **3.3b**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain 0 expelled students	• Maintain 0 expelled students	• Maintain 0 expelled students

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **3.4a**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income
Scope of Services	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Continue to offer "Wednesday Make Up Day" for students who are absent	• Continue to offer "Wednesday Make Up Day" for students who are absent	• Continue to offer "Wednesday Make Up Day" for students who are absent

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0
Source		Source		Source	

Budget Reference		Budget Reference		Budget Reference	

Action   3.4b

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Maintain 0 middle school drop outs	• Maintain 0 middle school drop outs	• Maintain 0 middle school drop outs

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **3.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Continue to supplement transportation services for students to avoid forwarding costs on to the families	• Continue to supplement transportation services for students to avoid forwarding costs on to the families	• Continue to supplement transportation services for students to avoid forwarding costs on to the families

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$36,944	Amount	$36,944	Amount	$36,944
Source	Base	Source	Base	Source	Base
Budget Reference	5000	Budget Reference	5000	Budget Reference	5000

Action   **3.6**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide Group(s) ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Continue to supplement nutrition services for students to avoid forwarding costs on to the families	• Continue to supplement nutrition services for students to avoid forwarding costs on to the families	• Continue to supplement nutrition services for students to avoid forwarding costs on to the families

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$13,024	Amount	$13,024	Amount	$13,024
Source	Base	Source	Base	Source	Base
Budget Reference	5000	Budget Reference	5000	Budget Reference	5000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $ 122,424

Percentage to Increase or Improve Services: 11.11 %

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

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

We are meeting the calculated MPP with a blend of quantitative and qualitative measures. The para-educators working in the classrooms provide time for the teachers to provide designated ELD and in-class interventions. K-Grade 3 classrooms have instructional aides who work with students individually and in small groups particularly with our unduplicated students. The county library, AR reading and Moby Max (math program) provide additional support for unduplicated students. Reading Lab will be used to provide reading assistance to socioeconomically disadvantaged, foster youth and academically at risk students in a one-on-one setting. These targeted services increase and or improve services for the unduplicated pupils. Other targeted services particularly serving out socioeconomically disadvantaged and foster youth include transportation to sporting activities and academic field trips and food service. A .75 FTE PE teacher will also provide collaboration and planning time for teachers during the PE time. The .25 FTE vice principal will provide academic and behavioral support for all students.