

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

| | | | |
|------------------------|--|-----------------|--|
| LEA Name | Brittan Elementary School District | | |
| Contact Name and Title | Staci Kaelin Principal/Superintendent | Email and Phone | stacik@brittan.k12.ca.us (530) 822-5155 |

2017-20 Plan Summary

THE STORY

Briefly 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.

All credentialed staff has participated in ongoing staff development on the recently-adopted Language Arts/ELD curriculum. Because of this ongoing training in all grade levels, full implementation has been successful. In addition to Language Arts/ELD professional development, we have aligned our current science program (FOSS) to the Next Generation Science Standards (NGSS) in order for students to access current science standards. Our staff continues to improve on meaningful instructional strategies for all students.

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

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Brittan School District’s greatest progress was in the area of English Language Arts with an increased change of over 12 points with “All Students” and we achieved performance level targets in the subgroups of Two+ Races and White.

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

GREATEST NEEDS

Brittan School District has identified needs in the areas of mathematics intervention, alternate plans for suspension of students, and creating a parent guide for the recently-adopted ELA/ELD and Math curriculum programs. In addition, we will continue to refine our programs for our Socioeconomically Disadvantaged students and our English Learner subgroups in order to raise our “Status” points on the California School Dashboard closer to Level 3 (Standard Met) and above.

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

**PERFORMANCE
GAPS**

According to the CA School Dashboard, “All Students” are in the “yellow” performance category in Suspension. However, “Hispanic” students are in the “red” performance category.

Brittan School will be implementing a plan to create an alternate setting for students who have been suspended. This setting will be supervised by a credentialed teacher. The students will receive instruction as needed during the suspension period.

INCREASED OR IMPROVED SERVICES

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

Brittan School District will continue to offer a variety of programs and support specifically for English learners, socio-economically disadvantaged students and foster youth. The district will offer 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. Brittan School District will expend the additional funds for services schoolwide.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$4,113,762

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$2,341,757

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$1,772,005 – This is the difference between general fund budget and LCAP Budget. These funds are used for Administrative, Confidential and Classified salaries. In addition, supplies, a portion of technology, utilites and maintenance.

\$3,706,310 Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

| | |
|-------------------|---|
| Goal 1 | Conditions of Learning |
| | 1.1 Maintain standards-aligned instructional materials in ELA/ELD |
| | 1.2 Provide professional development for implementation and alignment of the California Standards in ELA/ELD and Math, and Next Generation Science Standards (NGSS) |
| | 1.3 Hire and assign fully credentialed teachers |
| | 1.4 Ensure broad course access for all students |
| | 1.5 Ensure facilities are maintained in good repair as per Facilities Inspection Tool |

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1.1 - Purchase current ELA/ELD instructional materials for K-8 and current instructional materials for math K-5
- 1.2 - Teachers will receive ongoing professional development for ELA/ELD, Math and NGSS
- 1.3 – Maintain fully credentialed and appropriately assigned teachers
- 1.3 – 2nd Grade teacher and Kindergarten teacher will complete teaching program
- 1.4 – Maintain broad course access for all students
- 1.4 – Create an implementation plan and timeline for the transition to NGSS
- 1.4 – Integrate NGSS into other content areas
- 1.5 – Maintain facilities in good repair as per Facilities Inspection

ACTUAL

- 1.1 - Purchased ELA/ELD instructional materials for Kindergarten–Grade 8 and current instructional materials for math Kindergarten–Grade 5
- 1.2 - Teachers received ongoing professional development for ELA/ELD, Math and NGSS
- 1.3 – Maintained fully credentialed and appropriately assigned teachers
- 1.3 – Kindergarten teacher has completed a teaching program. 2nd Grade teacher is enrolled in Cal Teach but will not be returning due to enrollment changes
- 1.4 – Maintained broad course access for all students
- 1.4 – Created an implementation plan and timeline for the transition to NGSS with Sutter County Superintendent of Schools (SCSOS) STEM Coordinator

| | |
|------|--|
| Tool | <p>1.4 – Integrated NGSS into other content areas through Grade Level specific professional development (“Summits”) offered through SCSOS</p> <p>1.5 – Maintained facilities in good repair as per Facilities Inspection</p> |
|------|--|

ACTIONS / SERVICES

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

Action **1**

| | | |
|------------------|---|---|
| Actions/Services | <p>PLANNED</p> <p>1.1a – Purchase <i>Wonders</i> instructional materials for ELA/ELD for K-5</p> <p>1.1b - Purchase <i>StudySync</i> instructional materials for ELA/ELD for Grades 6-8</p> <p>1.1c – Maintain standards aligned instructional materials in math</p> | <p>ACTUAL</p> <p>1.1a – Purchased <i>Wonders</i> instructional materials for ELA/ELD for Kindergarten–Grade 5</p> <p>1.1b – Purchased <i>StudySync</i> instructional materials for ELA/ELD for Grades 6–8</p> <p>1.1c – Maintained standards aligned instructional materials in math</p> |
| Expenditures | <p>BUDGETED</p> <p>1.1a Supplemental Object Code:4000 \$60,000</p> <p>1.1b Supplemental Object Code:4000 \$15,000</p> <p>1.1c Supplemental</p> | <p>ESTIMATED ACTUAL</p> <p>1.1a Supplemental Object Code:4000 \$65,854</p> <p>1.1b Supplemental Object Code:4000 \$39,350</p> <p>1.1c Supplemental</p> |

Object Code:4000
\$8,000

Object Code:4000
\$10,656

ACTIONS / SERVICES

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

Action

2

Actions/Services

PLANNED

1.2a - Teachers participate in ongoing and consistent professional development on implementation of new ELA/ELD materials offered through SCSOS
1.2b – Provide all teachers with ongoing professional development focused on strategies to integrate the ELD standards into all content areas
1.2c – Provide ELD teacher professional development on new Designated ELD materials.
1.2d – Explore professional development opportunities for new K-5 math programs.
1.2e – Maintain 6th-8th grade Team Coordinator positions. Expand to include 3rd-5th grade Team Coordinators.

ACTUAL

1.2a – Eight teachers participated in SCSOS Grade Level Summits
1.2b – Eight teachers attended the March Grade Level Summit which was focused on integrating the ELD standards into other content areas. The Superintendent and ELD teacher attended the *Leading and Coaching Integrated and Designated Academic ELD* institute which focused on integrated and designated ELD strategies.
1.2c – Designated ELD teacher participated in 5 collaboration sessions with SCSOS Title III Coordinator, and Designated ELD teachers from Franklin School and Twin Rivers Charter School. On 10/28, 12/12, 1/31, 3/21, and 5/15.
1.2d – Although teachers did not participate in any formal professional development for the Kindergarten–Grade 5 math programs, teachers did spend time regularly in grade level meetings collaborating on instructional strategies in order to improve student outcomes.
1.2e – Maintained 6th–8th Grade Team Coordinator positions. 3rd–5th Grade Team Coordinator positions were not established in 2016-17

| | BUDGETED | ESTIMATED ACTUAL |
|--------------|---|--|
| Expenditures | 1.2a-d Supplemental Object Code 1000-3000 5000 \$8,000 | 1.2a-d Supplemental Object Code 1000-3000 5000 \$10,837 |
| | 1.2e Supplemental Object Code 1000-3000 \$2,870 | 1.2e Supplemental Object Code 1000-3000 \$1,435 |

ACTIONS / SERVICES

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

Action **3**

| | PLANNED | ACTUAL |
|------------------|--|---|
| Actions/Services | 1.3a – Maintain fully credentialed and appropriately assigned teachers 1.3b – 2 nd grade teacher and kinder teacher are currently enrolled in a teaching program at a university and will finish within 1 year | 1.3a – All teachers are fully credentialed and appropriately assigned with the exception of the 2 nd Grade teacher 1.3b - The Kindergarten teacher has completed her teaching program. The 2 nd Grade teacher is enrolled in the Cal Teach program in 2016, but will not be returning in 2017-18 due to student enrollment declines. |
| Expenditures | BUDGETED 1.3 Supplemental Concentration Object Code 1000-3000 \$243,471 EPA | ESTIMATED ACTUAL 1.3 Supplemental Concentration Object Code 1000-3000 \$247,793 |

| |
|-------------|
| \$560,956 |
| Title I |
| \$25,667 |
| General |
| \$1,080,823 |
| Title II |
| \$20,297 |

| |
|-------------|
| EPA |
| \$573,965 |
| Title I |
| \$26,111 |
| General |
| \$1,160,683 |
| Title III |
| \$20,148 |

ACTIONS / SERVICES

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

Action

4

Actions/Services

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|---|
| PLANNED |
| 1.4a - Ensure broad coarse access for all students |
| 1.4b – Provide collaboration time for teachers to draft an initial NGSS implementation plan and timeline |
| 1.4c – 6th-8th grade teachers make an official decision regarding integrated or discipline specific models for middle school |
| 1.4d - Provide teachers with professional development on the integration of NGSS and other content areas |
| 1.4e – Maintain full time PE teacher for 6-8 |
| 1.4f – Maintain and expand art program to include 5 th grade. Jump Start-2nd grade continue to provide their own classroom art |
| 1.4g - Maintain classroom music program for |

| |
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| ACTUAL |
| 1.4a – Students received access to a broad course of study which included instruction in Visual and Performing Arts (VAPA) courses, History/Social Science, PE, ELA/ELD, science and math. |
| 1.4b – SCSOS STEM Coordinator met with 1 teacher from each grade level to align FOSS kits. Teachers created binders divided into the 4 instructional segments from the science framework. This tool was intended to be a guide for teachers and a place where additional materials and resources could be added. The STEM Coordinator also provided a gap analysis of what materials were not available in the FOSS kits that would need to be purchased. Nonperishable materials were purchased. |
| 1.4c – 6 th –8 th Grade teachers have made the official decision to go with an Integrated model for 2017-18. Professional development in 2017-18 will be needed to |

Jump Start-5th Grade
 1.4h – Utilize collaboration time to plan for opportunities to integrate fine arts into other content areas such as history/social studies)
 1.4i – Implement the technology blueprint created in 2015-16

assist teachers in implementing this model.
 1.4d – Eight teachers participated in Grade Level Summits offered through SCSOS that focused on integrating NGSS into other content areas. SCSOS STEM Coordinator will work with teachers extensively in the 2017-18 school year to assist with the implementation plan.
 1.4e – Maintained full time PE teacher for 6th–8th Grade students.
 1.4f - Maintained and expanded the art program to include 5th Grade. Jump Start Kindergarten through 2nd Grade continue to provide their own classroom art instruction. Students received the Art Docent program 3 times per year. Students’ projects are displayed during Open House and families are able to buy their child’s art. All money raised from the sales goes back into the Art Docent Program.
 1.4g – Classroom music was not maintained. However, Jumpstart Kindergarten through 2nd Grade classroom teachers coordinated a Christmas program on December 15, 2016. 3rd Grade teachers coordinated a Patriotic Program on May 23, 2017.
 1.4h – 6th–8th Grade students participated in History Day on May 19, 2017 in which they acted out historical events.
 1.4i – The Technology Blueprint created in 2015-16 was implemented in the 2016-17 school year. Computer lab time is dedicated to working on technology expectations per the blueprint. The blueprint will be evaluated yearly and adjustments made as needed.

BUDGETED

1.4b,d,h
 Same as 1.2
 1.4e
 Included in 1.3
 1.4f

ESTIMATED ACTUAL

1.4b,d,h
 Same as 1.2
 1.4e
 Included in 1.3
 1.4f

Expenditures

| |
|--|
| Supplemental Concentration Object Code 1000-3000 \$9,830 |
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|---|
| Supplemental Concentration Object Code 1000-3000 \$50,850 |
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ACTIONS / SERVICES

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

Action **5**

| | | |
|------------------|---|--|
| Actions/Services | PLANNED 1.5 – Ensure facilities are maintained in good repair as per Facilities Inspection Tool | ACTUAL 1.5- Facilities maintained in good repair as per Facilities Inspection Tool |
| | BUDGETED 1.5 General \$297,319 Routine Restricted Maintenance \$116,458 | ESTIMATED ACTUAL General \$314,091 Routine Restricted Maintenance \$117,355 |
| 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.

Brittan School District has purchased and trained all teachers in standards-aligned instructional materials in ELA/ELD and in Math. Staff has aligned FOSS kits in grades Kindergarten–Grade 5 with the NGSS Standards and are beginning to implement the NGSS standards. Brittan has fully credentialed teachers and provides ongoing staff development to ensure a broad course for all students.

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

The actions and services were effective to achieve goal. All students in grades Jumpstart Kindergarten–8th Grade are receiving instruction with standards-aligned instructional materials. Staff is receiving on-going staff development to fully implement the new instructional materials in ELA/ELD.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material difference between Budgeted Expenditures and Actual Expenditures:

Action 1: \$32,860 Instructional materials

Action 2: \$1,402 Professional Development

Action 3: \$97,486 Teacher

Action 4: \$41,020 Technology

Action 5: \$17,669 Maintenance and Facilities

Action 1: Purchased additional books for ELA/ELD

Action 2: provided additional Professional Development through SCOE

Action 3: Moved current teacher to ELD position and hired additional teacher

Action 4: Purchased additional computers

Action 5: Completed additional maintenance and facilities projects

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 overall goal will be adjusted to remove the sub goals and transfer them to Expected Measurable Outcomes and/or actions and services. An emphasis on the implementation of NGSS with a plan for creating standards-aligned instructional materials will be addressed. In addition, there will be a transition plan to introduce the new *History/Social/Science Framework* as well as a plan for materials adoption. Increased efforts to provide teachers with professional development in ELA/ELD, math, NGSS, and History/Social Science will also be addressed.

Goal 2

Pupil Outcomes

- 2.1 - Baseline benchmark data for ELA/ELD will be established using publisher assessments from *Wonders* and *StudySync*. Data will be analyzed in order to drive instruction and plan for interventions.
- 2.2 - Pupil achievement will increase in mathematics as measured by *Saxon (K-2)*, *McGraw-Hill (3-5)*, and *CPM (6-8)* publisher assessments in order to establish a baseline. Data will be analyzed in order to drive instruction and plan for interventions.
- 2.3 - CAASPP data from 2014-15 and 2015-16 will be analyzed to create a baseline (if available)
- 2.4 - Maintain API or next state measure per CAASPP
- 2.5 - English learner reclassification rate will increase
- 2.6 - The number of English learners that become proficient as per AMAO 1 will increase
- 2.7 - Complete review of current ELD services including reclassification criteria

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 2.1 - Establish baseline data using new ELA/ELD instructional materials
- 2.1 – Create an assessment plan for ELA/ELD

ACTUAL

- 2.1 – Due to both teachers and students becoming familiar with a new ELA/ELD curriculum, baseline data was not established.
- 2.1 – A formalized assessment plan for ELA/ELD was not

2.2 – Establish base line data using current instructional materials for math
2.2 – Create an assessment plan for math
2.3 - Use 2014-15 and 2015-16 CAASPP data to create a baseline and determine growth targets (if available)
2.4 - API is frozen as we await the next multiple measures
2.5 - The English learner reclassification rate will increase to 12 % (2/17students)
2.6 - The current rate of English learners that become proficient as per AMAO 1 is 29% (5/17 students)
2.7 – Teachers will receive 3 sessions of professional development in order to implement the CA ELD standards in tandem with the CA Common Core Standards.
2.7 – The reclassification policy will be updated

created. Will be completed in 2017-18.
2.2 – A formalized assessment plan for math was not created. Will be completed in 2017-18.
2.3 – Growth targets were not established by the state. However, a new accountability system is in place that includes state and local indicators. Baseline data is available through the California Schools Dashboard.
2.4 – API has been eliminated and replaced with a new accountability system
2.5 – English learner reclassification: 20% (4/20) of students were reclassified.
2.6 – English learner proficiency: 65% (11/17) of English learners increased one or more levels on the CELDT. Effective 2016-17 AMAO data will no longer be reported. Instead the progress of English learners will be reported on the California Schools Dashboard in the English Learner Progress Indicator. This data is based on 2013-14 and 2014-15 CELDT data and 2013 and 2014 reclassification data. Because the English learner student group does not include more than 30 students, a performance category is not assigned. However, status and change is reported. 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.
2.7 – Eight teachers received 1 professional development session in March 2017 focused on implementing the CA ELD standards in tandem with the Common Core Standards (“Integrated ELD”).
2.7 – The Reclassification policy was updated and approved by the Board of Trustees.

[ACTIONS / SERVICES](#)

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

Action

1

Actions/Services

PLANNED
 2.1a – Administer trimester ELA/ELD benchmarks in order to create a baseline
 2.1b – Analyze all benchmark/summative assessment opportunities presented in *Wonders* and *StudySync* to create a trimester assessment plan

ACTUAL
 2.1a – Embedded assessments in ELA/ELD were administered but not formalized within grade levels. Baseline data will be established in 2017-18.
 2.1b – All assessment opportunities in *Wonders* and *StudySync* were analyzed by teachers throughout the Grade Level Summits offered by SCSOS and in grade level meetings. Formalizing trimester assessments will be a focus in 2017-18.

Expenditures

BUDGETED

ESTIMATED ACTUAL

ACTIONS / SERVICES

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

Action

2

Actions/Services

PLANNED
 2.2a – Administer trimester benchmarks in *Saxon (K-2)*, *McGraw-Hill (3-5)*, and *CPM (6-8)* in order to track student progress, drive instruction, and identify students needing intervention services
 2.2b - Analyze all benchmark/summative assessment opportunities presented in *Saxon (K-2)*, *McGraw-Hill (3-5)*, and *CPM (6-8)* to create a trimester assessment plan

ACTUAL
 2.2a – Benchmark assessments embedded in the math programs were given to students. Data was analyzed during grade level meetings. Intervention for math takes place in the classroom. In 2017-18, we will analyze the need for a pull out intervention.
 2.2b – Although all assessment opportunities were considered, they were not formalized. An assessment plan will be created to be implemented in 17-18.

Expenditures

None

None

ACTIONS / SERVICES

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

Action

3

Actions/Services

PLANNED

2.3a – Provide teachers collaboration time to analyze 14-15 and 15-16 CAASPP data with SCSOS Assessment Coordinator
2.3b – Teachers work with SCSOS Assessment Coordinator to determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC

ACTUAL

2.3a – All teachers received detailed reports of CAASPP data at the beginning of the year to be used to drive instruction and student groupings. SCSOS Educational Services coordinator met with teachers on October 10, 2016 and October 24, 2017 to analyze 2014-15 and 2015-16 CAASPP data. Staff looked at the new Academic Indicator on the CA Schools Dashboard, with Coordinator of Educational Services on 2/6/17.
2.3b – On February 6, 2017, SCSOS Coordinator of Educational Services met with staff to review the new California Schools Dashboard and the state Academic Indicator. ELA data from 2015-2016 indicates that 3rd–8th Grade students were in the “yellow” performance category with the average student scoring 6.7 points below Level 3 (Standard Met). This represents a 12.4 point increase from 2014-2015. Math data from 2015-2016 indicates that 3rd–8th grade students are in the “yellow” performance category with the average student scoring 28.1 points below Level 3 (Standard Met). This represents a 4.4 point increase from 2014-2015. The results of the Academic Indicator did not drive instruction. Efforts will be made to use 2016-2017 CAASPP data to better drive classroom instruction and match the rigor of the SBAC.

| | | |
|--------------|--|---|
| Expenditures | BUDGETED 2.3a-b Same as 2.7b | ESTIMATED ACTUAL Same as 2.7b |
| | | |

ACTIONS / SERVICES

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

Action **4**

| | | |
|------------------|---|---|
| Actions/Services | PLANNED 2.4 – Maintain API as we await the next multiple measures | ACTUAL 2.4 - API has been eliminated. Effective 2017-18, the API will be replaced with a California state accountability system, which includes state and local indicator data. Districts will be assessed using LCFF Evaluation Rubrics. |
| | | |

| | | |
|--------------|---|--|
| Expenditures | BUDGETED No expenditures budgeted | ESTIMATED ACTUAL 2.3 a-b same 2.7b |
| | | |

ACTIONS / SERVICES

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

Action **5**

| | | |
|------------------|---|---|
| Actions/Services | PLANNED 2.5a - Students will receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week 2.5b- Teachers will be provided data for every EL in their class in order to provide improved | ACTUAL 2.5a – All EL students received Designated ELD services by a credentialed teacher 30 minutes per day, 5 days per week. 2.5b - All teachers were provided CELDT data for the |
| | | |

Expenditures

| | |
|--|---|
| <p>integrated and Designated ELD Services 2.5c– Maintain ELD/Intervention teacher in order to provide improved designated ELD services</p> | <p>students in their class. The ELD teacher meets with teachers to discuss the data and create a plan for each English learner. 2.5c – Maintained ELD/Intervention teacher. Due to professional development opportunities provided to the ELD teacher and collaboration opportunities with other ELD teachers in the county, ELD services provided to students have improved.</p> |
| <p>BUDGETED 2.5 Supplemental Object Code 1000-3000 \$97,975</p> | <p>ESTIMATED ACTUAL 2.5 Supplemental Object Code 1000-3000 \$97,975</p> |

ACTIONS / SERVICES

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

Action

6

Actions/Services

| | |
|--|---|
| <p>PLANNED 2.6a - Students will receive improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week 2.6b - Teachers will be provided data for every EL in their class in order to provide improved integrated and Designated ELD Services 2.6c – Maintain ELD/Intervention teacher in order to provide improved designated ELD services</p> | <p>ACTUAL 2.6a – All EL students received Designated ELD services by a credentialed teacher 30 minutes per day, 5 days per week. 2.6b - All teachers were provided CELDT data for the students in their class. The ELD teacher meets with teachers to discuss the data and create a plan for each English learner.</p> |
|--|---|

Expenditures

| | |
|----------|---|
| | 2.6c – Maintained ELD/Intervention teacher. Due to professional development opportunities provided to the ELD teacher and collaboration opportunities with other ELD teachers in the county, ELD services provided to students have improved. |
| BUDGETED | ESTIMATED ACTUAL |

ACTIONS / SERVICES

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

Action **7**

Actions/Services

| PLANNED | ACTUAL |
|--|--|
| <p>2.7a – A complete review of current ELD program will be evaluated in order to create a daily ELD schedule</p> <p>2.7b – Teachers will be provided ongoing professional development on using ELD standards in tandem with California Common Core Standards</p> <p>2.7c – Update reclassification policy to reflect any new assessments used for the reclassification of students</p> | <p>2.7a – Efforts were made to ensure all English learners received Designated ELD services that occurred at a time in the day that least impacted their core instruction.</p> <p>2.7b – On-site professional development for English learners is offered by the ELD teacher in small grade level groups. The ELD teacher meets with teachers each trimester to discuss how students are performing in Designated ELD, share what is working, what is not working, and—with the teacher—sets new goals for each student. Eight teachers attended the Grade Level Summits in March 2017 which were focused on integrating ELD into core ELA instruction and science.</p> <p>2.7c -The reclassification policy has been updated and approved by the Board of Trustees to include additional assessments in the 4th criteria of the policy. Data is collected from a number of sources including the STAR Reading Test, STAR Early Literacy Test, and the <i>Wonders</i> unit assessments.</p> |

Expenditures

| BUDGETED | ESTIMATED ACTUAL |
|--------------|--------------------------|
| 2.7b | 2.7b |
| Supplemental | Supplemental Object Code |
| Object Code | 1000-3000 |
| 1000-3000 | \$8,000 |
| \$8,000 | |

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.

Brittan Elementary School District has increased the number of EL students that have been reclassified by providing all EL students with daily Designated EL instruction.

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

Professional development provided by the Sutter County Office of Education has provided information on the steps needed to analyze CAASPP data and set goals based on the data. This was instrumental for the overall effectiveness of our goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material difference between Budgeted Expenditures and Actual Expenditures

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

The overall goal will be adjusted to remove the sub-goals and transfer them to Expected Measurable Outcomes and/or actions and services. Increased efforts to decrease chronically tardy students and increase attendance rates are reflected in the 2017-18 actions and services. More specific actions and services will address the need to increase attendance at parent workshops. An emphasis on creating a system to address in school suspensions can also be seen.

Goal 3

Engagement

- 3.1 - Increase parent involvement, pupil engagement, and school climate by administering a parent, staff, and student survey
- 3.2 - Increase parent involvement by offering parent workshops
- 3.3 - Increase school climate by addressing suspension and expulsion rates
- 3.4 - Increase student engagement by addressing attendance rates, chronic absenteeism rates, and middle school drop-out rates
- 3.5 – Decrease the number of chronically tardy students

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

3.1 - Student, staff and parent survey will be administered at the beginning of the year and at the end of the year

3.1 – Administer Healthy Kids Survey

3.1 – Maintain Extended After School Program to include enrichment activities

3.2- Provide 2 workshops for parents in order to inform of the changes to ELA/ELD curriculum and technology demands and changes to state assessments.

3.2 – Increase attendance at parent workshops

3.3 – Decrease suspension rate by 2 students and maintain expulsion rate less than 1%

3.4 – Maintain 97% attendance rate. Decrease the number of students that are identified and chronically absent by 2 students. Maintain middle school dropout rate of less than 0%

3.5 – Decrease the number of students that are chronically tardy by 4 students

3.1 - Student, staff and parent surveys were administered via hard copy as well as online between March 1-30, 2017.

3.1 – Administered the California Healthy Kids Survey to 5th and 7th Grade students on October 27, 2016.

3.1 – Maintained Extended After School Program to include enrichment activities

3.2- Parent workshops were not provided.

3.2 – Efforts were made to increase attendance at school functions including parent meeting and school events by sending home flyers, utilizing the auto-dialer and e-mail.

3.3 – 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. Our current local data suggests the suspension rate has declined by 12 students. (In 2015-16 19 students were suspended. In 2016-17, 7 students have been suspended.) Expulsion rates have maintained at less than 1%.

3.4 – Current attendance rate is 95.23%. Currently 70 students (15%) are considered chronically absent. This represents an increase of 9 students (13%) from 2016-16. Maintained middle school dropout rate of less than 0%.

3.5 – Twenty-five students were reported as being chronically tardy. This represents a decrease in 8 students from 2015-16.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED

3.1a - Student, staff and parent survey will be administered at the beginning of the year and at the end of the year

3.1b – Maintain Extended After School Program

3.1c – Explore a cycle of additional NGSS activities such as engineering and robotics in

ACTUAL

3.1a – It was determined that the student, staff, and parent survey would be given in the middle of year instead of at the beginning and end of the year in order to be able to implement suggestions sooner.

3.1b – Maintained Extended After School Program

| | |
|---|---|
| after school 3.1d – Administer Healthy Kids Survey | 3.1c – Additional NGSS activities such as engineering and robotics were not included in the after school program this year. We will work with SCSOS STEM Coordinator to include increased NGSS activities in the 2017-18 school year. 3.1d – Healthy Kids Survey was administered in November. Less than 50% of surveys were returned. |
| BUDGETED 3.1a Supplemental/ Concentration Object Code 2000-4000 \$34,017 3.1 d Title I Object Code 5000 \$26.00 | ESTIMATED ACTUAL 3.1a Supplemental/ Concentration Object Code 2000-4000 \$34,017 3.1 d Title I Object Code 5000 \$26.00 |

Expenditures

ACTIONS / SERVICES

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

Action **2**

Actions/Services

| | |
|--|---|
| PLANNED 3.2a- Provide workshops for parents in order to inform of the changes to ELA/ELD curriculum and technology demands and changes to state assessments. 3.2b – Offer workshops for parents are varying times throughout the day (morning, afternoon, | ACTUAL 3.2a – Parent workshops were not provided. These efforts will continue in 2017-18. 3.2b – Workshops were not offered at varying times. These efforts will continue in 2017-18. 3.2c – Parent workshops were not offered during Brittan |
|--|---|

Expenditures

| | |
|--|--|
| and/or evening) 3.2c – Offer parent workshops during BPAC meetings 3.2d – Continue to e-mail, send flyers, and use auto dialer to inform families of workshops | Parent Advisory Committee (BPAC) meetings. These efforts will continue in 2017-18. 3.2d – Flyers, auto dialer, and e-mail continues to be used to inform families of all school activities. |
| BUDGETED 3.2 a Supplemental Object Code 4000-5000 \$2,000 | ESTIMATED ACTUAL 3.2 a Supplemental Object Code 4000-5000 \$2,000 |

ACTIONS / SERVICES

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

Action **3/4**

Actions/Services

| | |
|--|--|
| PLANNED 3.3a and 3.4a– Explore positive attendance programs and/or incentives 3.3b and 3.4b– Investigate PBIS program to include behavior component 3.3c and 3.4c – Send monthly letters home to families recognizing students’ positive and negative attendance | ACTUAL 3.3a and 3.4a – Perfect Attendance awards are given at the end of year. Throughout the year, students are recognized monthly for perfect attendance. Students are given a certificate and dollars to spend at the Brittan Bucks store. 3.3b and 3.4b – After further discussion of the current lack of behavior concerns, PBIS was not investigated. Should a need arise, a system will be put in place to address concerns 3.3c and 3.4c – Monthly letters are sent home to families recognizing students’ positive and negative attendance. |
| BUDGETED No expenditures budgeted | ESTIMATED ACTUAL No expenditures budgeted |

Expenditures

ACTIONS / SERVICES

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

Action **5**

Actions/Services

PLANNED
 3.5a – Staff will make personal phone calls to families of chronically tardy students
 3.5b – Send monthly letters home to families recognizing chronically tardy students’ positive and negative tardiness
 3.5c – Utilize tardy contracts for chronically tardy students

ACTUAL
 3.5a – Staff members make daily phone calls to families of chronically tardy students.
 3.5b – Monthly letters are sent home recognizing positive and negative attendance. Parents are also reminded that the end of year perfect attendance incentive means the student was on time and not checked out early.
 3.5c – The use of contracts for chronically absent students has been limited due to the phone calls home and the attendance incentives for students.

Expenditures

BUDGETED
 No expenditures budgeted

ESTIMATED ACTUAL
 Supplemental Object Code
 4000-5000
 \$200.00

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. | Perfect Attendance incentive was implemented, and was very successful. This program will continue in the upcoming years. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Communication with staff, students and parents was enhanced by the attendance program. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | There was an increase in the expenditures for the attendance program. |
| 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 overall goal will be adjusted to remove the subgoals and transfer them to Expected Measurable Outcomes and/or actions and services. Increased efforts to decrease chronically tardy students and increase attendance rates are reflected in the 2017-18 actions and services. More specific actions and services will address the need to increase attendance at parent workshops. An emphasis on creating a system to address in school suspensions can also be seen. |

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The District began the process of reviewing the Annual Update in September of 2016 and gathering input from stakeholder groups in early April and this process continued throughout the development of the LCAP. The following stakeholder meetings were used to develop this document.

April 25, 2017- Governing Board of Trustees (“school board”) meeting

Reviewed stakeholder feedback in order to gather input for 2017-18 goals

May 9, 2017

Presented current LCAP information to the Brittan school board

June 6, 2017

Public Hearing on LCAP at school board meeting

June 27, 2017

LCAP adopted at school board meeting

Staff met on the following dates to discuss LCAP:

8-25-2016

10-26-2016

11-29-16

Staff met on the following dates to review information about the LCAP and share the Annual Update Template

1-25-2017

2-22-2017

3-29-17

4-26-17

5-30-17

Site Council reviewed update on the 2017-18 goals. Shared Annual Update and work in progress.

3-20-17

4-24-17

5-22-17

3-16-2017 LCAP Advisory Committee reviewed update on the 2016-17 goals. Shared Annual Update template

4-25-2017 Board of Trustee meeting. Shared update on LCAP Progress

5-23, 24, 25-2017 Administration met with staff, including bargaining unit (BEA and CSEA) representatives to review outcomes and set new goals for 2017-18.

An informal survey was given to students at the end of the school year in grades 6-8. Information from the Healthy Kids survey was used to gather information about school safety for grades 5th and 7th.

IMPACT ON LCAP AND ANNUAL UPDATE

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

All changes to the 2017-18 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 parent workshops need to be the focus for the 2017-18 school year. The stakeholder group of the Governing Board of Trustees indicated pupil outcomes and basing goals on the dashboard data as a need for the 2017-18 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.

New

Modified

Unchanged

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 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

[Identified Need](#)

- 1.1a – Maintain standards-aligned instructional materials in ELA/ELD and Math
- 1.1b - Current science instructional materials are not completely aligned to Next Generation Science Standards (NGSS)
- 1.1c – Current history/social science materials are not aligned to the new Framework
- 1.2 - Rigorous curriculum in ELA/ELD, Math, a new History/Social Science Framework, and the implementation of NGSS require intense professional development for teachers in order to best serve the diverse student 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

[EXPECTED ANNUAL MEASURABLE 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 |
| 1.1b - Local Indicator – Basic Conditions at School | Instructional materials in science are not completely aligned to the Next Generation Science | Evaluate materials to determine what can be repurposed with modification. | Evaluate the relative success of two units of study implemented in the prior year. | Adopt comprehensive, year-long instructional materials in all grades |

| | | | | |
|--|---|---|--|---|
| | Standards (NGSS) | Evaluate options for freely available unit/lesson resources as well as options for the purchase of new transitional materials | Evaluate new instructional materials on the SBE approved materials list. Consider using the Toolkit if available. Consider piloting materials. | |
| 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. Consider piloting materials | Pilot or purchase materials |
| 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 |
| 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 | There is no comprehensive transition | Collaborate on: vision for science in all grades, | Collaborate on: evaluating and refining | Evaluate school structures (such as science minutes, |

| | | | | |
|--|--|--|--|---|
| <p>Schedule and Local Indicator – Implementation of State Standards</p> | <p>plan for NGSS</p> | <p>expectations and support for units of study to be initially implemented, and parent engagement for NGSS</p> | <p>the vision for science in all grades, expectations and support for expanding units of study to fully implement grade level standards, and evaluate and improve parent engagement for NGSS</p> | <p>space for materials, etc.) as well as progress in instructional shifts to determine needs for full implementation.</p> |
| <p>1.5 - Local Indicator – Basic Conditions at School (Facilities Inspection Tool)</p> | <p>Facilities are in good repair as per Facilities Inspection Tool</p> | <p>Maintain facilities in good repair as per Facilities Inspection Tool</p> | <p>Maintain facilities in good repair as per Facilities Inspection Tool</p> | <p>Maintain facilities in good repair as per Facilities Inspection Tool</p> |

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 **1.1a**

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

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide Group(s) | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <ul style="list-style-type: none"> Maintain standards-aligned instructional materials in ELA/ELD and math | <ul style="list-style-type: none"> Maintain standards-aligned instructional materials in ELA/ELD and math | <ul style="list-style-type: none"> Maintain standards-aligned instructional materials in ELA/ELD and math |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|----------------------|----------------------|----------------------|
| Amount: \$200.00 | Amount: \$200.00 | Amount: \$200.00 |
| Source: Supplemental | Source: Supplemental | Source: Supplemental |

Budget Reference 4300

Budget Reference 4300

Budget Reference 4300

Action **1.1b**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Site level planning time dedicated to science • SCSOS Educational Services support for evaluating relative success of new units, possibly expanding the development or acquisition of additional units of study. Review key components of tools like the Achieve Lesson Screener and/or EQUIP rubric v. 3.0 throughout the process | <ul style="list-style-type: none"> • Site level planning time dedicated to science • SCSOS Educational Services support for using a toolkit or similar process to evaluate instructional materials approved by the SBE for adoption • SCSOS Educational Services support on-site for evaluating progress towards fully-aligned NGSS instructional practices and |

- SCSOS Educational Services support on-site for supporting NGSS-aligned instructional practices and identifying areas of focus for support

action-planning for areas of greatest need

BUDGETED EXPENDITURES

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

Action **1.1c**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|
|---------|---------|---------|

| | | |
|---|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Since current History/Social Science materials are not aligned to the new Framework, all staff will need to review the current Framework and materials and pilot or purchase updated instructional materials. Teachers participate in a <i>History/Social Studies Framework Rollout</i> offered by Sutter County Superintendent of Schools. | Review History/Social Science instructional materials available for adoption | Pilot or purchase History/Social Science instructional materials K-8 |

BUDGETED EXPENDITURES

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

Action **1.2**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Administer Local Indicator Tool to determine the effectiveness of standards-aligned instruction • Teachers will continue to participate in Grade-Level Summits and other county-wide professional development opportunities offered through Sutter County Superintendent of Schools • Customized professional development from Sutter County Superintendent of Schools will continue to be provided on-site to support teachers in all content areas. | <ul style="list-style-type: none"> • Administer Local Indicator Tool to determine the effectiveness of standards-aligned instruction • Teachers will continue to participate in Grade-Level Summits and other county-wide professional development opportunities offered through Sutter County Superintendent of Schools • Customized professional development from Sutter County Superintendent of Schools will be continue to be provided on-site to support teachers in all content areas. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|----------------------------|----------------------------|----------------------------|
| Amount \$4,000.00 | Amount \$4,000.00 | Amount \$4,000.00 |
| Source Supplemental | Source Supplemental | Source Supplemental |
| Budget Reference 5200 | Budget Reference 5200 | Budget Reference 5200 |

Action **1.3**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| Maintain fully credentialed and appropriately assigned teachers | Maintain fully credentialed and appropriately assigned teachers | Maintain fully credentialed and appropriately assigned teachers |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| Amount \$1,978,056.00 | Amount \$2,017,617.00 | Amount \$2,057,969.00 |
| Source Supp., EPA, Title I, LCFF, Title II | Source Supp., EPA, Title I, LCFF, Title II | Source Supp., EPA, Title I, LCFF, Title II |
| Budget Reference Supp:\$257,106 EPA:\$521,824 Title I: \$27,103 LCFF:\$1,162,616 Title II: \$9,407 1000/3000 | Budget Reference Supp:\$262,248 EPA:\$465,457 Title I: \$27,645 LCFF:\$1,252,672 Title II: \$9,595 1000/3000 | Budget Reference Supp:\$267,493 EPA:\$463,426 Title I: \$28,198 LCFF:\$1,289,065 Title II: \$9,787 1000/3000 |



Action **1.4a**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|--|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Maintain broad course access for all students Continue Kindergarten–5th Grade classroom music grants through Sutter/Yuba Arts Council or other grant opportunities Increase VAPA course offerings | <ul style="list-style-type: none"> Maintain broad course access for all students Continue Kindergarten–5th Grade classroom music grants through Sutter/Yuba Arts Council or other grant opportunities Increase VAPA course offerings for Transitional Kindergarten–8th Grade |

Children’s Theater to provide students with instruction and a play production

- 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
- Consider adding a chess class to the After School Program

for Transitional Kindergarten–8th Grade students by continue to work with the Missoula Children’s Theater to provide students with instruction and a play production or explore other VAPA course opportunities

- 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 chess class in the After School Program. And consider additional opportunities for students

students by continue to work with the Missoula Children’s Theater to provide students with instruction and a play production or explore other VAPA course opportunities

- 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 chess class in the After School Program. And consider additional opportunities for students

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|--------------|------------------|--------------|------------------|--------------|
| Amount | \$2,547.00 | Amount | \$2,547.00 | Amount | \$2,547.00 |
| Source | Supplemental | Source | Supplemental | Source | Supplemental |
| Budget Reference | 1000/3000 | Budget Reference | 1000/3000 | Budget Reference | 1000/3000 |
| | | | | | |

Action **1.4b**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- Provide site-level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction
- Contract with Sutter County Superintendent of Schools to support teachers in developing a year-long overview of resources, units of study, and parent engagement strategies
- Contract with Sutter County Superintendent of Schools to provide support in professional learning for administrators, such as learning walks and observation tools

2018-19

New Modified Unchanged

- Provide site-level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction
- SCSOS Educational Services support for evaluating initial implementation efforts, expanding NGSS-aligned units of study, and planning for continued or improved parent engagement
- Continued SCSOS Educational Services support for

2019-20

New Modified Unchanged

- Provide site-level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction
- SCSOS Educational Services support for evaluating school structure changes, units of study and instructional practices, and parent engagement to identify implementation successes and needs
- SCSOS Educational Services support for rolling out newly adopted curriculum materials for

professional learning for administrators

science including professional development for administrators in addition to teachers

BUDGETED EXPENDITURES

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

Action **1.5**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <ul style="list-style-type: none"> Maintain facilities in good repair as per Facilities Inspection Tool | <ul style="list-style-type: none"> Maintain facilities in good repair as per Facilities Inspection Tool | <ul style="list-style-type: none"> 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

- Begin gym/classroom expansion if funds are approved

- Finalize gym/classroom expansion if funds are approved

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|------------------|--------------|------------------|--------------|------------------|--------------|
| Amount | \$324,470.00 | Amount | \$327,981.00 | Amount | \$331,563.00 |
| Source | LCFF | Source | LCFF | Source | LCFF |
| Budget Reference | 1000-6000 | Budget Reference | 1000-6000 | Budget Reference | 1000-6000 |

New

Modified

Unchanged

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------------|---|--|---|---|
| 2.1a – Local ELA/ELD data | Baseline data needs to be established | Use identified <i>Wonders</i> and <i>StudySync</i> assessments to establish a baseline, measuring the number of students meeting grade level standards | Increase the number of students meeting grade level standard by 5-10%. Reevaluate as needed based on 2017-18 data | Increase the number of students meeting grade level standard by 5-10%. Reevaluate as needed based on 2018-19 data |
| 2.1b –ELA/ELD Instructional Materials | No current assessment plan for ELA/ELD exists | All Kindergarten–5 th Grade teachers will use <i>Wonders</i> unit assessments from Units 1, 3, and 5 and <i>Wonders</i> performance tasks from Units 2 and 4 to create a baseline, measuring the number of students meeting grade level standards. 6 th –8 th Grade teachers will evaluate the assessment opportunities in <i>StudySync</i> 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 | Increase the number of students meeting grade level standard by 5-10%. Reevaluate as needed | Increase the number of students meeting grade level standard by 5-10%. Reevaluate as needed |

| | | | | | | | | | | | | | | | | | | |
|--|--|---|--|--|-----|---|---|---|-----|-----------|-----|-----------|-----|---------|-----|--|---|---|
| | | number of students meeting grade level standards | based on 2017-18 data | based on 2018-19 data | | | | | | | | | | | | | | |
| 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 | Re-evaluate assessment plan and update as needed | Re-evaluate assessment plan and update as needed | | | | | | | | | | | | | | |
| 2.3a – Academic Progress Indicator And CAASPP Data | <p>“Yellow” Performance Category Status – “Low” 6.7 points below level 3 Change – “Increased” 12.4 points</p> <p>2016-17 ELA CAASPP Data</p> <table border="0"> <tr><td>3rd Grade</td><td>49%</td></tr> <tr><td>4th Grade</td><td>23%</td></tr> <tr><td>5th Grade</td><td>48%</td></tr> <tr><td>6th Grade</td><td>11%</td></tr> <tr><td>7th Grade</td><td>49%</td></tr> <tr><td>8th Grade</td><td>38%</td></tr> <tr><td>Overall</td><td>36%</td></tr> </table> | 3rd Grade | 49% | 4th Grade | 23% | 5th Grade | 48% | 6th Grade | 11% | 7th Grade | 49% | 8th Grade | 38% | Overall | 36% | <p>Increase status to reflect 1.7 points below Level 3 (Standard Met) to 3.3 points above Level 3 (Standard Met)</p> <p>Adjust 2018-19 based on November 2017 release of the Dashboard</p> <p>Grade level and overall CAASPP scores will increase 4-5%</p> | Adjust 2019-20 based on November 2018 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth | Adjust 2020-21 based on November 2019 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth |
| 3rd Grade | 49% | | | | | | | | | | | | | | | | | |
| 4th Grade | 23% | | | | | | | | | | | | | | | | | |
| 5th Grade | 48% | | | | | | | | | | | | | | | | | |
| 6th Grade | 11% | | | | | | | | | | | | | | | | | |
| 7th Grade | 49% | | | | | | | | | | | | | | | | | |
| 8th Grade | 38% | | | | | | | | | | | | | | | | | |
| Overall | 36% | | | | | | | | | | | | | | | | | |
| 2.3b – Academic Progress Indicator And CAASPP Data | <p>“Yellow” Performance Category Status – “Low” 28.1 points below level 3 Change – “Maintained” 4.4 points</p> <p>2016-17 Math CAASPP Data</p> <table border="0"> <tr><td>3rd Grade</td><td>38%</td></tr> <tr><td>4th Grade</td><td>32%</td></tr> </table> | 3 rd Grade | 38% | 4 th Grade | 32% | <p>Increase status to reflect 23.1 points below Level 3 (Standard Met) to 18.1 points below Level 3 (Standard Met)</p> <p>Adjust 2018-19 based on November release of the Dashboard)</p> <p>Grade level and overall</p> | 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 | | | | | | | | | | |
| 3 rd Grade | 38% | | | | | | | | | | | | | | | | | |
| 4 th Grade | 32% | | | | | | | | | | | | | | | | | |

| | | | | |
|--|--|---|---|---|
| | <p>5th Grade 34%</p> <p>6th Grade 36%</p> <p>7th Grade 367%</p> <p>8th Grade 38%</p> <p>Overall 36%</p> | CAASPP scores will increase 3-4% | | |
| 2.3c – API | API is currently not reported | Await guidance from the State | Await guidance from the State | Await guidance from the State |
| 2.4 – Reclassification data | 20% (4/20) Students | Reclassify an additional 4 students | Reclassify an additional 4 students | Reclassify an additional 4 students |
| 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. | Re-evaluate identified progress when ELPAC benchmarks are established Maintain “Very High” Status and adjust goals to reflect a reported change. |
| 2.6 – Local EL data and master schedule | Students received daily Designated EL services from a credentialed teacher. The 4 th 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 <i>Wonders</i> and/or <i>StudySync</i> in the 4 th 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 |

Action **2.1a**

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

| | | | |
|------------------------------|---|---|--|
| <u>Students to be Served</u> | <input checked="" type="checkbox"/> All | <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input checked="" type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

OR

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

| | | | |
|------------------------------|--|--|--|
| <u>Students to be Served</u> | <input type="checkbox"/> English Learners | <input type="checkbox"/> Foster Youth | <input type="checkbox"/> Low Income |
| <u>Scope of Services</u> | <input type="checkbox"/> LEA-wide Group(s) | <input type="checkbox"/> Schoolwide | OR <input type="checkbox"/> Limited to Unduplicated Student |
| <u>Location(s)</u> | <input type="checkbox"/> All schools | <input type="checkbox"/> Specific Schools: _____ | <input type="checkbox"/> Specific Grade spans: _____ |

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Teachers will continue to 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 will be updated as needed and used to track student needs | <ul style="list-style-type: none"> Teachers will continue to 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 will be updated as needed and used to track student needs |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|
|---------|---------|---------|

| | | | | | |
|------------------|-----|------------------|-----|------------------|-----|
| Amount | \$0 | Amount | \$0 | Amount | \$0 |
| Source | | Source | | Source | |
| Budget Reference | | Budget Reference | | Budget Reference | |

Action **2.1b**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <ul style="list-style-type: none"> 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 <i>StudySync</i> and create a comprehensive assessment plan | <ul style="list-style-type: none"> Kindergarten–5th Grade teachers will continue to administer identified assessments (Unit 1, 3, and 5) and performance tasks (Unit 2 and 4) 6th–8th Grade teachers will administer identified | <ul style="list-style-type: none"> Assessment plans will be updated as needed. Teachers will continue to administer identified assessments Common testing protocol will be updated as needed and continue to be followed |

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

StudySync assessments in the 2017-18 assessment plan using the same established testing protocol

- Common testing protocol will be updated as needed and continue to be followed

BUDGETED EXPENDITURES

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

Action **2.2a**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|
|---------|---------|---------|

New Modified Unchanged

- 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

New Modified Unchanged

- Teachers will continue to 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 will be updated as needed and used to track student needs

New Modified Unchanged

- Teachers will continue to 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 will be updated as needed and used to track student needs

BUDGETED EXPENDITURES

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

Action **2.2b**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <ul style="list-style-type: none"> Teachers will analyze all assessment opportunities in the math programs and create a comprehensive assessment plan Common testing protocol will be established and followed | <ul style="list-style-type: none"> Teachers will continue to administer identified assessments Common testing protocol will be updated as needed and continue to be followed | <ul style="list-style-type: none"> Assessment plans will be updated as needed. Teachers will continue to administer identified assessments Common testing protocol will be updated as needed and continue to be followed |

BUDGETED EXPENDITURES

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

Action **2.3a**

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

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

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

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|---|
| <p><input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged</p> <ul style="list-style-type: none"> 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 offered by Sutter County Superintendent of Schools including but not limited to Dr. Kate Kinsella and Theresa Hancock's institute on <i>Tools to Support Developing Writers in Constructing Competent Opinion, Narrative, and Informative Writing</i> Consider inviting teachers to participate in <i>Tools for Launching a School-Wide Academic Vocabulary Campaign</i> with Dr. Kate Kinsella | <p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p> <ul style="list-style-type: none"> 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. | <p><input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged</p> <ul style="list-style-type: none"> Continue to evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times Teachers will continue to work 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. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|-------------------|-------------------|-------------------|
| Amount: Same 1.2 | Amount: Same 1.2 | Amount: Same 1.2 |
| Source: | Source: | Source: |
| Budget Reference: | Budget Reference: | Budget Reference: |

Action **2.3b**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <ul style="list-style-type: none"> Implement daily math intervention focused on mastering facts for identified 1st Grade students Teachers will receive professional development from Sutter County | <ul style="list-style-type: none"> Expand math intervention to include additional grade levels with identified needs Teachers will continue to receive professional | <ul style="list-style-type: none"> Continue to expand math intervention to include additional grade levels with identified needs Teachers will continue to receive professional development from |

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.

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 continue to 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.

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 continue to 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.

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|-------------------|-------------------|-------------------|
| Amount: Same 1.2 | Amount: Same 1.2 | Amount: Same 1.2 |
| Source: | Source: | Source: |
| Budget Reference: | Budget Reference: | Budget Reference: |

Action **2.3c**

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

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

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

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- Maintain API as we await guidance from the State

2018-19

New Modified Unchanged

- Maintain API as we await guidance from the State

2019-20

New Modified Unchanged

- Maintain API as we await guidance from the State

BUDGETED EXPENDITURES

2017-18

Amount \$0

Source

Budget Reference

2018-19

Amount \$0

Source

Budget Reference

2019-20

Amount \$0

Source

Budget Reference

Action **2.4/2.5/2.6**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools spans: _____ Specific Schools: _____ Specific Grade

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <ul style="list-style-type: none"> • Students will continue to receive improved Designated ELD services from a credentialed teacher 30 minutes per day, 5 days per week • Teachers 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 | <ul style="list-style-type: none"> • Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day, 5 days per week • Teachers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services • 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 | <ul style="list-style-type: none"> • Students will continue to receive improved designated ELD services from a credentialed teacher 30 minutes per day, 5 days per week • Teachers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services • 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 other Sutter County Superintendent of Schools Title III |

- 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

teacher in order to provide improved Designated ELD services

- ELD teacher will collaborate with other Sutter County Superintendent of Schools Title III Coordinator and 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
- ELD teacher will be provided continued support on the ELPAC
- Teachers will continue to be provided information as it pertains to ELPAC as needed
- Reclassification Policy will be updated as needed

Coordinator and 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
- ELD teacher will be provided continued support on the ELPAC
- Teachers will continue to be provided information as it pertains to ELPAC as needed
- Reclassification Policy will be updated as needed

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---------|-------------------|------------------|
| Amount | Same 1.2 and 1.30 | Amount |
| Source | | Amount |
| | Source | Same 1.2 and 1.3 |
| | | Source |

Budget Reference

Budget Reference

Budget Reference

New

Modified

Unchanged

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 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

- 3.1 – Continue to seek parent, staff, and student input through a survey
- 3.2 – Parent attendance at workshops 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.

[EXPECTED ANNUAL MEASURABLE 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 Spring |
| 3.2 – Sign in Sheets | Attendance at parent attendance remains low | Parent and student attendance at workshops will increase | Parent and student attendance at workshops will continue to increase | Parent and student attendance at workshops will continue to increase |
| 3.3a – Suspension Rate Indicator | “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% | Status will decline by an additional 0.5% |
| 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 | Decrease the number of students identified as chronically absent by 5 | Decrease the number of students identified as chronically absent by 5 |

| | | | | |
|--|--|---|---|---|
| | | students | students | 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 |

Action **3.1**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|--|--|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged |

- 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

- 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

- 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

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 | | | |
|------------------|---|------------------|---|------------------|---|
| Amount | \$28,484.00 | Amount | \$29,226.00 | Amount | \$29,834.00 |
| Source | Title I and Supplemental | Source | Title I and Supplemental | Source | Title I and Supplemental |
| Budget Reference | Title I: \$35.00 Supp.: \$28,449 2000/3000/4000 | Budget Reference | Title I: \$35.00 Supp.: \$29,191 2000/3000/4000 | Budget Reference | Title I: \$35.00 Supp.: \$29,799 2000/3000/4000 |

Action **3.2**

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

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

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

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

| 2017-18 | 2018-19 | 2019-20 |
|--|--|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <ul style="list-style-type: none"> • 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 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 | <ul style="list-style-type: none"> • Evaluate the effectiveness of offering parent workshops and student-centered workshops directly following monthly Board Meetings • 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 | <ul style="list-style-type: none"> • Evaluate the effectiveness of offering parent workshops and student-centered workshops directly following monthly Board Meetings • Evaluate workshop opportunities for parents and adjust as needed • Offer parents an opportunity either on site or at SCSOS to review new instructional materials consider for purchase in Science and History/Social Science • Continue to advertise parent workshop opportunities by announcing in the newsletter, posting on the website, and utilizing the auto dialer |

[BUDGETED EXPENDITURES](#)

| 2017-18 | 2018-19 | 2019-20 |
|------------------------|------------------------|------------------------|
| Amount \$1,000.00 | Amount \$1,000.00 | Amount \$1,000.00 |
| Source Supplemental | Source Supplemental | Source Supplemental |

Budget Reference

4000

Budget Reference

4000

Budget Reference

4000

Action 3.3a

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

- 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” where students will be receiving instruction from a credentialed

2018-19

New Modified Unchanged

- 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

2019-20

New Modified Unchanged

- 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

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

| 2017-18 | 2018-19 | 2019-20 | | | |
|------------------|----------|------------------|----------|------------------|----------|
| Amount | Same 2.4 | Amount | Same 2.4 | Amount | Same 2.4 |
| Source | | Source | | Source | |
| Budget Reference | | Budget Reference | | Budget Reference | |

Action **3.3b**

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

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

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---------|---------|---------|
|---------|---------|---------|

New Modified Unchanged

- 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
- 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

New Modified Unchanged

- Analyze suspension data on the dashboard and plan as needed based on results
- Continue utilizing in-house suspension for students when appropriate

New Modified Unchanged

- Analyze suspension data on the dashboard and plan as needed based on results
- Continue utilizing in-house suspension for students when appropriate

BUDGETED EXPENDITURES

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

Action **3.4**

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

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

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners

Foster Youth

Low Income

[Scope of Services](#)

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Maintain 0 expelled students

Maintain 0 expelled students

Maintain 0 expelled students

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Amount

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action **3.5a/3.5b/3.5c**

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

[Students to be Served](#)

All

Students with Disabilities

[Specific Student

Group(s)] _____

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade

spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged |
| <ul style="list-style-type: none"> 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 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|----------------------------|----------------------------|----------------------------|
| Amount \$3,000.00 | Amount \$3,000.00 | Amount \$3,000.00 |
| Source Supplemental | Source Supplemental | Source Supplemental |

Budget Reference

4300

Budget Reference

4300

Budget Reference

4300

Action 3.6

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain middle school dropout rate of 0

2018-19

New Modified Unchanged

Maintain middle school dropout rate of 0

2019-20

New Modified Unchanged

Maintain middle school dropout rate of 0

BUDGETED EXPENDITURES

2017-18

Amount \$0

Source

2018-19

Amount \$0

Source

2019-20

Amount \$0

Source

Budget
Reference

Budget
Reference

Budget
Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 350,220

Percentage to Increase or Improve
Services:

10.60 %

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.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

[Plan Summary](#)

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

[Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?