Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

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

2017-20 Plan Summary

The Story

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.

There is a substantial increase to the amount of professional development for teachers in 2018-19. Also, there will be increased efforts to use data to guide intervention opportunities for students.

Review of Performance

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

Greatest Progress

All students are in the "Blue" performance category. Status is "Very Low" at 0%. Change was "Maintained" at 0%.

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

ELA - All students are in the "Orange" performance category. Status is "Low" at 35.8 points below level 3 (Standard Met). This represents a "Decline" of 12.3 points. All significant students groups wither "Declined" or "Declined Significantly" with the exception of "Students with Disabilities" whose change was "Maintained".

Math - All students are in the "Orange" performance category. Status is "Low" at 32.7 points below level 3 (Standard Met). This represents a "Decline" of 3.5 points. All significant student groups either "Increased" or "Maintained" their status from the Spring of 2017.

In order to address these areas, Browns school will increase the coaching support available to teachers.

Additional instructional coaching in ELA/ELD and math will include a focus on lesson study, planning, data analysis, and implementation of content standards.

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 in ELA or Math because all significant student groups are in the "Orange" performance category.

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

Increased or Improved Services

1. Substantial increase of professional development for teachers.
2. Establish an intervention program during the regular school day.
3. Supplement transportation services for students so costs are not forwarded on to families.
4. Supplement nutrition services for students so costs are not forwarded on to families.

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	$1,701,614
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$206,577

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$1,322,959

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

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 Priorities: 1, 2, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Metrics/Indicators:
1.1a - Local Indicator - Basic Conditions at School

2017-18:
Maintain standards-aligned instructional materials

Actual

Instructional materials in ELA/ELD and Math are aligned to California State Common Core Standards. Board adopted Science materials are not currently aligned, but aligned supplementary materials are being used. While History/Social Science materials are aligned to the current standards, they are not aligned to the new Framework. Instructional materials are being considered for a future pilot and/or adoption.

Expected

Actual

Metrics/Indicators:
1.1c - Local Indicator - Basic Conditions at School

2017-18:
Evaluate materials to determine what can be re-purposed with modification.
Evaluate options for freely available unit/lesson resources as well as options for the purchase of new transitional materials

Teachers have not evaluated or modified current science materials. Online resources are being utilized by teachers that are aligned to current standards.

Metrics/Indicators:
1.1b - Local Indicator - Basic Conditions at School

2017-18:
Attend Framework roll out offered by Sutter County Superintendent of Schools.
Begin initial review of materials presented to SBE for recommendation

No teachers have attended History/Social Science (HSS) Framework rollout offered by Sutter County Superintendent of Schools Superintendent, Vice Principal, and one 6th grade teacher attended 3/4 publisher presentations of HSS instructional materials in March/April 2018

Metrics/Indicators:
1.2 - Local Indicator – Implementation of State Academic Standards

2017-18:
Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science

Professional Development Coordinators from Sutter County Superintendent of Schools provided minimal on site professional development for teachers in ELA, Science, and technology. Two teachers (1st/2nd Grade) participated in a CUE workshop in Fall 2017 (Google Docs)

Expected

Actual

Metrics/Indicators:
1.3 - Local Indicator - Basic Conditions at School

2017-18:
Maintain fully credentialed and appropriately assigned teachers

Maintained fully credentialed and appropriately assigned teachers

Metrics/Indicators:
1.4a - Daily Instructional Schedule

2017-18:
Maintain student access to a broad course of study. Increase VAPA courses for all students

Students do not have access to a broad course of study. VAPA courses were not increased.

Metrics/Indicators:
1.4b – Daily Instructional Schedule and Local Indicator – Implementation of State Standards

2017-18:
Collaborate on: vision for science in all grades, expectations and support for units of study to be initially implemented, and parent engagement for NGSS

Minimal collaboration took place on: a vision for science in all grades, expectations and support for units of study to be initially implemented, and parent engagement for NGSS

Expected

Metrics/Indicators:
1.5 - Local Indicator – Basic Conditions at School (Facilities Inspection Tool)

2017-18:
Maintain facilities in good repair as per Facilities Inspection Tool

Actual

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

Maintain standards aligned instructional materials in ELA/ELD and math	Maintained standards-aligned instructional materials in ELA/ELD (K-5 Wonders/6-8 StudySync) and math (K-8 Go Math). Board adopted Science materials are not currently aligned, but aligned supplementary materials (Mystery Science) are being used. While History/Social Science materials are aligned to the current standards, they are not aligned to the new Framework. Supplemental materials are being used in 3rd-4th grade (Studies Weekly). Additional grade levels are considering using the resources. Instructional materials are being considered for a future pilot and/or adoption.	Amount $8,000 Source Restricted Lottery Budget Reference 4000	Amount 1,776 Source Restricted & Unrestricted Lottery/ Supplemental/ Base Budget Reference 4000, 5000

Action 2

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

| 1. Site level planning time dedicated to science

2. 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

3. SCSOS support on-site for supporting NGSS-aligned instructional practices | On October 16, 2018 SCSOS STEM Coordinator provided K-5 teachers training on the integration and alignment of "Wonders" and NGSS. Teachers met with other teachers from a neighboring district to research free online science resources. K-5 teachers are using "Mystery Science." The Parent Club will be donating money to teachers to create science toolkits with resources and supplies. Science toolkits will be created by teachers in the Spring/Summer of 2018 and implemented in 2018-19. | Amount
$3,500

Source
Supplemental

Budget Reference
5000 | Amount
$ 3,053

Source
Supplemental /Base

Budget Reference
1000,2000,3000, 5000 |

Action 3

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

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	No teachers attended the History/Social Science Framework Rollout through Sutter Coutny Superintendent of Schools (SCSOS) Will consider contracting with SCSOS to provide the training to all staff on site in the Fall of 2018. 3rd and 4th grade is utilizing online History/Social Science materials from the "Studies Weekly" program	Amount $0	Amount $0

Action 4

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
1. 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. 2. Customized professional development from Sutter County	1. No teachers participated in Grade Level Summits or any county wide professional development opportunities offered through SCSOS 2. ELA Professional Development - SCSOS ELA/ELD Coordinator met with teachers on October 11, 2017, February 21, 2018, and March 12, 2018. Classroom	Amount $3,500 Source Supplemental Budget Reference 5000	Amount $2,512 Source Supplemental/Base Budget Reference 1000,2000,3000,5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Superintendent of Schools will be provided on site to support teachers in all content areas. 3. 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. 4. 3rd grade teacher and 8th grade teacher will participate in Academic Vocabulary Toolkit training in order to lead an academic vocabulary initiative on site	observations were conducted and one-on-one meetings with teachers were set up in order to provide feedback and discuss core assessments and data analysis. Science Professional Development - 5th grade teacher received one-on-one lesson planning support. Technology Professional Development - On October 16, 2017 teachers participated in a training on "Google for Beginners" presented by the SCSOS STEM Coordinator. Teachers received one-on-one technology support for Google and their Promethean boards 3. On August 14, 2017, all teachers participated in a professional development offered by the Special Education department at SCSOS on identifying students with special needs and how to best support students in the classroom		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	4. Teachers did not participate in Academic Vocabulary Toolkit training		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain fully credentialed and appropriately assigned teachers	Maintained fully credentialed and appropriately assigned teachers	Amount $1,000 Source Supplemental Budget Reference 1000,3000	Amount $350 Source Base Budget Reference 2000, 3000

Action 6

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Maintain broad course access for all students 2. Maintain PE teacher and improve PE program for students as well as provide teachers additional collaboration and planning time 3. Transitional Kindergarten, Kindergarten and 1st grade will continue to have classroom music with their homeroom teacher 4. Explore other opportunities to increase VAPA services for students including classroom art, and music	1. Students have limited access broad course of study. 2. The established PE schedule allows for collaboration between some grade levels, but not all. Teachers are afforded planning opportunities during this time. Students receive PE instruction five days per week for 30 minutes. 3. TK, Kindergarten, and 1st grade students did not receive classroom music instruction from their homeroom teacher. 4. Additional opportunities for VAPA (including classroom art and music) was not explored	Amount $70,464 Source Supplemental Budget Reference 1000,3000	Amount $70,084 Source Supplemental Budget Reference 1000,3000

Action 7

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

1. 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. 2. Contract with Sutter County Superintendent of Schools to support teachers in developing a year-long overview of resources, units of study, and parent engagement strategies. 3. Contract with Sutter County Superintendent of Schools to provide support professional learning for administrators, such as learning walks and observation tools.	1. Site level planning time for science did not consistently occur. Teachers collaborated among themselves to coordinate resources and examine the daily schedule. 2. A year-long overview of science resources, units of study and parent engagement strategies was not established in collaboration with SCSOS 3. Superintendent did not participate in professional learning. Administration support though learning walks and observation tools did not occur	Amount $10,000 Source Base Budget Reference 1000, 3000, 5000	Amount $0

Action 8

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

Maintain facilities in good repair as per Facilities Inspection Tool

Facilities were maintained in good repair as per Facilities Inspection Tool.

Amount
$5,000

Source
Base

Budget Reference
5000

Amount
$6,071

Source
Base

2000,3000,4000,5000,6000

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

Analysis

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

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

Although site level professional development was limited and inconsistent, systems were put in place towards the end of the year that will carry this goal forward in order to address the implementation of science in the absense of board adopted materials, a pilot of History/Social Studies materials, and continued standards implementation of ELA/ELD and math.

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

A focus on professional development in 2018-19 will increase the effectiveness of this goal and provide conditions of learning that enable students to be college and career ready. The addition of a PE specialist allowed teachers additional planning/collaboration time. With attention to the coordination of PE schedules, planning and collaboration time has the potential to be more effective in 2018-19.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 - Estimated Actual Expenditures we less than Budget expenditures because additional consumables were not ordered as originally intended.
Action 7 - Estimated Actual Expenditures we less than Budget expenditures because professional development services were not utilized as originally intended.

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

1. Additional professional development for teachers specific to the piloting of History/Social Science instructional materials.
2. Substantial increase in professional development for teachers specific to ELA/ELD, math and science

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Metrics/Indicators:
2.1 – Local ELA/ELD data

2017-18:
Establish baseline data

Actual

Average student score on identified Wonders assessments:

Kindergarten
Unit 7 - 71%
Unit 9 - 68%

1st Grade
Unit 2 - 81%
Unit 4 - 79%
Unit 5 - 84%

2nd Grade

Expected

Actual

Unit 2 - 62%
Unit 4 - 58%
Unit 5 - 69%

3rd Grade
Unit 2 - No Data Available
Unit 4 - No Data Available
Unit 5 - No Data Available

Unit 2 - No Data Available
Unit 4 - No Data Available
Unit 5 - No Data Available

5th Grade
Unit 2 - 60%
Unit 4 - 68%
Unit 5 - 75%

Average student score on identified StudySync assessments:

6th Grade
Unit 1 - 58%
Unit 2 - 56%
Unit 3 - No Data Available

7th Grade
Unit 1 - 78%
Unit 2 - 83%

Expected	Actual
	Unit 3 - No Data Available 8th Grade Unit 1 - 65% Unit 2 - 68% Unit 3 - No Data Available
Metrics/Indicators: 2.2 – Local Math data 2017-18: Establish baseline data	Average student score on identified Go Math assessments: Kindergarten Mid-Year Benchmark - 90% End of Year Benchmark - 85% 1st Grade End of Kindergarten Benchmark - 85% Mid Year Benchmark - 77% End of Year Benchmark -80% 2nd Grade End of 1st Grade Benchmark - 45% Mid Year Benchmark - 71% End of Year Benchmark - 75% 3rd Grade End of 2nd Grade Benchmark - 55% Mid Year Benchmark - 51% End of Year Benchmark - 76%

Expected

Actual

4th Grade
End of 3rd Grade Benchmark - No Data Available
Mid Year Benchmark - No Data Available
End of Year Benchmark - 75%

5th Grade
End of 4th Grade Benchmark - 44%
Mid Year Benchmark - 51%
End of Year Benchmark - 57%

6th Grade
Benchmark 1 - 39%
Benchmark 2 - 49%
Benchmark 3 - 62%

7th Grade
Benchmark 1 - 71%
Benchmark 2 - 62%
Benchmark 3 - 67%

8th Grade
Benchmark 1 - 76%
Benchmark 2 - 82%
Benchmark 3 - 82%

Expected

Metrics/Indicators:
2.3a – Academic Progress Indicator
and CAASPP data

2017-18:
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%

Actual

Fall 2017 CA Schools Dashboard data indicates the average student scored 35.8 points below level 3 (Standard Met). Data is reflective of 2017-17 ELA CAASPP scores.

Preliminary ELA CAASPP data reflects the average student scored 40 points below level 3 (Standard Met). Official data will be available in Fall 2018.

Preliminary grade level and overall CAASPP scores
3rd Grade
27% - increased 3% from 16-17
4th Grade
19% - decreased 26% from 16-17
5th Grade
22% - decreased 15% from 16-17
6th Grade
48% - decreased 10% from 16-17
7th Grade
35% - increased 4% from 16-17
8th Grade
44% - increased 3% from 16-17

Expected

Metrics/Indicators:
2.3b – Academic Progress Indicator
and CAASPP data

2017-18:
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 November release of the Dashboard) and official 2016-17 CAASPP data

Grade level and overall CAASPP scores will increase 3-4%

Actual

Fall 2017 CA Schools Dashboard data indicates the average student scored 35.8 points below level 3 (Standard Met). Data is reflective of 2016-17 Math CAASPP scores.

Preliminary Math CAASPP data reflects the average student scored 35.5 points below level 3 (Standard Met). Official data will be available in Fall 2018.

Preliminary grade level and overall CAASPP scores
3rd Grade
27% - decreased 12% from 16-17
4th Grade
19% - decreased 26% from 16-17
5th Grade
27% - increased 16% from 16-17
6th Grade
43% - decreased 10% from 16-17
7th Grade
59% - increased 15% from 16-17
8th Grade
40% - increased 5% from 16-17

Expected	Actual
Metrics/Indicators: 2.4 – Reclassification data 2017-18: Reclassify an additional 3 students	Reclassified 0 students
Metrics/Indicators: 2.5 – English Learner Progress Indicator and Local EL data 2017-18: 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)	EL students tool the Summative ELPAC Assessment for the first time in the Spring of 2018. Baseline data was established
Metrics/Indicators: 2.6 – Local EL data and master schedule 2017-18: 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	English learner students are not receiving daily Designated EL services. The current Reclassification Policy has not been updated to include local data from Wonders and/or StudySync.

Expected	Actual
Metrics/Indicators: 2.7 – API 2017-18: Await guidance from the State	API has been eliminated and replaced with an updated accountability system

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. 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 2. Teachers will analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate	1. All teachers met on March 19, 2018 to establish a comprehensive assessment plan. Teachers created a shareable document that will track all identified unit assessments, including overall scores and sub scores. In future years, sub-score data will be used to better drive classroom instruction and intervention cycles for students. Overall data is used to represent the average	Amount $3,000 Source Base Budget Reference 1000,3000	Amount $1,160 Source Base Budget Reference 1000,3000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
interventions 3. 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.	student's overall score.Data will follow students from year to year and will track the accommodations they received on the assessment. Other publisher assessments will be used at teachers' discretion. The following common ELA assessments will be administered. Identified Assessments: Kindergarten - Wonders - Units 1, 3, 5, 7, and 9 1st-5th Grade - Wonders - Units 2, 4, and 5 6th-8th Grade - StudySync - Units, 1, 2, and 3 2. Until March 2018, data had not been consistently tracked and analyzed. Unit assessment data is not consistently used to guide classroom instruction, monitor student needs, and plan for appropriate interventions. The type of data used varies teacher to teacher.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	3. The daily schedule was not evaluated in order to designate intervention times at each grade level. In April/May 2018, a short-term 3 week cycle of intervention was implemented. Groups were created based on teacher input in order to determine the best way to create and manage groups in 2018-19. On April 26, 2018, the ELA/ELD SCSOS Professional Development Coordinator met with administrations for planning and support. Groups were conducted from May 7th-May 25th for 30 minutes per day 3-5 days per week. On May 4, 2018 the team met to look at data and curriculum. On May 17, 2018, the group met to conduct a review pf the program. On May 30, 2018, the team met to review data and determine the effectiveness of the model. The team concluded the intervention trial was a success and would be continued in 2018-19		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	beginning with a focus on math for 4th, 5th, and 6th graders.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. 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 2. Teachers will analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions 3. Evaluate daily schedule to ensure there is adequate time for core instruction and designate an intervention time for each grade level	1. All teachers met on March 19, 2018 to establish a comprehensive assessment plan. Teachers created a shareable document that will track all identified assessments, including overall scores and sub scores. In future years, sub-score data will be used to better drive classroom instruction and intervention cycles for students. Overall data is used to represent the average student's overall score. Data will follow students from year to year and will track the accommodations they received on the assessment. Other publisher assessments will be used at teachers' discretion. The following common Math assessments will	Amount $3,000 Source Base Budget Reference 1000, 3000	Amount $1,160 Source Base Budget Reference 1000, 3000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	be administered. Identified Assessments: Kindergarten - GoMath! - Mid-Year and End of Year 1st-5th Grade - Go Math! - Beginning of Year (End of Previous Grade), Middle of Year, and End of Year 6th-8th Grade - Go Math! - Benchmark 1, Benchmark 2, and Benchmark 3 2. Until March 2018, data had not been consistently tracked and analyzed. Unit assessment data is not consistently used to guide classroom instruction, monitor student needs, and plan for appropriate interventions. The type of data used varies teacher to teacher. 3. Math intervention was not implemented.		

Action 3

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Evaluate the daily schedule to ensure students are receiving adequate instructional minutes in ELA/ELD 2. 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.	1. Daily schedules were modified to maximize instructional time in ELA. Instructional Minutes by Grade Level: Kindergarten 1st-3rd Grade - 120 minutes 4th-5th Grade - 90-120 minutes 6th-8th Grade - 90-120 minutes 2. Teachers independently pulled CAASPP data at the beginning of the 2017-18 school year. On March 12, 2018 teachers met together to analyze 2016-17 CAASPP data.	Amount $3,000 Source Base Budget Reference 1000, 3000	Amount $225 Source Title I Budget Reference 1000, 3000, 5000

Action 4

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

1. Evaluate the daily schedule to ensure students are receiving adequate instructional minutes in Math. 2. 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.	1. Daily schedules were modified to maximize instructional time in Math. Instructional Minutes by Grade Level: Kindergarten - 1st-2nd Grade - 60 minutes 3rd-5th Grade - 90 minutes 6th-8th Grade - 90+ minutes 2. Teachers independently pulled CAASPP data at the beginning of the 2017-18 school year. On March 12, 2018 teachers met together to analyze 2016-17 CAASPP data.	Amount $3,000 Source Base Budget Reference 5000	Amount $98 Source Base/Title I Budget Reference 1000,3000, 5000

Action 5

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
1. Purchase Academic Vocabulary Toolkit for 3rd grade and 8th grade. Provide professional development for teachers. 2. Utilize SCSOS Title III Consortium to receive	1. Academic Vocabulary Toolkit was not purchased for 3rd and 8th grade. Professional development was not provided. 2. Teachers did not participate in professional development opportunities offered by the	Amount $3,000 Source Base, supplemental Budget Reference 1000, 3000, 5000	Amount $870 Source Base, Supplemental, Title II Budget Reference 1000, 3000, 5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
professional development and onsite specific support with instruction, data analysis, and program development.

3. Continue to utilize instructional aides in classes during Designated ELD.

4. Re-evaluate current program structure in order to ensure daily Designated ELD instruction.

5. Provide all teachers professional development as it relates to integrated ELD and supporting EL's in all content areas.

6. 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 | SCSOS Title III Consortium.

3. Instructional aides are not utilized during Designated ELD.

4. EL students do not receive daily Designated ELD instruction.

5. Teachers did not participate in professional development as it relates to integrated ELD and supporting EL's in all content areas.

6. One teacher participated in the ELPAC Summative Assessment on January 24, 2018 and the Initial ELPAC Assessment on May 23, 2018 training offered by Sutter County Superintendent of Schools in order to assess EL students. | | |

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain API as we await guidance from the State	API has been eliminated and replaced with an updated accountability system, the California Schools Dashboard.	Amount $0 Source Budget Reference	Amount $0 Source None Budget Reference None

Action 7

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

1. Teachers in Kindergarten-3rd Grade provide tutoring to students for 1 hour after school.

2. 5th Grade teacher provides tutoring to students before school.

3. Improve the offerings for students in after school program to include additional extra-curricular opportunities.

4. Paraprofessionals provide homework assistance and tutoring to all Kindergarten-8th Grade students.

---

1. Tutoring by Kindergarten-3rd grade students is not offered or regularly attended by students. Students will often drop in if they have questions or if it is too loud in the After School Program.

2. 5th grade teacher provided drop in tutoring services to students before school.

3. Additional extra curricular opportunities in the After School Program have not been implemented.

4. The current After School Program environment makes it difficult for students to complete homework with the paraprofessionals.

Amount
$0

Source

Budget Reference

Amount
$0

Source
None

Budget Reference
None

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

Analysis

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

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

Daily schedules were modified in all grade levels to ensure instructional minutes were maximized in core subjects. The tracking of student data on identified assessments was not consistent across grade levels. However, systems have been put in place to ensure data is tracked school wide, baseline data is established, and data is used to drive classroom instruction and intervention opportunities in 18-19.

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

Although systems were not in place school wide from the beginning of the year, steps were taken to ensure all systems are aligned to begin the 18-19 school year. There are now clear expectations for staff and administration regarding the importance of data reporting and the need to use the data to drive classroom instruction and intervention opportunities for students. A trial intervention cycle was implemented in the last 6 weeks of the 17-18 school year in order to plan for an intervention system in 18-19.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 - Estimated Actual Expenditures we less than Budget expenditures because professional development services were not utilized as originally intended.
Action 2-4 - Estimated Actual Expenditures we less than Budget expenditures because the $3000 originally budgeted should have included actions 2-4, not been separate expenditures.
Action 5 - Estimated Actual Expenditures we less than Budget expenditures because Academic Vocabulary Toolkit materials were not purchased as originally intended.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and

analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

1. Substantial support for teachers on data analysis of both local and state level data
2. Focused intervention opportunities for students during the regular school day
3. Quality improvements to the After School program in both management and academics

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 Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metrics/Indicators:
3.1 – Parent. Student, and Staff Surveys

2017-18:
Continue to administer Parent, Student, and Staff Survey

Staff Survey administered in May 2018
Student Survey administered in May 2018
Parent Survey administered in May 2018

Metrics/Indicators:
3.2 – Sign in Sheets

2017-18:
Parent and student attendance at workshops will increase

Parent and student attendance at workshops maintained

Expected

Actual

Metrics/Indicators:
3.3a – Suspension Rate Indicator and Local Suspension Data

2017-18:
Maintain "Very low" Status
Maintain 0 students suspended

Maintained "Very low" Status
Maintained 0 students suspended

Metrics/Indicators:
3.3b – Expulsion Data

2017-18:
Maintain 0 expelled students

Maintained 0 expelled students

Metrics/Indicators:
3.4a – Attendance Data

2017-18:
Increase attendance rate to 97%
4 students identified as chronically absent

Attendance Rate: 97.39%
1 student identified as chronically absent

Expected	Actual
Metrics/Indicators: 3.4b – Middle School Dropout Data 2017-18: Maintain 0 middle school dropout students	Maintained 0 middle school dropout students
Metrics/Indicators: 3.5 – Transportation Costs 2017-18: Continue to supplement transportation services	Continued to supplement transportation services
Metrics/Indicators: 3.6 – Nutrition Costs 2017-18: Continue to supplement nutrition services	Continued to supplement nutrition services

Actions/Services

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

Action 1

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

Continue to administer staff, student, and parent survey 1-2 times per year in order to seek input.	In the Spring of 2017 150 parents were surveyed 10 were returned	Amount $1,000 Source Supplemental Budget Reference 4000	Amount $100 Source Supplemental Budget Reference 5900

Action 2

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

1. 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. 2. 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	1. Cell phone/e-mail and Blackboard connect are used to send regular notifications to families. 7/9 teachers use "Class Dojo" as a way to instantly connect with families regarding what is happening in the classroom and relay schoolwide news. A monthly newsletter is sent home to families that includes upcoming events, student recognition, lunch/breakfast information, and other schoolwide news. 2. A math and/or literacy night was not hosted for families	Amount $1,000 Source Supplemental Budget Reference 4000	Amount $1,026 Source Supplemental/Base Budget Reference 4000, 5000

Action 3

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

1. Maintain 0 suspensions. 2. Hire part-time Vice Principal to support the increased numbers of students with diverse behavioral needs, requiring special attention. 3. 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.	1. Maintained 0 suspensions. 2. A .20 Vice Principal was hired. 3. Schoolwide rules and expectations were not re-evaluated with the staff.	Amount $11,895 Source Supplemental Budget Reference 1000,3000	$17,521 Source Supplemental Budget Reference 1000,3000

Action 4

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Maintain 0 expelled students	Maintained 0 expelled students	Amount $0 Source Budget Reference	Amount $0 Source None Budget Reference None

Action 5

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

Continue to offer "Wednesday Make Up Day" for students who are absent	"Wednesday Make Up Day" was offered to students 1 time each month. Students must attend 3 hours to make up for 1 day of being absent. 50-60 students participate monthly.	Amount $0 Source Budget Reference	Amount $2,848 Source Base /Supplemental Budget Reference 2000,3000,4000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain 0 middle school drop outs	Maintained 0 middle school drop outs	Amount $0 Source Budget Reference	Amount $0 Source None Budget Reference None

Action 7

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

Continue to supplement transportation services for students to avoid forwarding costs on to the families	Continued to supplement transportation services for students	Amount $36,944 Source Base Budget Reference 5000	Amount $63,010 Source Base Budget Reference 2000,3000,4000,5000,6000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to supplement nutrition services for students to avoid forwarding costs on to the families	Continued to supplement nutrition services for students	Amount $13,024 Source Base Budget Reference 5000	Amount $13,024 Source Base Budget Reference 7000

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

Analysis

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

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

Continued efforts are needed in order to best implement this goal. Parents are informed through a variety of measures, but there are limited opportunities for parents to be on campus for school events.

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

Particular actions and services were effective towards promoting student engagement and a school culture conducive to learning and others will need to continue to be addressed in order to increase effectiveness. Browns school has effective systems in place to inform parents of school activities, and transportation and nutrition services continue to be supplemented for families. Continued efforts are needed to bring families on to campus through math, science, and/or literacy nights. A part time VP enables behavior concerns to be at a minimum and "Wednesday Make Up Day" allows students to make up work missed due to absences.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3 - Estimated Actual Expenditures exceeded Budget expenditures because estimated costs did not reflect the inclusion of benefits.
Action 4 - Estimated Actual Expenditures exceeded Budget expenditures because classified staff salaries were not originally considered.
Action 1 - Estimated Actual Expenditures exceeded Budget expenditures because repairs to the bus were not originally needed.

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

1. Continued efforts to include parents in the school culture including activities during and after school.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Browns School District Board of Trustee meetings:
March 13, 2018
May 8, 2018
June 12, 2018 (Public Hearing)
June 14, 2018 (Board Approval)

PTO/Site Council/Parents:
May 2, 2018

Staff/Bargaining Unit:
March 21, 2018
May 14, 2018
Survey administered in May 2018

Parents:
Survey administered in May 2018

Students: Student survey and class discussion with the teacher conducted in class in May 2018

Impact on LCAP and Annual Update

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

Staff identified three necessary outcomes for 2018-19:
1. Consider expanding the school day for grades 1st-3rd in order to increase instruction minutes.
2. Re-write the report card to reflect Standards-Based grading
3. Utilyze a portion of the current PE minutes, which are more than the Federal mandate, to increase instructional minutes for Science, History/Social Science, and/or VAPA.

Board identified the need for increased and consistent professional development for teachers as well as a focus on available interventions for students.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

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 Priorities: 1, 2, 7

Local Priorities:

Identified Need:

2017-2018 and 2018-19:

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 Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	Utilyze online resources and current materials aligned to NGSS. Evaluate State Board approved instructional materials available for adoption.	Adopt comprehensive, year-long instructional materials in all grades
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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.4a - Daily Instructional Schedule	All students have access to a broad course of study	Maintain student access to a broad course of study. Increase VAPA courses for all students	Maintain student access to a broad course of study	Maintain student access to a broad course of 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	Evaluate and refine the vision and expectations for science in all grades. Improve parent engagement for NGSS.	Continue to evaluate and refine the vision and expectations for science in all grades. Continue to improve parent engagement for NGSS.
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

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

Maintain standards-aligned instructional materials in ELA/ELD and math

2018-19 Actions/Services

Maintain standards-aligned instructional materials in ELA/ELD and math

2019-20 Actions/Services

Maintain standards-aligned instructional materials in ELA/ELD and math

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$8000	$18,000	$11,576
Source	Restricted Lottery	Restricted Lottery Unrestricted	Restricted Lottery Unrestricted
Budget Reference	4000	4000	4000

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

New	Modified	Modified

2017-18 Actions/Services

1. Site level planning time dedicated to science
2. 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
3. SCSOS support on-site for supporting NGSS-aligned instructional practices

2018-19 Actions/Services

1. Site level planning time dedicated to utilyzing "Mystery Science", site-created science kits, and pacing guides provided by SCSOS to align resources to NGSS
2. Support for administrators on NGSS implementation and evaluation tools to be used in classroom walkthroughs
3. Site level support in reviewing materials available for adoption/pilot

2019-20 Actions/Services

1. Continued site level planning time dedicated to science
2. Continued support for administrators on NGSS implementation and evaluation tools to be used in classroom walkthroughs
3. Site level support for implementation of adopted/piloted instructional materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,500	$24,604	$24,604
Source	Supplemental	Title I - $13,000 Title II - $2,404 Supplemental/Concentration - $9,200	Title I - $13,000 Title II - $2,404 Supplemental/Concentration - $9,200
Budget Reference	5000	1000,3000,5000	1000,3000,5000

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

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.

2018-19 Actions/Services

Review History/Social Science instructional materials available for adoption in K-5
Pilot History/Social Science instructional materials in 6-8

2019-20 Actions/Services

Pilot or purchase History/Social Science instructional materials K-5

Teachers participate in a History/Social Studies Framework Rollout offered by Sutter County Superintendent of Schools

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	See Goal 1 Action 2	See Goal 1 Action 2
Source	None	None	None
Budget Reference	None	None	None

Action #4

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)

| N/A | N/A | N/A |

Actions/Services

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

| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |

| 1. 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. 2. Customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas. 3. 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. 4. 3rd grade teacher and 8th grade teacher will participate in Academic Vocabulary Toolkit training in order to lead an academic | 1. 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. 2. Increased customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas. 3. Teachers will receive professional development on implementation of the Academic Vocabulary Toolkit. | 1. 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. 2. Increased customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas. 3. Teachers will receive professional development on implementation of the Academic Vocabulary Toolkit. |

vocabulary initiative on site

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,500	See Goal 1 Action 2	See Goal 1 Action 2
Source	Supplemental	None	None
Budget Reference	5000	None	None

Action #5

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$500	$500
Source	Supplemental	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000, 3000	2000,3000	2000,3000

Action #6

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

Students to be Served   **Location(s)**

All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1. Maintain broad course access for all students 2. Maintain PE teacher and improve PE program for students as well as provide teachers additional collaboration and planning time 3. Transitional Kindergarten, Kindergarten and 1st grade will continue to have classroom music with their homeroom teacher	1. Maintain broad course access for all students 2. Maintain PE teacher and improve PE program for students as well as provide teachers additional collaboration and planning time 3. Explore other opportunities to increase VAPA services for students including classroom art, and music	1. Maintain broad course access for all students 2. Maintain PE teacher and improve PE program for students as well as provide teachers additional collaboration and planning time 3. Explore other opportunities to increase VAPA services for students including classroom art, and music

4. Explore other opportunities to increase VAPA services for students including classroom art, and music

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$70,464	$58,729	$60,470
Source	Supplemental	Supplemental Concentration (65% of PE salary)	Supplemental Concentration (65% of PE salary)
Budget Reference	1000, 2000, 3000	1000,3000	1000,3000

Action #7

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**

N/A	N/A	N/A

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

1. 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
2. Contract with Sutter County Superintendent of Schools to support teachers in developing a year-long overview of resources, units of study, and parent engagement strategies
3. Contract with Sutter County Superintendent of Schools to provide support in professional learning for administrators, such as learning walks and observation tools

2018-19 Actions/Services

1. 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
2. Host a science night for families to increase engagement and awareness of NGSS
3. Evaluate opportunities for cross-curricular connections to NGSS

2019-20 Actions/Services

1. 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
2. Host a science night for families to increase engagement and awareness of NGSS
3. Evaluate opportunities for cross-curricular connections to NGSS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	See Goal 1 Action 2	See Goal 1 Action 2
Source	Base	None	None
Budget Reference	1000, 3000, 5000	None	None

Action #8

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

Students to be Served

Location(s)

All Students	All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18	for 2018-19	for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,531	$5,531
Source	Base	Base	Base
Budget Reference	5000	5000	5000

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

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Identified Need:

2017-2018 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

2018-2019 Identified Need:

2.1 – Baseline data in ELA/ELD was not established school wide in 17-18.

2.2 – Baseline data for Math End of Year Benchmarks: K-5 - 75% and 6-8 - 70%.

2.3a - Fall 2017 CA Schools Dashboard data indicates all students are in the "orange" performance category in ELA with the average student scoring 35.8 points below Level 3 (Standard Met). This represents an decline of 12.3 points from the 2015-16 CAASPP. Current preliminary CAASPP data indicates the average student is scoring 40 points from level 3 (Standard Met)

2.3b - Fall 2017 CA Schools Dashboard data indicates all students are in the "orange" performance category in Math with the average student scoring 32.7 points below Level 3 (Standard Met). This represents an decline of 3.5 points from the 2015-16 CAASPP. Current preliminary CAASPP data indicates the average student is scoring 35.5 points from level 3 (Standard Met)

2.4 – 0 students were reclassified in 2017-18

2.5 - Students took the ELPAC for the first time in 2017-18. Baseline data was established.

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

2.7 – After school program activities provide students the opportunity

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 – Local ELA/ELD data	No baseline data exists	No baseline data exists	Establish baseline data for all grade levels	Re-evaluate based on baseline data from 2018-19

2.2 – Local Math data	No baseline data exists	No baseline data exists	Establish baseline data for all grade levels	Re-evaluate based on baseline data from 2018-19
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%	Increase status to reflect 15 points below Level 3 (Standard Met) to 20 points below level 3 (Standard Met) Grade level and overall CAASPP scores will increase 4-5%	Increase status to reflect 5 points below Level 3 (Standard Met) to 10 points below level 3 (Standard Met) Grade level and overall CAASPP scores will increase 4-5%

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 3rd Grade 39% 4th Grade 45% 5th Grade 11% 6th Grade 53% 7th Grade 44% 8th Grade 35% Overall 38 % **Preliminary 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 November release of the Dashboard) and official 2016-17 CAASPP data Grade level and overall CAASPP scores will increase 3-4%	Increase status to reflect 25 points below Level 3 (Standard Met) to 30 points below level 3 (Standard Met) Grade level and overall CAASPP scores will increase 3-4%	Increase status to reflect 15 points below Level 3 (Standard Met) to 20 points below level 3 (Standard Met) Grade level and overall CAASPP scores will increase 3-4%
2.4 – Reclassification 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)	ELPAC Data to be entered when official results are received	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

Planned Actions/Services

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

Action #1

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. 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 2. Teachers will analyze and track assessment data and use the results to	1. Adjust assessment plan as needed 2. 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	1. Adjust assessment plan as needed 2. 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

guide classroom instruction, monitor student needs, and plan for appropriate interventions 3. 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

Year	2017-18	2018-19	2019-20
Amount	$3,000	See Goal 1 Action 2 $9,035	See Goal 1 Action 2 $9,303
Source	Base	Supplemental Concentration (10% salary for Intervention)	Supplemental Concentration (10% salary for Intervention)
Budget Reference	1000, 3000	1000, 3000	1000,3000

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1. 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 2. Teachers will analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions 3. Evaluate daily schedule to ensure there is adequate time for core instruction and designate an intervention time for each grade level	1. Adjust assessment plan as needed 2. 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	1. Adjust assessment plan as needed 2. 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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	See Goal 1 Action 2 $4,517	See Goal 1 Action 2 $4,652
Source	Base	Supplemental Concentration (5% of Salary for Testing Coordinator)	Supplemental Concentration (5% of Salary for Testing Coordinator)
Budget Reference	1000, 3000	1000, 3000	1000,3000

Action #3

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1. Evaluate the daily schedule to ensure students are receiving adequate instructional minutes in ELA/ELD 2. 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.	1. Re-evaluate the daily schedule to ensure students are receiving adequate instructional minutes in ELA/ELD 2. 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.	1. Re-evaluate the daily schedule to ensure students are receiving adequate instructional minutes in ELA/ELD 2. 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

Year	2017-18	2018-19	2019-20
Amount	$3,000	See Goal 1 Action 2	See Goal 1 Action 2
Source	Base	None	None

Budget Reference	1000, 3000	None	None

Action #4

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**

1. Evaluate the daily schedule to ensure students are receiving adequate instructional minutes in Math
2. 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.

1. Re-evaluate the daily schedule to ensure students are receiving adequate instructional minutes in Math
2. 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.

1. Re-evaluate the daily schedule to ensure students are receiving adequate instructional minutes in Math
2. 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

Year	2017-18	2018-19	2019-20
Amount	$3,000	See Goal 1 Action 2	See Goal 1 Action 2
Source	Base	None	None
Budget Reference	5000	None	None

Action #5

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

Students to be Served

Location(s)

N/A	N/A

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1. Purchase Academic Vocabulary Toolkit for 3rd grade and 8th grade. Provide professional development for teachers. 2. Utilize SCSOS Title III Consortium to receive professional development and onsite specific support with instruction, data analysis, and program development 3. Continue to utilize instructional aides in classes during Designated ELD 4. Re-evaluate current program structure in order to ensure daily Designated ELD	1. Consider purchasing Academic Vocabulary Toolkit for additional grades. Provide professional development for teachers. 2. Continue to utilize SCSOS Title III Consortium to receive professional development and onsite specific support with instruction, data analysis, and program development 3. Continue to utilize instructional aides in classes during Designated ELD	1. Consider purchasing Academic Vocabulary Toolkit for additional grades. Provide professional development for teachers. 2. Continue to utilize SCSOS Title III Consortium to receive professional development and onsite specific support with instruction, data analysis, and program development 3. Continue to utilize instructional aides in classes during Designated ELD

instruction.
5. Provide all teachers professional development as it relates to integrated ELD and supporting EL's in all content areas
6. 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

4. Re-evaluate current program structure in order to ensure daily Designated ELD instruction.
5. Provide all teachers professional development as it relates to integrated ELD and supporting EL's in all content areas
6. 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

4. Re-evaluate current program structure in order to ensure daily Designated ELD instruction.
5. Provide all teachers professional development as it relates to integrated ELD and supporting EL's in all content areas
6. 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

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,500	$3,500
Source	Base, supplemental	Base, supplemental	Base, supplemental
Budget Reference	1000, 3000, 5000	4000	4000

Action #6

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

Students to be Served

Location(s)

All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
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

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

Source	None	None	None
Budget Reference	None	None	None

Action #7

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services

1. Teachers of Kindergarten-3rd Grade provide tutoring to students for 1 hour after school
2. 5th Grade teacher provides tutoring to students before school
3. Improve the offerings for students in after school program to include additional extra-curricular opportunities
4. Paraprofessionals provide homework assistance and tutoring to all Kindergarten-8th Grade students

2018-19 Actions/Services

After School Program to include tutoring, additional extra curricular activities, and after school care for students.

2019-20 Actions/Services

After School Program to include tutoring, additional extra curricular activities, and after school care for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$16,610	$16,610
Source	None	Supplemental/Base	Supplemental/Base
Budget Reference	None	2000,3000,4000	2000,3000,4000

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

Unchanged

Goal 3

Browns Elementary School District will promote students engagement and a school culture conducive to learning

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

2017-2018 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

2018-2019 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 Fall 2017 California Schools Dashboard, suspension data is in the "blue" performance category with a status of "very low" at 0%. Local data show that no students were suspended in 2016-17

3.3b - No students have been expelled

3.4a - Current attendance rate is 97.39%

3.4b - One student is 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 – Parent. Student, and Staff Surveys	Parent, Student, and Staff Survey currently being administered 1-2 times per year	Continue to administer Parent, Student, and Staff Survey	Continue to administer Parent, Student, and Staff Survey	Continue to administer 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 increase	Parent and student attendance at workshops will 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

Planned Actions/Services

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

Action #1

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

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

| Unchanged | Modified | Unchanged |

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	$1,000	$100	$100
Source	Suppplemental	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000	4000	4000

Action #2

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

Students to be Served

Location(s)

| All Students | All Schools |

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. 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 2. 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	1. 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 2. 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	1. 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 2. 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

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

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Maintain 0 suspensions 2. Hire part-time Vice Principal to support the increased numbers of students with diverse behavioral needs, requiring special attention 3. 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	1. Maintain 0 suspensions 2. Maintain part-time Vice Principal 3. Re-evaluate school-wide behavioral expectations	1. Maintain 0 suspensions 2. Maintain part-time Vice Principal 3. Re-evaluate school-wide behavioral expectations

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,895	$18,070	$18,606
Source	Supplemental	Supplemental (20% salary for VP)	Supplemental (20% salary for VP)
Budget Reference	1000, 3000	1000, 3000	1000,3000

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Maintain 0 expelled students

2018-19 Actions/Services

Maintain 0 expelled students

2019-20 Actions/Services

Maintain 0 expelled students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	None	None	None
Budget Reference	None	None	None

Action #5

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

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

Modified	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
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

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$0	$3,000	$3,500
Source	None	Base Supplemental/Concentration	Base Supplemental/Concentration
Budget Reference	None	2000,3000,4000	2000,3000,4000

Action #6

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

Students to be Served	**Location(s)**
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain 0 middle school drop outs	Maintain 0 middle school drop outs	Maintain 0 middle school drop outs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	None	None	None

| **Budget Reference** | None | None | None |

Action #7

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**

| 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

Year	2017-18	2018-19	2019-20
Amount	$36,944	$31,135	$35,000
Source	Base	Base	Base
Budget Reference	5000	5000	5000

Action #8

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

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

OR

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

Students to be Served	Scope of Services:	Location(s)

| Low Income | LEA-Wide | All Schools |

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

Continue to supplement nutrition services for students to avoid forwarding costs on to the families

2018-19 Actions/Services

Continue to supplement nutrition services for students to avoid forwarding costs on to the families

2019-20 Actions/Services

Continue to supplement nutrition services for students to avoid forwarding costs on to the families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$13,024	$13,246	$13,246
Source	Base	Base	Base
Budget Reference	5000	5000	5000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

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.

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. 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.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

$126,147

Percentage to Increase or Improve Services

10.95%

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.

We are meeting the calculated MPP with a blend of quantitative and qualitative measures.
1. Additional after school tutoring for students
2. Substantial increase in professional development for teachers
3. Additional intervention opportunities for students during the school day
4. 65% PE specialist allows for increased collaboration opportunities for teachers
5. 20% Vice Principal will provide academic and behavioral support for all students