LCFF Budget Overview for Parents

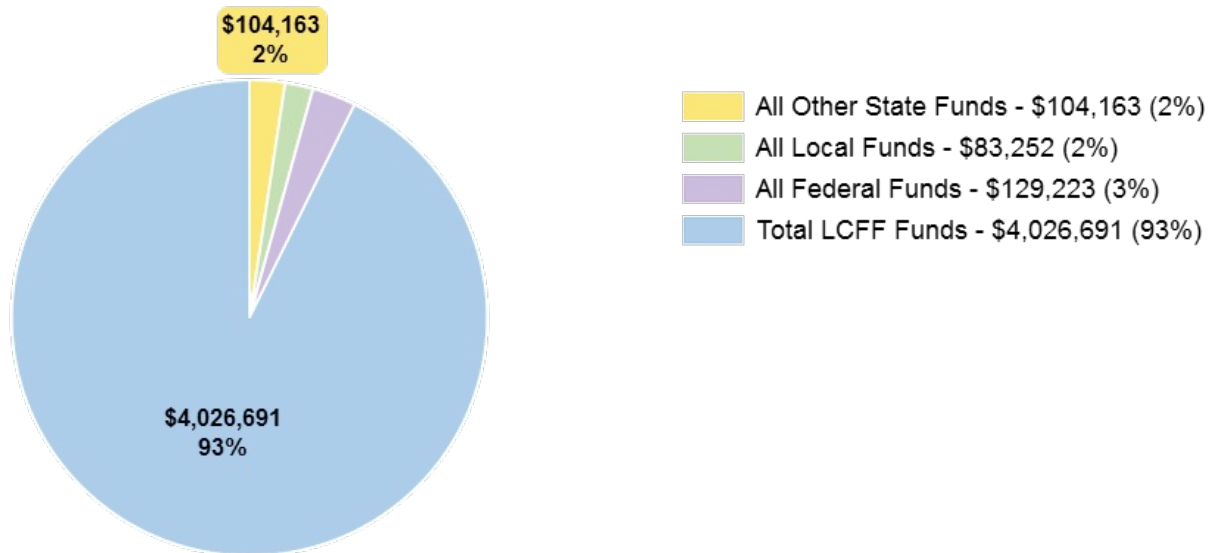Local Educational Agency (LEA) Name: Brittan Elementary
CDS Code: 51713570000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Staci Kaelin | StaciK@brittan.k12.ca.us | 530-822-5155

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All Other State Funds - $104,163 (2%)
All Local Funds - $83,252 (2%)
All Federal Funds - $129,223 (3%)
Total LCFF Funds - $4,026,691 (93%)

Source	Funds	Percentage
All Other State Funds	$104,163	2%
All Local Funds	$83,252	2%
All Federal Funds	$129,223	3%
Total LCFF Funds	$4,026,691	93%

Breakdown of Total LCFF Funds

$371,659
9%

LCFF Supplemental & Concentration Grants - $371,659 (9%)

All Other LCFF Funds - $3,655,032 (84%)
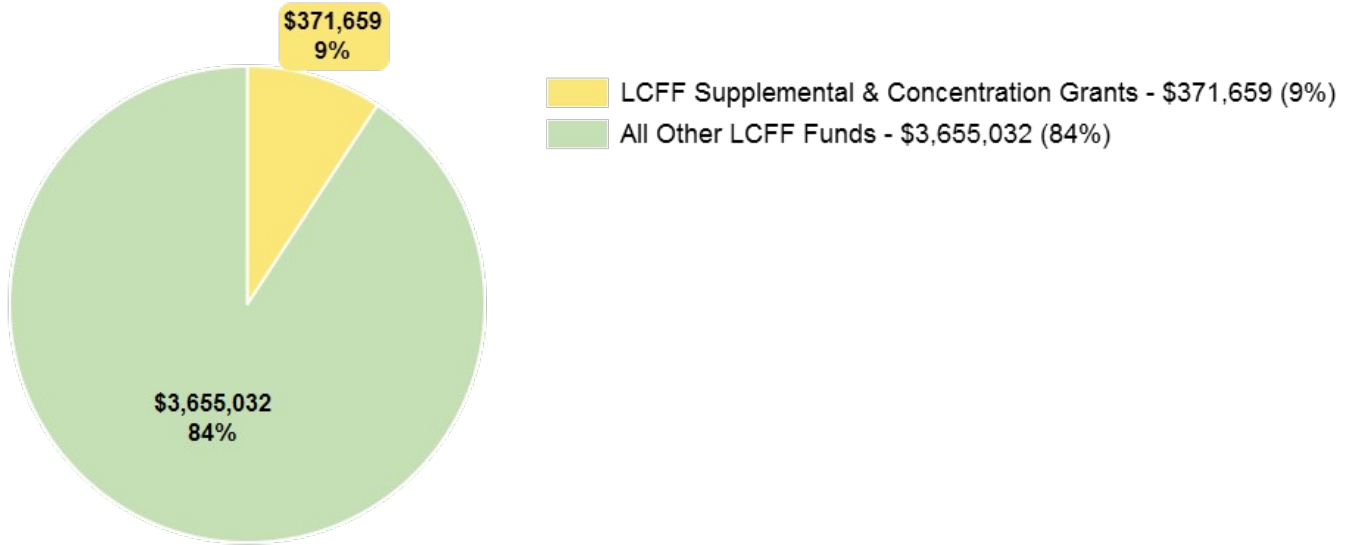
$3,655,032
84%

Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$371,659	9%
All Other LCFF Funds	$3,655,032	84%

These charts show the total general purpose revenue Brittan Elementary expects to receive in the coming year from all sources.

The total revenue projected for Brittan Elementary is $4,343,329, of which $4,026,691 is Local Control Funding Formula (LCFF), $104,163 is other state funds, $83,252 is local funds, and $129,223 is federal funds. Of the $4,026,691 in LCFF Funds, $371,659 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures
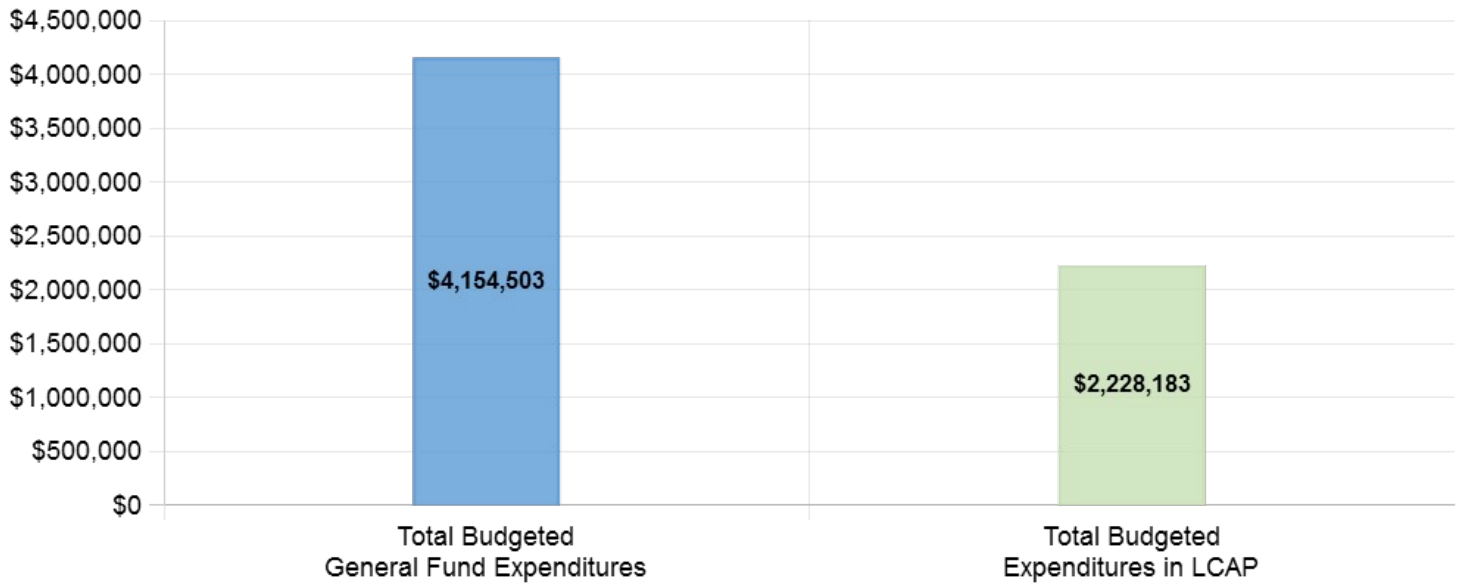
Source	Funds
Total Budgeted General Fund Expenditures	$4,154,503
Total Budgeted Expenditures in LCAP	$2,228,183

This chart provides a quick summary of how much Brittan Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Brittan Elementary plans to spend $4,154,503 for the 2019-20 school year. Of that amount, $2,228,183 is tied to actions/services in the LCAP and $1,926,320 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries, Facilities, and contracted services

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Brittan Elementary is projecting it will receive $371,659 based on the enrollment of foster youth, English learner, and low-income students. Brittan Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Brittan Elementary plans to spend $403,817 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students
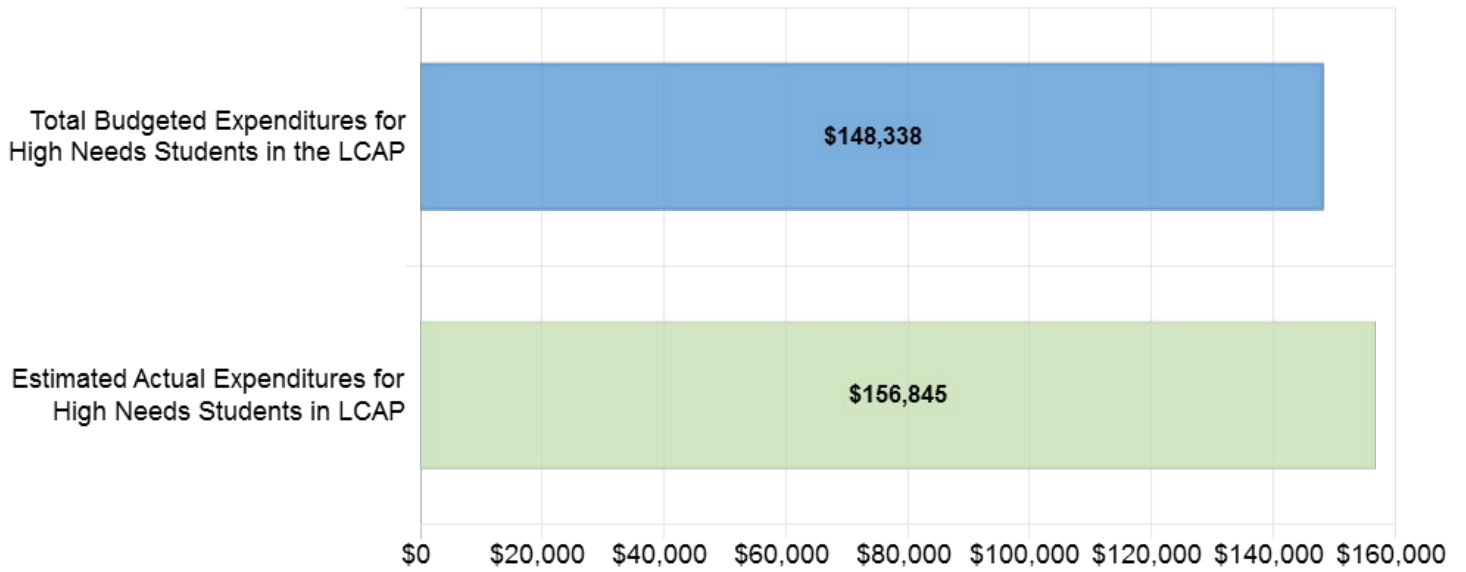
Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$148,338
Estimated Actual Expenditures for High Needs Students in LCAP	$156,845

This chart compares what Brittan Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Brittan Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Brittan Elementary's LCAP budgeted $148,338 for planned actions to increase or improve services for high needs students. Brittan Elementary estimates that it will actually spend $156,845 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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
Brittan Elementary	Staci Kaelin	StaciK@brittan.k12.ca.us
	Superintendent/Principal	530-822-5155

2017-20 Plan Summary

The Story

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

Brittan Elementary School District is a rural Transitional Kindergarten (Jump Start) through Grade 8 school providing services for approximately 460 students of which 56% participate in the free or reduced lunch program. Brittan has an attendance rate of approximately 91%. All students in Jump Start to Kindergarten through Grade 5 are using the state-adopted English Language Arts (ELA/ELD) instructional program by McMillian/McGraw Hill, Wonders. The sixth through eighth grades are using the state-adopted ELA/ELD instructional program by McMillian/McGraw Hill, Study/Sync. Our philosophy guiding the reading curriculum is that children learn to read in different ways, so our approach emphasizes teaching reading through differentiated instruction. Teaching the same concepts and skills in many different ways provides both reinforcement and allows the curriculum to correspond to the learning strengths of each child. Academic performance and a safe and orderly environment are conditions strongly supported by the entire staff and the Board of Trustees. Budget, staffing and program decisions reflect these priorities. The student-teacher ratio does not exceed 25 to 1 in Jump Start To Kindergarten through Third Grade, and an average of 27 to 1 in Grade Four through Grade Eight. All students in Grades 6-8 have 7 class periods taught by teachers with either a single subject credential or a supplemental credential. The school has an extensive on-site library; a computer lab/technology coordinator; and a full-time clerical aide who services all grades. The entire certificated staff has worked together to design an extensive research-based coordinated curriculum that defines basic skills, proficiency standards and student performance levels for all grades and all subjects. The Brittan Elementary School District Board of Trustees has established teacher professional development programs as a priority to improve teacher effectiveness.

LCAP Highlights

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

In collaboration with Sutter County Superintendent of Schools, Brittan Elementary School applied and received a Multi-Tiered System of Support (MTSS) Grant for $50,000. Funds will be used to train all staff on Professional Learning Communities (PLC) in order to improve outcomes for all students.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

71.5% of English Learners are at a Level 3 (Moderately Developed) or Level 4 (Well Developed) Maintain the designated time for EL and provide RTI when needed for EL Students.

In addition, PLC groups are in place and progress continues in the areas.
Due to the intervention model and the PLC work in ELA improvement has been made in the percentage of students in grades 3-8 that have met or exceeded the standard.

Referring to the California School Dashboard, 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

All students are in the "Orange" Performance Category in the ELA Indicator. Status is "Low" with the average student scoring 27.4 points below level 3 (Standard Met). This represents a "decline" of -11.2 points.

All students are in the "Orange" Performance Category in the Math Indicator. Status is "Low" with the average student scoring 36.9 points below level 3 (Standard Met). This represents a "maintain" of -0.1 points.

Staff will analyze data to address the declining math and ELA scores. The data will be used to create RTI groups in grade 3-8 based on needed Targets and Claims. RTI groups will be for 4 weeks with an assessment at the end of each session.

All students are in the "Orange" Performance Category in the Chronic Absenteeism Indicator. Status is "High" with 14.5% of students identified as chronically absent. This represents an "increase" of 1.4%

Brittan will continue the Perfect Attendance Program Students are recognized monthly with a certificate if they are not tardy, do not leave school early, and are not absent. The newsletter and web site recognize the number of students awarded each month. Students are recognized for never being late, leaving early or being absent between October 1st–May 1st. Students are awarded with a limo ride at the end of the year. In 2018-19, 11 students in Transitional Kindergarten–8th Grade were recognized.

Referring to the California School Dashboard, 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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

No Schools Identified

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed:

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

Brittan 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

2018-19:
Maintain standards-aligned instructional materials in ELA/ELD and math

Actual

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

Expected

Actual

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

2018-19:
Utilize online resources and current materials aligned to NGSS.
Evaluate State Board approved instructional materials available for adoption

Online resources through "Mystery Science" as well as pacing guides provided by SCSOS are utilized in some classrooms
Reviewed approved instructional materials available for adoption

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

2018-18:
Continue review of materials presented to SBE for recommendation.
Pilot materials in Grades 4-8

Piloted HSS materials in Grades 4-8

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

2018-19:
Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science

Contracted for 99 hours with SCSOS to provide professional development across content areas

Expected

Actual

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

2018-19:
Maintain fully credentialed and appropriately assigned teachers

Maintained fully credentialed and appropriately assigned teachers

Metrics/Indicators:
1.4a Daily Instructional Schedule

2018-19:
Continue to maintain increased VAPA courses

Maintained increased VAPA courses

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

2018-19:
Evaluate and refine the vision and expectations for science in all grades. Improve parent engagement for NGSS

Through the Science Adoption process, vision and expectations for science in all grade levels was explored. However, since all teachers are not involved, additional time will need to be spent ensuring expectations are consistent among all grade levels.
Efforts to increase parent engagement need to continue to increase.

Expected	Actual
Metrics/Indicators: 1.5 Local Indicator – Basic Conditions at School (Facilities Inspection Tool) 2018-19: Maintain facilities in good repair as per Facilities Inspection Tool	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 and math	$6,300	$5,704

Action 2

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

Site level planning time dedicated to utilizing modified FOSS kits, "Mystery Science" and pacing guides provided by SCSOS to align resources to NGSS. Support for administrator on NGSS implementation and evaluation tools to be used in classroom walkthroughs Site level support in reviewing materials available for adoption/pilot	SCSOS STEM Coordinator worked with teachers in grades Kinder- 5 to plan lessons using "Mystery Science" as well as implementation of the SCSOS pacing guides. A Site Visit Summary was provided to the administrator after each session which included a summary of the objectives and outcomes as well as suggestions on how the administrator could support the work moving forward. An evaluation tool was not created or utilized in 2018-19. Teachers attended the Science Publisher Fair in January 2019 as well as publisher presentations in February /March 2019.	$0	$178

Action 3

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

Pilot Histroy/Social Science in Grades 4-8	HSS materials were piloted in Grades 4-8	$0	$8,443

Action 4

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Administer Local Indicator Tool to determine the effectiveness of standards-aligned instruction Teachers will participate in Grade-Level Summits and other county-wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. Customized professional development from Sutter County Superintendent of Schools will be provided on-site to support teachers in all content areas.	Due to changes at the county level there were no Grade Level Summits. No teachers participated in a professional development session wit h Dr. Nancy Frey in January 2019 on Student Engagement. All staff attended a two-day PLC training in August 2019. Additional site based follow up continued. 99 hours were contracted with SCSOS for on site customized professional development. Support included curriculum review, lesson study and design, and observations/feedback.	$14,000	$18,758

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	$1,826,955	$1,892,232.40

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain broad course access for all students Explore Kindergarten–5th Grade classroom music grants through Sutter/Yuba Arts Council Maintain Art Docent program 3 times per year Maintain Transitional Kindergarten–8th Grade student participation in the annual Christmas Program, Patriotic Program, and 6th–8th Grade student participation in History Day	Maintained broad course access for all students. Classroom music grants through the Sutter/Yuba Arts council were not explored Art Docent worked with students three times throughout the year Students in Grades TK-3 participated in a Christmas program in December 2018. 3rd grade students participated in Patriotic Day in May 2019.	$14,606	$33,061

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 Host a science night for families to increase engagement and awareness of NGSS Evaluate opportunities for cross-curricular connections to NGSS	Site level planning time was dedicated to the review of curriculum available for adoption as well as introductions to pacing guides. A science night was not provided. Cross-curricular connections were explored during planning sessions with the SCSOS STEM Coordinator and were identified within the various adoption materials	$1,810	$1,261

Action 8

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

Maintain facilities in good repair as per Facilities Inspection Tool Begin gym/classroom expansion if funds are approved	Maintained facilities in good repair as per the Facilities Inspection Tool A ground breaking for the new gym,/classroom expansion tool place on April 11, 2019. Students and staff participated in the event. It is estimated the project will be completed in January 2020	$435,453.00	$455,496

| 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.

Implications of the actions and services effectively supported the achievement of Goal 1, provide conditions of learning that will develop College and Career Ready students. Brittan School District has purchased and trained all teachers in standards-aligned instructional materials in ELA/ELD and in Math. Staff has previewed the new science curriculum in grade kindergarten – 8th and will pilot in the 2019-20 school year. Teachers are fully credentialed and ongoing staff development ensures a broad course for all students. The successes we have experienced have been in the way that we have planned our staff development time to fully implement the programs. With the help of SCSOS we have used the model of a roving sub for the day and teachers and grade level groups were able to plan and discuss strategies that would meet the needs of our students.

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

The actions/services in the 2018-19 LCAP were effective in the achievement of the goal. All students in grades Jumpstart Kindergarten–8th Grade are receiving instruction with standards-aligned instructional materials. Staff is receiving ongoing staff development to fully implement the new instructional materials in ELA/ELD. Efforts to increase VAPA opportunities for students were limited.Site level planning time for science occurred.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 Additional expenditures are reflective of the purchase of additional materials for classes
Action 6 Additional expenditures are reflective of monies to achieve the goal coming from other sources (BPAC, REAP, Lottery, and Title I)
Action 8 Additional expenditures are reflective of monies to achieve the goal coming from other sources (Restrictive Maintenance)

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.

In 2019-20, the actions in Goal 1 Action 7 have been combined with Goal 1 Action 2.

A formalized implementation plan for science instruction and materials adoption will take place in the 2019-20

2019-20 school year. Increased VAPA opportunities for students will continue to be explored.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Metrics/Indicators:
2.1a – Local ELA/ELD data

2018-19:
Use identified Wonders and StudySync assessments to establish a baseline, measuring the number of students meeting grade level standards

Actual

A baseline was established in Grades Kinder-8. Data is consistently shared with students and families but is not used for determining progress towards standards on the report card.
Although assessments were administered, a true baseline was not established.

Expected	Actual
Metrics/Indicators: 2.1b –ELA/ELD Instructional Materials 2018-19: Re-evaluate assessment plans and update as needed	The assessment plan in ELA modified as originally intended was updated to reflect the following: TK/K - Embedded diagnostic assessments (Concepts about print, Phonics Survey, High Frequency Words) and End of Year STAR Early Literacy Assessment 1st/2nd Grade - Units 1, 3, and 5 in Wonders (No modification on delivery, but grading modified) 3rd-5th Grade - Unit 1 and Benchmark 1 6th-8th Grade - Unit 1 (StudySync) and 2 identified IABs (aligned to CAASPP) **All grade levels use STAR Reading 4 times throughout the year
Metrics/Indicators: 2.2a – Local Math data 2018-19: Use identified instructional materials in math to create a baseline, measuring the number of students meeting grade level standards	No baseline was established in 2018-19
Metrics/Indicators: 2.2b –Math Instructional Materials 2018-19: Evaluate the assessment opportunities in current math materials and establish a comprehensive assessment plan	A comprehensive assessment plan in math was not created in 2018-19

Expected

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

2019-20:
Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth

Actual

According to the November 2018 release of the ELA Academic Indicator on the CA Schools Dashboard:
The average student scored 27.4 points below standard. Scores "declined" by 11.2 points from the previous year.

According to ELA CAASPP data from 2016-17, 2017-18 and preliminary 2018-19, student cohort data reflects:
3rd grade
17-18 46%
18-19 61%
4th grade
16-17 49%
17-18 42%
18-19 50%
5th grade
16-17 23%
17-18 22%
18-19 48%
6th grade
16-17 48%
17-18 39%
18-19 48%
7th grade
16-17 11%
17-18 39%
18-19 48%
8th grade
16-17 49%

Expected

Actual

17-18 37%
18-19 45%

Metrics/Indicators:

2.3b – Academic Progress Indicator and Math CAASPP Data

Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth

According to the November 2018 release of the Math Academic Indicator on the CA Schools Dashboard:
The average student scored 36.9 points below standard. Scores "maintained" by -0.1 points from the previous year.

According to Math CAASPP data from 2016-17, 2017-18 and preliminary 2018-19, student cohort data reflects:
3rd grade
17-18 44%
18-19 47%
4th grade
16-17 38%
17-18 35%
18-19 39%
5th grade
16-17 32%
17-18 38%
18-19 45%
6th grade
16-17 34%
17-18 39%
18-19 21%
7th grade
16-17 36%

Expected   **Actual**

17-18 39%
18-19 34%
8th grade
16-17 36%
17-18 36%
18-19 29%

Metrics/Indicators: API was replaced with a new statewide accountability system, the
2.3c – API   California School Dashboard

2018-19
API has been eliminated and replaced with an updated accountability
system, the California Schools Dashboard

Metrics/Indicators: Reclassified 2/13 students
2.4 – Reclassification data

2018-19:
Reclassify an additional 4 students

Expected	Actual
Metrics/Indicators: 2.5 – English Learner Progress Indicator and Local EL data 2018-19: Re-evaluate benchmark goals based on the transition from the CELDT to the English Learner Proficiency Assessment for California (ELPAC) Maintain "Very High" Status and adjust goals to reflect a reported change.	In the transition from CELDT to ELPAC, 3 years of data is needed to report status and change. Only overall performance level data was reported on the Fall 2018 Dashboard According to Fall 2018 CA Schools Dashboard Level 1 - 14.3% (2 students) Level 2 - 14.3% (2 students) Level 3 - 28.6% (4 students) Level 4 - 42.9% (6 students) 2019 Summative ELPAC - Results pending
Metrics/Indicators: 2.6 – Local EL data and master schedule 2018-19: Students received daily Designated EL services from a credentialed teacher. Reevaluate the current Reclassification Policy and update as needed to include ELPAC data	All English learners received 20-30 minutes of daily Designated ELD services from a credentialed teacher. The current Reclassification policy was updated in April 2019 and all internal Reclassification documents reflect current SBE policies.

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
Teachers will analyze assessment data both individually and within grade level groups and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions. A common tracking sheet for teacher use will be developed in order to easily track student needs	Teachers analyze assessment data individually, within grade levels, and with the Data Coordinator during PLC meetings. Although data is provided and analyzed by the Data Coordinator, there is not a consistent approach to how data is used to monitor student needs and plan for appropriate interventions. Increased efforts to improve will be a goal in 2019-20. An updated assessment plan will be developed for implementation in 2019-20. Teachers do not use a common data tracking sheet, but the Data Coordinator does have a consistent tracking system where data is stored.	$1,810	$3,640

Action 2

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Kindergarten–5th Grade teachers will administer identified assessments (Unit 1, 3, and 5) and performance tasks (Unit 2 and 4) 6th–8th Grade teachers will analyze assessment opportunities in StudySync and create a comprehensive assessment plan Common testing protocol will be established and followed Teachers will track baseline data on a common tracking sheet	The assessment plan developed in 2017-18 was not implemented as designed. The assessment plan reflects: TK/K - Embedded diagnostic assessments (Concepts about print, Phonics Survey, High Frequency Words) and End of Year STAR Early Literacy Assessment 1st/2nd Grade - Units 1, 3, and 5 in Wonders (No modification on delivery, but grading modified) 3rd-5th Grade - Unit 1 and Benchmark 1 6th-8th Grade - Unit 1 (StudySync) and 2 identified IABs (aligned to CAASPP) **All grade levels use STAR Reading 4 times throughout the year Although assessments were administered and scores reported to students and parents, it was not reported on the report card.	$0	$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Common testing protocol was not established Teachers did not track data on a common tracking sheet.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will analyze assessment data both individually and within grade level groups and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions A common tracking sheet for teacher use will be developed in order to easily track student needs	Math assessment data was analyzed inconsistently among grade levels. A common tracking was not created or utilized	$0	$0

Action 4

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

Teachers will analyze all assessment opportunities in the math programs and create a comprehensive assessment plan Common testing protocol will be established and followed	A comprehensive assessment plan for math was not created. Common testing protocol was not established and followed	$0	$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times Teachers will continue to work with SCSOS Educational Services to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.	The daily scheduled was evaluated at the beginning of the year. In 2019-20 a school wide RtI program will be in effect. The Data Coordinator analyzed the three-year cohort data for ELA and compared to STAR Reading results. A summary of the data was provided to teachers. In addition, information was summarized and presented to the Board.	Same 1.2	See Goal 1, Action 4 (EAMO 1.2)

Action 6

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

Teachers will receive professional development from Sutter County Superintendent of Schools on the current math Framework, standards, and current curriculum: Saxon (K-2), McGraw-Hill (3-5), and CPM (6-8)

Teachers will work with SCSOS Educational Services to analyze math CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.

3rd-8th grade received professional development from SCSOS. Support included a focus on Inquiry based instruction, curriculum review, lesson planning, lesson study, observations, and classroom management strategies.

The Data Coordinator analyzed the three-year cohort data for Math and compared to STAR Math results. A summary of the data was provided to teachers. In addition, information was summarized and presented to the Board.

See 1.2

See Goal 1, Action 4 (EAMO 1.2)

Action 7

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
API was replaced with an updated accountability system, the California Schools Dashboard	API was replaced with an updated accountability system, the California Schools Dashboard	$0	$0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will continue to receive improved Designated ELD services from a credentialed teacher 30 minutes per day, 5 days per week

3rd-8th grade EL students will use the Academic Vocabulary Toolkit as a supplemental support during Designated ELD

Techers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services

Long Term English Learner (LTEL) students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher

Maintain ELD/Intervention teacher in order to provide improved | Students received daily Designated EL services from a credentialed teacher for 20-30 minutes.

Academic Vocabulary Toolkit was not used

ELD Coordinator provided all teachers ELD data for all English learners and communicated regulary with classroom teachers regarding progress and identified needs from Designated ELD.

1 LTEL was identified. Data was shared, but a specific plan was not created.

ELD/Intervention teacher was maintained

Collaboration with Sutter County Superintendent of Schools occurred throughout the year. | Same 1.2 and 1.3 | See Goal 1, Action 4 and Goal 1, Action 5 (EAMO 1.2 and 1.3) |

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Designated ELD services ELD teacher will collaborate with Sutter County Superintendent of Schools Title III Coordinator and other ELD teachers in Sutter County on best practices and lesson design ELD teacher will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress Information regarding ELPAC and the implication of the transition from CELDT will be shared with all teachers Reclassification Policy will be updated to include data from local assessments	ELD teacher attended professional development on the transition from CELDT to ELPAC as well as specific training to the administration of the Initial and Summative ELPAC. Information regarding the ELPAC and the implications of the new assessment were not shared with teachers. The Reclassification Policy and internal Reclassification documents were updated in April 2019 to reflect SBE policies and guidance.		

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.

Implementation of the actions and services effectively supported the achievement of goal 2, plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. While the initial focus this year was on the creation of an assessment plan and data analysis in both ELA and math, the staff with support of administration decided it best to do a close analysis of the ELA assessments only in order to ensure assessments were aligned to instructional practices and data is truly reflective of student learning. Daily pull out Designated ELD instruction has resulted in increased numbers of EL students being reclassified. The successes of this goal have been collaborative work time both at grade levels and vertically about data and how to identify the greatest needs of our students. The PLC model has become the very strong at all grade levels, in addition to have a common mission and vision for our school.

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

Many of the actions and services were effective in the achievement of Goal 2, especially as they relate to ELA. While there was close attention paid to the administration of the assessments, the result of the assessments were analyzed and teachers restructured the assessments based on their analysis. The true effectiveness of the modifications to the assessment will come in 2018-19. Since there was such a heavy emphasis on ELA in 2018-19, staff thought it best to focus on the actions and services as they relate to math in 2019-20. Although teachers are provided data for individual student scores on the CAASPP, cohort growth will be the focus for 19-20.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 Budget expenditures were less than the Estimated Actual Expenditures because additional planning time and sub costs were required in order to give teachers additional planning time to analyze the assessments and make adjustments to the assessments for 2019-20.

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.

The focus of this goal will continue to ELA but a greater emphasis will be in the area of math.

Goal 3

Brittan 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

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

2018-19:
Continue to administer Parent, Student, and Staff Survey in the Spring

Actual

Administered Parent, Student, and Staff Survey in May 2019.

Expected

Actual

Metrics/Indicators:
3.2 – Sign in Sheets

2018-19:
Parent and student attendance at workshops/school events will continue to increase

Parent workshops did not occur.

Metrics/Indicators:
3.3a – Suspension Rate Indicator (All Students)

2018-19:
Status will decline by an additional 0.5%

2018-19 – 5 students suspended

According to the Fall 2018 Dashboard, "All Students" are in the "Yellow" performance category with 2.5% of students being suspended at least once. (11/479 students suspended). Local data suggests 10 students were suspended at least once in 2018-19.

Metrics/Indicators:
3.3b – Suspension Rate Indicator (Hispanic Students)

2018-19:
Status will decline by an additional 0.5%

According to the Fall 2018 Dashboard, "Hispanic" students are in the "Green" performance category with 2.8% of students being suspended at least once. This represents a "Decline" of 1%. Local data suggests 0 "Hispanic" students were suspended at least once in 2018-19.

Expected	Actual
Metrics/Indicators: 3.4 – Expulsion Data 2018-19: Maintain 0 expelled students	Maintained 0 expelled students
Metrics/Indicators: 3.5a – Attendance Data 2018-19: Maintain at 97% or increase attendance rate	Attendance rate is 94.3%
Decrease the number of students identified as chronically absent by 5 students	According to the Fall 2018 Dashboard, "All Students" are in the "Orange" performance category with 14.5% of students being identified as being chronically absent. This represents an "increase" of 1.4%. Local data suggests 14% (64) of students have been identified as chronically absent in the 2018-19 school year.
Metrics/Indicators: 3.5c – Chronically Tardy Students Data 2018-19: Decrease the number of students identified as chronically tardy by 5 students	4% (17) of students have been identified as being chronically tardy.

Expected	Actual
Metrics/Indicators: 3.5a/3.5b/3.5c – Student participation 2018-19: Increase the number of students recognized by 5 students	11 students recognized in 2016-17 21 students recognized in 2017-18 10 students recognized in 2018-19
Metrics/Indicators: 3.6 – Middle School Dropout Data 2018-19: Maintain 0 middle school dropout students	Maintained 0 middle school dropout students

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 a parent, student, staff survey in the spring. Analyze results and share with stakeholder groups. Maintain the After School Program Explore a cycle of additional NGSS activities such as engineering and robotics in the After School Program Administer Healthy Kids Survey and share results with stakeholders	Surveys administered in Spring 2019. Results are shared with the Board, at Site Council, online, with the Parent Club, and with Certificated and Classified groups. Maintained the After School Program NGSS activities such as robotics and engineered were not explored for the After School Program Administered the Healthy Kids Survey in March 2019. Students completed in the computer lab at school and there was a good parent participation rate.	$27,567	$32,705

Action 2

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

Evaluate workshop opportunities for parents and adjust as needed Continue to advertise parent workshop opportunities by announcing in the newsletter, posting on the website, and utilizing the auto dialer	Based on the Parent Survey, parent workshops were not seen as being effective. Instead information is disseminated electronically.	$2,500.00	$1,111

Action 3

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

Re-evaluate the need based on the next dashboard release to determine what progress has been made or if this student groups continues to need more intensive support Evaluate the effectiveness of the "in-house suspension" room Continue to refine MTSS based on student need	Suspension rates maintained at 2.5%. However, the performance category dropped from "green" to "yellow". The "in-house suspension room" is used for an alternative placement for discipline purposes only no longer being utilized for work completion. The MTSS team attended several trainings throughout the year on implementation and identification of needs. Monthly minimum day collaboration meetings are used to refine PLC procedures and discuss students behavior, social, and academic needs.	See 2.4	See Goal 1, Action 4 (EAMO 1.2)

Action 4

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

Analyze suspension data on the dashboard and plan as needed based on results Continue utilizing in-house suspension for students when appropriate	According to the CA Schools Dashboard, 2.8% of "Hispanic" students (106 students total) were suspended at least once, which represents a "decline" of 1%. The in-house suspension room was not utilized in 18-19.	$0	$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain 0 expelled students	Maintained 0 expelled students	$0	$0

Action 6

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

Continue recognizing students monthly with a certificate if they are not tardy, do not leave school early, and are not absent Continue recognizing students in the newsletter and website Continue recognizing and awarding students for never being late, leaving early or being absent between October 1st–May 1st.	Students are not recognized monthly. Students with positive attendance are recognized in the newsletter and on the website. 10 students were awarded a limo ride and lunch for never being late or leaving early. The celebration took place in May 2019.	$1,550.00	$588

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain middle school dropout rate of 0	Maintained 0 middle school dropout students	$0	$0

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.

Implementations of the actions and services effectively support the achievement of Goal 3. Perfect Attendance incentives were implemented and very successful. The number of students recognized continues to increase. This program will continue in the upcoming years. The challenge with this goal is not only being able to recognize students with Perfect Attendance but recognizing students that have improved their attendance from the prior year. This will be an area that we will be focusing on for the 19/20 school year.

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

Communication with staff, students and parents effectively supports the emphasis on positive student attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 6 The Budget Expenditures were estimated based on unknown numbers of students that would be recognized. Actual numbers of students being recognized did not require the funds originally budgeted.

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.

Goal 3, Action 4 has been eliminated in 2019-20 due to the progress of the "Hispanic" student group on the Fall 2018 Dashboard. Students will be monitored and any continued support will be determined by the Fall 2019 Dashboard.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Board of Trustees
September 26, 2018
October 31, 2018
November 28, 2018
January 30, 2019
February 27, 2019
March 27, 2019
April 24, 2019
May 29, 2019
June 11, 2019 (Public Hearing)
June 25, 2019 (LCAP Approval)

Site Council
September 19, 2018
December 12, 2018
March 20, 2019
May 15, 2019

Classified Staff/Certificated Staff

September 26, 2018
October 31, 2018
November 28, 2018
January 30, 2019
February 27, 2019
March 27, 2019
April 24, 2019
May 28, 2019

Parents
Monthly newsletter beginning August 2018
Survey May 2019

Students
May 2019

No Bargaining Unit

Impact on LCAP and Annual Update

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

All changes to the 2019-20 LCAP were based on stakeholder input and analysis of the California School Dashboard results. The majority of the goals will remain the same and continue for the next school year.
Site Council and staff stakeholder groups feel that the greatest need for the 19-20 school year should be on math intervention and enrichment. The stakeholder group of the Governing Board of Trustees indicated pupil outcomes and basing goals on the dashboard data as a need for the 2019-20 school year.

Goals, Actions, & Services

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

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

Modified

Goal 1

Brittan 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:

2017-18 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 need

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

2019-20:

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

1.1b - A pilot of new instructional materials in Grades K-8 and will require ongoing support for teachers.

1.1c – Current instructional materials in Grades K-3 are not completely aligned to the Framework. The implementation of new instructional materials in Grades 4-8 will require on going support for teachers.

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 need

1.3 - Maintain fully credentialed and appropriately assigned teachers

1.4a - Need has been combined with 1.1b.

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 completely 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	Utilize online resources and current materials aligned to NGSS. Evaluate State Board approved instructional materials available for adoption	Pilot comprehensive, year-long instructional materials in all grades
1.1c – Local Indicator – Basic Conditions at School	Instructional materials in History/Social Science are not aligned to the new Framework	Attend 2016 Framework roll out offered by Sutter County Superintendent of Schools. Begin initial review of materials presented to SBE for recommendation	Continue review of materials presented to SBE for recommendation. Pilot materials in Grades 4-8	Review available instructional materials in Kindergarten-Grade 3 Implement instructional materials in Grades 4-8
1.2 - Local Indicator – Implementation of State Academic Standards	Teachers are offered ongoing professional development 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	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.3 - Local Indicator – Basic Conditions at School	All teachers are fully credentialed and appropriately assigned	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers
1.4a - Daily Instructional Schedule	All students have access to a broad course of study	Increase Visual and Performing Arts (VAPA) courses for students including music in the classroom and performing arts	Continue to maintain increased VAPA courses	Continue to maintain increased VAPA courses
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	Expected Annual Measurable Outcome has been combined with 1.1b
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	**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	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Maintain standards-aligned instructional	Maintain standards-aligned instructional	Maintain standards-aligned instructional

materials in ELA/ELD and math	materials in ELA/ELD and math	materials in ELA/ELD, math, science and social science

Budgeted Expenditures

Year	**2017-18**	**2018-19**	**2019-20**
Amount	$200.00	$6,300	$11,300
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4300	4300	4300

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
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Site level planning time dedicated to science

SCSOS Educational Services support for developing units of study, as well as facilitating the process of reviewing materials using the Achieve Lesson Screener and/or EQUIP rubric v. 3.0

SCSOS Educational Services support on-site for supporting NGSS-aligned instructional practices | Site level planning time dedicated to utilizing modified FOSS kits, "Mystery Science" and pacing guides provided by SCSOS to align resources to NGSS.

Support for administrator on NGSS implementation and evaluation tools to be used in classroom walkthroughs

Site level support in reviewing materials available for adoption/pilot | Continued site level planning time dedicated to science and the implementation of piloted instructional materials.

Continued support for administrator on NGSS implementation and evaluation tools to be used in classroom walkthroughs.

Host a science night for families to increase engagement and awareness of NGSS.

Continue to evaluate opportunities for cross-curricular connections to NGSS. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$0	$0	$0
Source	None	None	None
Budget Reference	None	None	None

Action #3

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

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

OR

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

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

Actions/Services

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

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

2018-19 Actions/Services

Pilot Histroy/Social Science in Grades 4-8

2019-20 Actions/Services

Implement newly adopted instructional materials in Grades 4-8

Review available instructional materials for Grades K-3 in the Spring of 2020 for implementation in 2020-21

Ensure alignment of HSS connections in Wonders to the Framework/standards.

Budgeted Expenditures

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

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Administer Local Indicator Tool to determine the effectiveness of standards-aligned instruction

Teachers will participate in Grade-Level Summits and other county-wide professional development opportunities offered through

2018-19 Actions/Services

Administer Local Indicator Tool to determine the effectiveness of standards-aligned instruction

Teachers will participate in Grade-Level Summits and other county-wide professional development opportunities offered through

2019-20 Actions/Services

Administer Local Indicator Tool to determine the effectiveness of standards-aligned instruction

Teachers will participate in county-wide professional development opportunities offered through Sutter County

Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science.

Customized professional development from Sutter County Superintendent of Schools will be provided on-site to support teachers in all content areas.

Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science.

Customized professional development from Sutter County Superintendent of Schools will be provided on-site to support teachers in all content areas.

Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science.

Customized professional development from Sutter County Superintendent of Schools will be provided on-site to support teachers in math, HSS, and science.

Continue PLC implementation efforts school wide.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,000.00	$14,000	$21,576
Source	Supplemental	Supplemental - $4,000 MTSS - $10,000	Supplemental $4000 MTSS $17,576
Budget Reference	5200	5200	5000, 5200

Action #5

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 fully credentialed and appropriately assigned teachers

2018-19 Actions/Services

Maintain fully credentialed and appropriately assigned teachers

2019-20 Actions/Services

Maintain fully credentialed and appropriately assigned teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$1,978,056.00	$1,826,955	$1,401,701
Source	Supp.,EPA, Title I, LCFF, Title II	Supp., EPA, Title I, LCFF, Title II Supp:$261,594 EPA:$535,898 Title I: $27,651 LCFF:$993,365 Title II: $8,447	Base: $764,983 EPA:$572,914 Title I: $52,015 Title II: $11,789
Budget Reference	Supp:$257,106 EPA:$521,824 Title I: $27,103 LCFF:$1,162,616 Title II: $9,407 1000/3000	1000/3000	1000/3000

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**
New	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Maintain broad course access for all students

Explore Kindergarten–5th Grade classroom music grants through Sutter/Yuba Arts Council

Increase VAPA course offerings for Transitional Kindergarten–8th Grade students by working with the Missoula Children's Theater to provide students with instruction and a play production

Maintain Art Docent program 3 times per year | Maintain broad course access for all students

Explore Kindergarten–5th Grade classroom music grants through Sutter/Yuba Arts Council

Maintain Art Docent program 3 times per year

Maintain Transitional Kindergarten–8th Grade student participation in the annual Christmas Program, Patriotic Program, and 6th–8th Grade student participation in History Day | Maintain broad course access for all students

Explore Kindergarten–5th Grade classroom music grants through Sutter/Yuba Arts Council

Maintain Art Docent program 3 times per year

Maintain Transitional Kindergarten–8th Grade student participation in the annual Christmas Program, Patriotic Program, and 6th–8th Grade student participation in History Day |

> Maintain Transitional Kindergarten–8th Grade student participation in the annual Christmas Program, Patriotic Program, and 6th–8th Grade student participation in History Day
>
> Consider adding a chess class to the After School Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,547.00	$14,606	$36,558
Source	Supplemental	BPAC - $3,300 Supplemental - $1,475 REAP - $1,400 Lottery - $1,079 Title I - $7,379	BPAC - $3,300 REAP - $15,518 Lottery - $4,700 Title I - $13,040
Budget Reference	1000/3000	1000/3000/5800	5800

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
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	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	Action 7 embedded with Action 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	Host a science night for families to increase engagement and awareness of NGSS	
	Evaluate opportunities for cross-curricular	

Contract with Sutter County Superintendent of Schools to provide support in professional learning for administrators, such as learning walks and observation tools

connections to NGSS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$1810	$0
Source	None	Supplemental	None
Budget Reference	None	2000/3000	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 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**
Maintain facilities in good repair as per Facilities Inspection Tool Plans for a new gym and 7 classrooms have been approved by CDE. Awaiting approval of funds to complete the project. If funds are available, work will begin in the Summer of 2018	Maintain facilities in good repair as per Facilities Inspection Tool Begin gym/classroom expansion if funds are approved	Maintain facilities in good repair as per Facilities Inspection Tool Finalize gym/classroom expansion if funds are approved

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$324,470.00	$435,453.00	$353,230

Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF - $294,621 Restricted Maintenance - $140,832	Base - $243,448 Restricted Maintenance - $109,782
Budget Reference	1000-6000	1000-6000	Restricted Maintenance 1000-3000 - $62,282 4000 - $15,000 5000 - $22,500 6000 - $10,000 Base 1000-3000 - $106,048 4000 - $32,000 5000 - $105,400

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

Modified

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Identified Need:

2017-18
2.1a – Baseline data was not established with current ELA/ELD instructional materials in 2016-17
2.1b – A formalized assessment plan for ELA/ELD was not established in 2016-17
2.2a – Baseline data was not established with current math instructional materials in 2016-17
2.2b – A formalized assessment plan for math was not established in 2016-17
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 6.7 points below Level 3 (Standard Met). This represents an increase of 12.4 points from 2014-15
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 28.1 points below Level 3 (Standard Met). This represents an increase of 4.4 points from 2014-15.
2.4 – 4/20 students (20%) were reclassified in 2016-17
2.5 – 65% (11/17) of English learners increased one or more levels on the CELDT. According to the California School Dashboard, the status for English learners is "Very High" at 85.7%. A change was not reported due to not having at least 11 English learners in the 2013-2014 school year.

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

2018-19
2.1a – Baseline data was not established with current ELA/ELD instructional materials in 2017-18
2.1b – A formalized assessment plan for ELA/ELD was established but not implemented in 2016-17
2.2a – Baseline data was not established with current math instructional materials in 2017-18
2.2b – A formalized assessment plan for math was not established in 2017-18
2.3a – 2016-17 ELA Academic Indicator data based on the CAASPP and the Fall 2017 CA Schools Dashboard, indicates all students are in the "orange" performance category with the average student scoring 14.5 points below Level 3 (Standard Met). This represents a decline of 7.8 points from the 2015-16.
2.3b – 2016-17 Math Academic Indicator data based on the CAASPP and the Fall 2017 CA Schools Dashboard, indicates all students are in the "orange" performance category with the average student scoring 36.2 points below Level 3 (Standard Met). This represents a decline of 8.1 points from the 2015-16.
2.4 – 4 students were reclassified in 2017-18
2.5 –Baseline data was established with the ELPAC
2.6 – In order to improve ELD services, an ongoing review of the ELD program and reclassification criteria is needed

2019-20:
2.1a – Baseline data was established in 2018-19, but not reported to parents on Report Cards
2.1b – Assessment plan needs to be updated to reflect current practices
2.2a – Baseline data was not established in 2018-19
2.2b – A formalized assessment plan was not implemented in 2018-19
2.3a – Fall 2018 CA Schools Dashboard, indicates all students are in the "orange" performance category with the average student scoring 27.4 points below standard. This represents a decline of 11.2 points.
2.3b – Fall 2018 CA Schools Dashboard, indicates all students are in the "orange" performance category with the average student scoring 36.9 points below standard. This represents a decline of- .01points.
2.4 – 2 students were reclassified in 2018-19
2.5 –Fall 2018 CA Schools Dashboard indicates 14.3% of students (2) are at Level 1, 14.3% of students (2) are at Level 2, 28.6% of students (4) are at Level 3, and 42.9% of students (4) are at Level 4 on the ELPAC Summative Assessment
2.6 – In order to improve ELD services, an ongoing review of the ELD program and reclassification criteria is needed

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1a – Local ELA/ELD data	Baseline data needs to be established	Use identified Wonders and StudySync assessments to establish a baseline, measuring the number of students meeting grade level standards	Use identified Wonders and StudySync assessments to establish a baseline, measuring the number of students meeting grade level standards	Establish baseline data reflective of an identified assessment plan

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1b –ELA/ELD Instructional Materials	No current assessment plan for ELA/ELD exists	All Kindergarten–5th Grade teachers will use Wonders unit assessments from Units 1, 3, and 5 and Wonders performance tasks from Units 2 and 4 to create a baseline, measuring the number of students meeting grade level standards. 6th–8th Grade teachers will evaluate the assessment opportunities in StudySync to establish a comprehensive assessment plan	Re-evaluate assessment plans and update as needed	Re-evaluate assessment plans and update as needed
2.2a – Local Math data	Baseline data needs to be established	Use identified instructional materials in math to create a baseline, measuring the number of students meeting grade level standards	Use identified instructional materials in math to create a baseline, measuring the number of students meeting grade level standards	Use identified instructional materials in math to create a baseline, measuring the number of students meeting grade level standards

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.2b –Math Instructional Materials	No current assessment plan for math exists	Evaluate the assessment opportunities in current math materials and establish a comprehensive assessment plan	Evaluate the assessment opportunities in current math materials and establish a comprehensive assessment plan	Evaluate the assessment opportunities in current math materials and establish a comprehensive assessment plan
2.3a – Academic Progress Indicator And CAASPP Data	"Yellow" Performance Category Status – "Low" 6.7 points below level 3 Change – "Increased" 12.4 points 2016-17 ELA CAASPP Data 3rd Grade 49% 4th Grade 23% 5th Grade 48% 6th Grade 11% 7th Grade 49% 8th Grade 38% Overall 36%	Increase status to reflect 1.7 points below Level 3 (Standard Met) to 3.3 points above Level 3 (Standard Met) Adjust 2018-19 based on November 2017 release of the Dashboard Grade level and overall CAASPP scores will increase 4-5%	Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth	Adjust 2020-21 based on November 2019 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.3b – Academic Progress Indicator And CAASPP Data	"Yellow" Performance Category Status – "Low" 28.1 points below level 3 Change – "Maintained" 4.4 points 2016-17 Math CAASPP Data 3rd Grade 38% 4th Grade 32% 5th Grade 34% 6th Grade 36% 7th Grade 36% 8th Grade 38% Overall 36%	Increase status to reflect 23.1 points below Level 3 (Standard Met) to 18.1 points below Level 3 (Standard Met) Adjust 2018-19 based on November release of the Dashboard) Grade level and overall CAASPP scores will increase 3-4%	Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth	Adjust 2020-21 based on November 2019 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth
2.3c – API	API is currently not reported	Await guidance from the State	API has been eliminated and replaced with an updated accountability system, the California Schools Dashboard	API has been eliminated and replaced with an updated accountability system, the California Schools Dashboard
2.4 – Reclassification data	20% (4/20) Students	Reclassify an additional 4 students	Reclassify an additional 4 students	Reclassify an additional 4 students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.5 – English Learner Progress Indicator and Local EL data	65% (11/17) of EL's made progress in 16-17 English Learner Progress Indicator (ELPI) reports a status of "Very High" 85.7%. Change was not reported due to the low number in this student group	11 English learners will make progress Maintain "Very High" status. Report change if available	Re-evaluate benchmark goals based on the transition from the CELDT to the English Learner Proficiency Assessment for California (ELPAC) Maintain "Very High" Status and adjust goals to reflect a reported change.	Level 1 - 1 student Level 2 - 3 students Level 3 - 5 students Level 4 - 5 students
2.6 – Local EL data and master schedule	Students received daily Designated EL services from a credentialed teacher. The 4th criterion 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 criterion 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

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

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

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

Teachers will analyze assessment data both individually and within grade level groups and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions.

2018-19 Actions/Services

Teachers will analyze assessment data both individually and within grade level groups and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions.

2019-20 Actions/Services

a. Teachers will analyze all available assessment data at the student, grade level, and cohort level and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions.

A common tracking sheet for teacher use will be developed in order to easily track student needs

A common tracking sheet for teacher use will be developed in order to easily track student needs

b. Students to receive daily intervention based on data

c. A common tracking sheet for teacher use will be developed in order to easily track student needs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$1,810	a. $5,478 b. $170,554 c. No cost
Source	None	Supplemental	a. Supplemental b. Supplemental
Budget Reference	None	2000/3000	a. 2000/3000 b. 1000/3000

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**
New	Unchanged	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Kindergarten–5th Grade teachers will administer identified assessments (Unit 1, 3, and 5) and performance tasks (Unit 2 and 4) 6th–8th Grade teachers will analyze assessment opportunities in StudySync and create a comprehensive assessment plan Common testing protocol will be established and followed	Kindergarten–5th Grade teachers will administer identified assessments (Unit 1, 3, and 5) and performance tasks (Unit 2 and 4) 6th–8th Grade teachers will analyze assessment opportunities in StudySync and create a comprehensive assessment plan Common testing protocol will be established and followed	Assessment plan reflects the following: Kinder - Embedded Diagnostic Assessments from Wonders, STAR Early Literacy, and Wonders Unit 9 1st-2nd Grade - Units, 1, 3, and 5 in Wonders 3rd-5th Grade - Unit 1, Benchmark 1 and Benchmark 2 in Wonders 6th-8th Grade - Unit 1 (StudySync) and 1 IAB (CAASPP)

Teachers will track baseline data on a common tracking sheet	Teachers will track baseline data on a common tracking sheet	Common testing protocol will be established and followed Teachers will track data

Budgeted Expenditures

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

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

New

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

Unchanged

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

Modified

2017-18 Actions/Services

Teachers will analyze assessment data both individually and within grade level groups and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions

A common tracking sheet for teacher use will be developed in order to easily track student needs

2018-19 Actions/Services

Teachers will analyze assessment data both individually and within grade level groups and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions

A common tracking sheet for teacher use will be developed in order to easily track student needs

2019-20 Actions/Services

Teachers will analyze all available assessment data at the student, grade level, and cohort level and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions.

A common tracking sheet for teacher use will be developed in order to easily track student needs

Budgeted Expenditures

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

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teachers will analyze all assessment opportunities in the math programs and create a comprehensive assessment plan Common testing protocol will be established and followed	Teachers will analyze all assessment opportunities in the math programs and create a comprehensive assessment plan Common testing protocol will be established and followed	Teachers will analyze all assessment opportunities in the math programs and create a comprehensive assessment plan Common testing protocol will be established and followed

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)
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, Foster Youth, 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	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times Teachers will work with SCSOS Educational Services to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment. Teachers will participate in County-wide professional development opportunities	Continue to evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times Teachers will continue to work with SCSOS Educational Services to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.	Continue to evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times Teachers will continue to work with site assessment coordinator, grade level teams, and SCSOS Educational Services to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment. Maintain ELA assessment

offered by Sutter County Superintendent of Schools including but not limited to Dr. Kate Kinsella and Theresa Hancock's institute on Tools to Support Developing Writers in Constructing Competent Opinion, Narrative, and Informative Writing

Consider inviting teachers to participate in Tools for Launching a School-Wide Academic Vocabulary Campaign with Dr. Kate Kinsella

coordinator/intervention specialist position

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Same 1.2	Same 1.2	See Goal 2, Action 8
Source	None	None	None
Budget Reference	None	None	None

Action #6

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, Foster Youth, 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 | Modified |

| **2017-18 Actions/Services** | **2018-19 Actions/Services** | **2019-20 Actions/Services** |
| Implement daily math intervention focused on mastering facts for identified 1st Grade students

Teachers will receive professional development from Sutter County Superintendent of Schools on the current math Framework, standards, and current curriculum: Saxon (K-2), McGraw-Hill (3-5), and CPM (6-8) | Teachers will receive professional development from Sutter County Superintendent of Schools on the current math Framework, standards, and current curriculum: Saxon (K-2), McGraw-Hill (3-5), and CPM (6-8)

Teachers will work with SCSOS Educational Services to analyze math CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that | Teachers will receive professional development from Sutter County Superintendent of Schools on the current math Framework, standards, and current curriculum: Saxon (K-2), McGraw-Hill (3-5), and CPM (6-8)

Teachers will work with SCSOS Educational Services to analyze math CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that |

Teachers will work with SCSOS Educational Services to analyze math CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.

matches the rigor and demands of the state assessment.

matches the rigor and demands of the state assessment.

Maintain math assessment coordinator/intervention specialist position

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Same 1.2	See 1.2	See Goal 2, Action 8
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)

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
Maintain API as we await guidance from the State	API was replaced with an updated accountability system, the California Schools Dashboard	API was replaced with an updated accountability system, the California Schools Dashboard

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	N/A	N/A	N/A

Budget Reference	N/A	N/A	N/A

Action #8

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Students will continue to receive improved Designated ELD services from a credentialed teacher 30 minutes per day, 5 days per week

Techers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services

Long Term English Learner (LTEL) students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher

Maintain ELD/Intervention teacher in order to provide improved Designated ELD services

ELD teacher will collaborate with Sutter County Superintendent of Schools Title III Coordinator and other ELD teachers in Sutter County on best practices and lesson design

EL teacher will participate in professional development opportunities offered by Sutter County Superintendent of Schools focused specifically on supporting English learners

Students will continue to receive improved Designated ELD services from a credentialed teacher 30 minutes per day, 5 days per week

3rd-8th grade EL students will use the Academic Vocabulary Toolkit as a supplemental support during Designated ELD

Techers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services

Long Term English Learner (LTEL) students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher

Maintain ELD/Intervention teacher in order to provide improved Designated ELD services

ELD teacher will collaborate with Sutter County Superintendent of Schools Title III Coordinator and other ELD teachers in Sutter County on best practices and lesson design

Students will continue to receive improved Designated ELD services from a credentialed teacher 30 minutes per day, 5 days per week

3rd-8th grade EL students will use the Academic Vocabulary Toolkit as a supplemental support during Designated ELD

Techers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services

Long Term English Learner (LTEL) students and students at risk of becoming LTEL will be identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher

Maintain ELD/Intervention teacher in order to provide improved Designated ELD services

ELD teacher will collaborate with Sutter County Superintendent of Schools Title III Coordinator and other ELD teachers in Sutter County on best practices and lesson design

ELD teacher will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress

Information regarding ELPAC and the implication of the transition from CELDT will be shared with all teachers

Reclassification Policy will be updated to include data from local assessments

ELD teacher will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress

Information regarding ELPAC and the implication of the transition from CELDT will be shared with all teachers

Reclassification Policy will be updated to include data from local assessments

All teachers will be provided information as it pertains to the ELPAC and the implications for ELD instruction during core instruction.

Reclassification Policy will be updated as needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Same 1.2 and 1.3	Same 1.2 and 1.3	$104,026
Source	None	None	Supplemental
Budget Reference	None	None	1000/3000

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

Modified

Goal 3

Brittan 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:

Identified Need:

2017-18
3.1 – Continue to seek parent, staff, and student input through a survey
3.2 – Parent attendance at workshops is consistently low
3.3a – According to the California Schools Dashboard, suspension data from 2014-15 is in the "yellow" performance category with a status of "high" at
3.2%. This data represents a decline in suspensions of 0.7% from 2013-14. Local data suggests 7 students were suspended.
3.3b – The student group, "Hispanic" is two performance levels below all students in the "red" performance category.
3.4 – No students have been expelled.
3.5a – Current attendance rate is 95.23%.
3.5b – 70 students (15%) are considered chronically absent.
3.5c – 25 students are chronically tardy
3.6 – Current middle school dropout rate is 0.

2018-19
3.1 – Continue to seek parent, staff, and student input through a survey
3.2 – Parent attendance at workshops/ school events is consistently low
3.3a – According to the Fall 2017 California Schools Dashboard, suspension data from 2016-17 is in the "green" performance category with a status of "medium" at 2.5%. This data represents a significant decline in suspensions of 1.3% from 2015-16. Local data suggests 9 students were suspended.
3.3b – According to the Fall 2017 California Schools Dashboard the student group, "Hispanic" remains two performance levels below all students in the "orange" performance category. Status is "high" at 3.8% and "increased" by 1%
3.4 – No students have been expelled.
3.5a – Current attendance rate is 94.63%.
3.5b – 93 students are considered chronically absent.
3.5c – 23 students are chronically tardy
3.6 – Current middle school dropout rate is 0.

2019-20:
3.1 – Continue to seek parent, staff, and student input through a survey
3.2 – Parent attendance at workshops/ school events is consistently low
3.3a – According to the Fall 2018 California Schools Dashboard, suspension data indicates "All Students" are in the "yellow" performance with 2.5% of students being suspended at least once. Data maintained from the previous year with a 0% increase. Local data suggests 10 students were suspended.
3.3b – According to the Fall 2018 California Schools Dashboard, the "Hispanic" students group is in the "green" performance category with 2.8% of students being suspended at least once. This represents a decline of 1% from 2017-18. The decrease in suspensions for "Hispanic" students no longer indicates a need.
3.4 – No students have been expelled.
3.5a – Current attendance rate is 94.3%.
3.5b – 64 (14%) students are considered chronically absent.
3.5c – 17 (4%) students are chronically tardy
3.6 – Current middle school dropout rate is 0.

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 administered in the Spring	Continue to administer Parent, Student, and Staff Survey in the Spring	Continue to administer Parent, Student, and Staff Survey in the Spring	Continue to administer Parent, Student, and Staff Survey in the Fall and Spring
3.2 – Sign in Sheets	Attendance at parent attendance remains low	Parent and student attendance at workshops/school events will increase	Parent and student attendance at workshops/school events will continue to increase	Parent and student attendance at workshops and/or school events will continue to increase
3.3a – Suspension Rate Indicator	"Yellow" Performance Category Status "High" 3.2% Change "Declined" 0.7% 2016-17 – 7 students suspended	Status will decline by 0.5% 2017-18 – 6 students suspended	Status will decline by an additional 0.5% 2018-19 – 5 students suspended	Status will decline by an additional 0.5% 2019-20 – 4 students suspended
3.3b – Suspension Rate Indicator	"Red" Performance Category Status "High" 3.8% Change "Increased Significantly" 2.7%	Status will decline by 0.5%	Status will decline by an additional 0.5%	Monitor suspension rates of "Hispanic" students on the Fall 2019 Dashboard to ensure results have maintained.

3.4 – Expulsion Data	No expelled students	Maintain 0 expelled students	Maintain 0 expelled students	Maintain 0 expelled students
3.5a – Attendance Data	Current attendance rate is 95.23%	Increase attendance rate to 97%	Maintain at 97% or increase attendance rate	Maintain at 97% or increase attendance rate
3.5b – Attendance Data	70 students (15%) identified as chronically absent	Decrease the number of students identified as chronically absent by 10 students	Decrease the number of students identified as chronically absent by 5 students	Decrease the number of students identified as chronically absent by 5 students
3.5c – Chronically Tardy Students Data	25 students identified as chronically absent	Decrease the number of students identified as chronically tardy by 5 students	Decrease the number of students identified as chronically tardy by 5 students	Decrease the number of students identified as chronically tardy by 5 students
3.5a/3.5b/3.5c – Student participation	9 students recognized for 100% attendance	Increase the number of students recognized by 10 students	Increase the number of students recognized by 5 students	Increase the number of students recognized by 5 students
3.6 – 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

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

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

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

Continue to administer a parent, student,

2018-19 Actions/Services

Continue to administer a parent, student,

2019-20 Actions/Services

Continue to administer a parent, student,

staff survey in the spring. Analyze results and share with stakeholder groups.

Maintain the After School Program

Explore a cycle of additional NGSS activities such as engineering and robotics in the After School Program

staff survey in the spring. Analyze results and share with stakeholder groups.

Maintain the After School Program

Explore a cycle of additional NGSS activities such as engineering and robotics in the After School Program

Administer Healthy Kids Survey and share results with stakeholders

staff survey in the fall and spring. Analyze results and share with stakeholder groups.

Maintain the After School Program. Increase tutoring services for students.

Explore a cycle of additional NGSS activities such as engineering and robotics in the After School Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$28,484.00	$27,567	$29,672
Source	Title I and Supplemental	Title I: $37.00 Supp.: $27,534	Title I:$37.00 Supp.:$29,672
Budget Reference	Title I: $35.00 Supp.:$28,449 2000/3000/4000	2000/3000/4000	2000/3000/4000

Action #2

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

<div align="center">

OR

</div>

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, Foster Youth, 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	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Offer parent workshops and student-centered workshops directly following monthly Board Meetings where at least 8-9 families attend to have their child recognized as Student of the Month. Consider organizing a literacy night, math	Evaluate workshop opportunities for parents and adjust as needed Continue to advertise parent workshop opportunities by announcing in the newsletter, posting on the website, and utilizing the auto dialer	Evaluate workshop opportunities for parents and adjust as needed. Disseminate information to parents electronically. Continue to advertise parent workshop opportunities and school events by announcing in the newsletter, posting on the

night, and/ or science night where parents can receive information on current instructional materials and experience hands on activities with their child that support the content areas.

Continue to advertise parent workshop opportunities by announcing in the newsletter, posting on the website, and utilizing the auto dialer

website, and utilizing the auto dialer

Host a Family Literacy Night

Extend the hours of the computer lab to all students and families access in order to support technology-based curriculum across content areas.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000.00	$2,500.00	$2,500
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

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, Foster Youth, 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	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Since Dashboard data is from 2013-14 and 2014-15, identify which students have been suspended since these years and what they are being suspended for. Determine if behavior has continued and compare to current local data. Re-evaluate the current school-wide discipline policy and procedures. Create a space for "in-house suspensions"	Re-evaluate the need based on the next dashboard release to determine what progress has been made or if this student groups continues to need more intensive support Evaluate the effectiveness of the "in-house suspension" room Continue to refine MTSS based on student need	Re-evaluate the need based on the next dashboard release to determine what progress has been made or if this student groups continues to need more intensive support Continue to refine MTSS based on student need Provide school-based mental health counselor one day per week

where students will be receiving instruction from a credentialed teacher

Refine how behavior supports are provided for students through a multi-tiered system of support (MTSS). Consider using a model of communication similar to the Student Study Team (SST)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See 2.4	See 2.4	$20,000
Source	None	None	Supplemental
Budget Reference	None	None	1000,3000

Action #4

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

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

N/A | N/A

OR

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

Students to be Served	**Scope of Services:**	**Location(s)**
Low Income	Limited to Unduplicated Student Groups	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	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Since data from the Dashboard is from 2013-14 and 2014-15, determine if "Hispanic" students represented in the "Red" category are current students and what behavior issues, if any, there have been since the current release of the dashboard data. Re-evaluate the need based on the next dashboard release to determine what progress has been made or if this student group continues to need more intensive support	Analyze suspension data on the dashboard and plan as needed based on results Continue utilizing in-house suspension for students when appropriate	Action has been eliminated based on performance on the Fall 2018 Dashboard and local data from 2018-19 Monitor the Fall 2019 Dashboard to ensure growth has been sustained

Depending on the reason for the suspension, some students may be placed in in-house suspension with a credentialed teacher in place of out of school suspension

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
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain 0 expelled students	Maintain 0 expelled students	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 #6

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

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

Students are recognized monthly with a certificate if they are not tardy, do not leave school early, and are not absent

The newsletter and website recognize the number of students awarded each month

2018-19 Actions/Services

Continue recognizing students monthly with a certificate if they are not tardy, do not leave school early, and are not absent

Continue recognizing students in the newsletter and website

2019-20 Actions/Services

a. Continue recognizing students in the newsletter and website

b. Continue recognizing and awarding students for never being late, leaving early or being absent between October 1st–May 1st.

Students are recognized for never being late, leaving early or being absent between October 1st–May 1st. Students are awarded with a limo ride at the end of the year. In 2016-17, 11 students in Transitional Kindergarten–8th Grade were recognized.

Continue recognizing and awarding students for never being late, leaving early or being absent between October 1st–May 1st.

c. Supplement school to home transportation costs in order to increase student attendance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000.00	$1,550.00	b. $1,550 c. $70,000
Source	Supplemental	Supplemental	b. Supplemental c. Supplemental
Budget Reference	4300	4300/5800	b. 4300/5800 c. 5000

Action #7

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
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain middle school dropout rate of 0	Maintain middle school dropout rate of 0	Maintain middle school dropout rate of 0

Budgeted Expenditures

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

Budget Reference

None	None	None

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

$297,368

Percentage to Increase or Improve Services

10.26%

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.

The district has taken the input gathered from students, staff, community, and parent stakeholders to develop a plan that serves the needs of all students at all of the schools. English learners, students identified as low income, and foster youth student counts are used to determine the Unduplicated Students which justifies the Supplemental and Concentration funds being used District-Wide.

Brittan School District offers a variety of programs and support specifically for English learners, low income students and foster youth. The district also offers services and programs that are aligned with LCAP goals that serve all students such as: training and preparation of all teachers, services, and intervention and remediation options. Implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole but will also have a significant impact on the targeted subgroups.

The district recognizes that, while these funds are generated in order to serve the focus students, some services may, as the needs arise, be utilized

for students outside the focus subgroups. While the majority of students served will be focus students, there may be other students in need that the district does not want to ignore. By providing the services identified without limitations, Brittan will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Local Control and Accountability Plan and addresses the needs of our district's English learners, low income students and foster youth.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$306,736

10.39%

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.

The district has taken the input gathered from students, staff, community, and parent stakeholders to develop a plan that serves the needs of all students at all of the schools. English learners, students identified as low income, and foster youth student counts are used to determine the Unduplicated Students which justifies the Supplemental and Concentration funds being used District-Wide.

Brittan School District offers a variety of programs and support specifically for English learners, low income students and foster youth. The district also offers services and programs that are aligned with LCAP goals that serve all students such as: training and preparation of all teachers, services, and intervention and remediation options. Implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole but will also have a significant impact on the targeted subgroups.

The district recognizes that, while these funds are generated in order to serve the focus students, some services may, as the needs arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students, there may be other students in need that the district does not want to ignore. By providing the services identified without limitations, Brittan will best serve all students, especially focus students.

The full list of expenditures is aligned with the goals of the Local Control and Accountability Plan and addresses the needs of our district's English learners, low income students and foster youth.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

$371,659

Percentage to Increase or Improve Services

10.32%

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

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

The district has taken the input gathered from students, staff, community, and parent stakeholders to develop a plan that serves the needs of all students at all of the schools. English learners, students identified as low income, and foster youth student counts are used to determine the Unduplicated Students which justifies the Supplemental and Concentration funds being used District-Wide.

Brittan School District offers a variety of programs and support specifically for English learners, low income students and foster youth. The district also offers services and programs that are aligned with LCAP goals that serve all students such as: training and preparation of all teachers, services, and intervention and remediation options. Implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole but will also have a significant impact on the targeted subgroups.

The district recognizes that, while these funds are generated in order to serve the focus students, some services may, as the needs arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students, there may be other students in need that the district does not want to ignore. By providing the services identified without limitations, Brittan will best serve all students, especially focus students.

The full list of expenditures is aligned with the goals of the Local Control and Accountability Plan and addresses the needs of our district's English

learners, low income students and foster youth.