

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Brittan Elementary

Contact Name and Title

Staci Kaelin

Superintendent/Principal

Email and Phone

StaciK@brittan.k12.ca.us

530-822-5155

2017-20 Plan Summary

The Story

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

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

LCAP Highlights

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

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

Review of Performance

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

Greatest Progress

All students "Declined Significantly" in the Suspension Indicator. Students are in the "Green" Performance Category with a "Medium" status of 2.5%

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

All students are in the "Orange" Performance Category in the ELA Indicator. Status is "Low" with the average student scoring 14.5 points below level 3 (Standard Met). This represents a "decline" of 7.8 points.

All students are in the "Orange" Performance Category in the Math Indicator. Status is "Low" with the average student scoring 36.2 points below level 3 (Standard Met). This represents a "decline" of 8.1 points.

Increased efforts to provide ongoing professional development through the Coaching Cycle will address the declining ELA and math scores.

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

All students are in the "Green" Performance Category in the Suspension Indicator. Status is "Medium" at 2.5%. Status has "Declined Significantly" by 1.3%.

The "Hispanic" student group is in the "Orange" Performance Category in the Suspension Indicator. Status is "High" at 3.8%. Status has "Increased" by 1%.

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

Increased or Improved Services

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	\$1,519,203
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,427,132

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

Salaries and Facilities

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$3,737,859

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Brittan Elementary School District will provide conditions of learning that will develop College and Career Ready students

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Metrics/Indicators:

1.1a - Local Indicator – Basic Conditions at School

2017-18:

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

Actual

Maintained standards-aligned instructional materials in ELA/ELD and math. Teachers are using standards-aligned supplemental online materials for science as we await the adoption of new materials in 2019-2020.

Expected

Metrics/Indicators:

1.1b - Local Indicator – Basic Conditions at School

2017-18:

Evaluate materials to determine what can be repurposed with modification.

Evaluate options for freely available unit/lesson resources as well as options for the purchase of new transitional materials

Metrics/Indicators:

1.1c – Local Indicator – Basic Conditions at School

2017-18:

Attend 2016 Framework roll out offered by Sutter County Superintendent of Schools.

Begin initial review of materials presented to SBE for recommendation

Metrics/Indicators:

1.2 - Local Indicator – Implementation of State Academic Standards

2017-18:

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

Actual

Kindergarten-5th grade FOSS kits were re-aligned to meet NGSS.

The 5th grade teacher and teachers in 6th-8th grade attended SCSOS History/Social Science Framework Rollout in November 2017.

1 teacher attended publisher presentations of History/Social Science instructional materials at SCSOS in the Spring of 2018.

Professional development in ELA/ELD and science has been provided to teachers through SCSOS Grade Level Summits and on-site customized trainings specific to writing implementation. Sutter County Superintendent of Schools, Professional Development Coordinator, met with teachers in grades 3-5 twice throughout the school year to plan for writing instruction. In January 2018, all teachers participated in a Math Framework training.

Expected

Metrics/Indicators:

1.3 - Local Indicator – Basic Conditions at School

2017-18:

Maintain fully credentialed and appropriately assigned teachers

Metrics/Indicators:

1.4a - Daily Instructional Schedule

2017-18:

Increase Visual and Performing Arts (VAPA) courses for students including music in the classroom and performing arts

Metrics/Indicators:

1.4b – Daily Instructional Schedule and Local Indicator – Implementation of State Standards

2017-18:

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

Actual

All teachers are fully credentialed and appropriately assigned with the exception of 1 part-time non-credentialed teacher, who will not be returning in 2018-19.

VAPA courses include classroom music and performing arts.

Collaboration on science implementation occurs informally within and between grade levels. Kindergarten-5th grade teachers utilized re-aligned FOSS kits for science instruction.

Expected

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

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

Actual

Facilities have been maintained in "Good Condition" per the Facilities Inspection Tool.

Actions/Services

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

Action 1

Planned Actions/Services

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

Actual Actions/Services

Maintained standards-aligned instructional materials in ELA/ELD and math. Teachers are using standards-aligned supplemental online materials for science as we await the adoption of new materials in 2019-2020.

Budgeted Expenditures

Amount
 \$200.00

 Source
 Supplemental

 Budget Reference
 4300

Estimated Actual Expenditures

Amount
 \$8,841

 Source
 Supplemental

 Budget Reference
 4300

Action 2

Planned Actions/Services

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

Actual Actions/Services

- 1. Site level planning time occurs informally within grade level meetings.
- 2. Did not contract with SCSOS STEM Coordinator to develop units of study
- 3. Did not contract with SCSOS STEM Coordinator to support NGSS-aligned instructional practices. Three teachers attended an NGSS Rollout offered by Sacramento County Office of Education on May 7-8, 2018.

Budgeted Expenditures

Amount
\$0

Source

Budget Reference

Estimated Actual Expenditures

Amount
\$0

Source
None

Budget Reference
None

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

The 5th grade teacher and teachers in 6th-8th grade attended SCSOS Framework Rollout in November 2017.

Amount
\$0

Source

Budget Reference

Amount
\$0

Source
None

Budget Reference
None

Action 4

Planned Actions/Services

1. Administer Local Indicator Tool to determine the effectiveness of standards-aligned instruction
2. 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.
3. Customized professional

Actual Actions/Services

1. Administered Local Indicator Tool in November 2018 to determine the effectiveness of standards-aligned instruction. Results indicated Brittan School is in the beginning stages of implementation (Exploration and Research Phase) in NGSS and History/Social Science and VAPA. ELA and Math are in the Initial Implementation Phase.
2. Teachers participated in Grade-Level Summits and other

Budgeted Expenditures

Amount
\$4,000.00

Source
Supplemental

Budget Reference
5200

Estimated Actual Expenditures

Amount
\$4,560.00

Source
Supplemental
MTSS

Budget Reference
5200

Planned Actions/Services

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

Actual Actions/Services

county-wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA. TEachers did not attend the Grade-Level Summits offered for Science
 ELA
 K-2 - 3 teachers on September 26, 2017 and 1 teacher on February 27, 2018
 6-8 - 2 teachers on September 19, 2017 and 2 teachers on February 28, 2018
 3.Grade 3-5 teachers worked with SCSOS, Professional Development on writing implementation on January 25, 2018 and April 13, 2018.

Budgeted Expenditures

Estimated Actual Expenditures

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain fully credentialed and appropriately assigned teachers

All teachers are fully credentialed and appropriately assigned with the exception of 1 part-time non-credentialed teacher who will not be returning in 2018-19.

Amount
\$1,978,056.00

Source
Supp.,EPA, Title I, LCFF, Title II

Amount
\$1,922,795.00

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:\$257,839
EPA:\$548,520
Title I: \$27,171
LCFF:\$1,080,818
Title II: \$8,447
1000/3000

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. Maintain broad course access for all students
2. Explore Kindergarten–5th Grade classroom music grants through Sutter/Yuba Arts Council
3. Increase VAPA course offerings for Transitional Kindergarten–8th Grade students by working with the Missoula Children’s Theater to provide students with instruction and a play production

1. Maintained broad course access for all students
2. Did not explore Kindergarten–5th Grade classroom music grants through Sutter/Yuba Arts Council
3. Did not increase VAPA course offerings for Transitional Kindergarten–8th Grade students by working with the Missoula Children’s Theater to

Amount
\$2,547.00

Source
Supplemental

Budget Reference
1000/3000

Amount
\$23,620.00

Source
BPAC - \$3,100
REAP - \$10,861
Lottery - \$2490
Title I - \$7,169

Budget Reference
5800

Planned Actions/Services

- 4. Maintain Art Docent program 3 times per year.
- 5. Maintain Transitional Kindergarten–8th Grade student participation in the annual Christmas Program, Patriotic Program, and 6th–8th Grade student participation in History Day
- 6. Consider adding a chess class to the After School Program

Actual Actions/Services

- provide students with instruction and a play production. Originally the PTO showed an interest in supporting these services, but ultimately decided against it.
- 4. Maintained Art Docent program 3 times per year for students in JK-5th grade. Art is offered as an elective in grades 6-8.
- 5. Maintained Transitional Kindergarten–8th Grade student participation in the annual Christmas Program, Patriotic Program, and 6th–8th Grade student participation in History Day. Teachers continue to coordinate these events each year.
- 6. A chess class was not added to the After School Program

Budgeted Expenditures

Estimated Actual Expenditures

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

1. Site level planning time occurred informally within grade levels
 2. Did not contract with SCSOS STEM Coordinator to support teachers in developing a year-long overview of resources, units of study, and parent engagement strategies
 3. Did not contract with SCSOS STEM Coordinator to provide support in professional learning for administrators, such as learning walks and observation tools

Amount
 \$0
 Source
 Budget Reference

Amount
 \$0
 Source
 None
 Budget Reference
 None

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. Maintain facilities in good repair as per Facilities Inspection Tool
2. 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

1. Maintained facilities in good repair as per Facilities Inspection Tool
2. Since there was no state money available to fund the additional classrooms and gym, a Bond is scheduled for June. If the Bond is passed, construction will begin in the Fall of 2018 or Winter of 2019.

Amount
\$324,470.00

Source
LCFF

Budget Reference 1000-6000

Amount
\$438,385.00

Source
LCFF - \$301,426
Restricted Maintenance - \$136,959

Budget Reference
1000-6000

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

Analysis

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

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

Implications of the actions and services effectively supported the achievement of Goal 1, provide conditions of learning that will develop College and Career Ready students. Brittan School District has purchased and trained all teachers in standards-aligned instructional materials in ELA/ELD and in Math. Staff has aligned FOSS kits in grades Kindergarten–Grade 5 with the NGSS Standards and are beginning to implement the NGSS standards. Teachers are fully credentialed and ongoing staff development ensures 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/services in the 2017-18 LCAP were effective in the achievement of the goal. All students in grades Jumpstart Kindergarten–8th Grade are receiving instruction with standards-aligned instructional materials. Staff is receiving on-going staff development to fully implement the new instructional materials in ELA/ELD. Efforts to increase VAPA opportunities for students were limited. While site level planning time for science occurred informally, consistent implementation support was limited.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

6/5/2018

A formalized implementation plan for science instruction and materials adoption will take place in 2018-19 and 2019-20. Increased VAPA opportunities for students will continue to be explored.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Metrics/Indicators:

2.1a – Local ELA/ELD data

2017-18:

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

Actual

While Wonders Units Assessments 1, 3, and 5 were administered, baseline data was not established in K-grade 5. While Study Sync Units Assessments 1, 2, and 3 were administered, baseline data was not established in grades 6-8.

Expected

Metrics/Indicators:

2.1b –ELA/ELD Instructional Materials

2017-18:

All Kindergarten–5th Grade teachers will use Wonders unit assessments from Units 1, 3, and 5 and Wonders performance tasks from Units 2 and 4 to create a baseline, measuring the number of students meeting grade level standards.

6th–8th Grade teachers will evaluate the assessment opportunities in StudySync to establish a comprehensive assessment plan

Metrics/Indicators:

2.2a – Local Math data

2017-18:

Use identified instructional materials in math to create a baseline, measuring the number of students meeting grade level standards

Metrics/Indicators:

2.2b –Math Instructional Materials

2017-18:

Evaluate the assessment opportunities in current math materials and establish a comprehensive assessment plan

Actual

Baseline data was not established or shared with parents and students. Identified Wonder assessments (Units 1, 3, and 5) in Kinder-Grade 5 and StudySync assessments (Units 1, 2 , and 3) in grades 6-8 were administered. Teachers administered the assessments in order to use the results throughout the year to determine how the test should be modified in 2018-19 order to best obtain data to be used for instructional planning and intervention.

Baseline data in math was not established

Assessment opportunities in math were not evaluated

Expected

Metrics/Indicators:

2.3a – Academic Progress Indicator

And

CAASPP Data

2017-18:

Increase status to reflect 1.7 points below Level 3 (Standard Met) to 3.3 points above Level 3 (Standard Met)

Adjust 2018-19 based on November 2017 release of the Dashboard

Grade level and overall CAASPP scores will increase 4-5%

Actual

According to the November release of the ELA Academic Indicator on the CA Schools Dashboard:

Status reflects 14.5 points below Level 3 (Standard Met). Change reflects "declined" by 7.8 points.

According to preliminary ELA CAASPP data from 2017-18, grade level CAASPP scores reflect:

3rd grade - decreased 2%

4th grade - increased 21%

5th grade - decreased 26%

6th grade - increased 23%

7th grade - decreased 10%

8th grade - increased 1%

According to ELA CAASPP data from 2017-17 and 2017-18, student cohort data reflects:

3rd grade

17-18 - 47%

4th grade

16-17 - 49%

17-18 - 44%

5th grade

16-17 - 23%

17-18 - 22%

6th grade

16-17 - 48%

17-18 - 34%

7th grade

Expected

Metrics/Indicators:

2.3b – Academic Progress Indicator

And

CAASPP Data

2017-18:

Increase status to reflect 23.1 points below Level 3 (Standard Met) to 18.1 points below Level 3 (Standard Met)

Adjust 2018-19 based on November release of the Dashboard)

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

Actual

16-17 - 11%

17-18 - 39%

8th grade

16-17 - 49%

17-18 - 37%

According to the November release of the ELA Academic Indicator on the CA Schools Dashboard:

Status reflects 36.2 points below Level 3 (Standard Met). Change reflects "declined" by 8.1 points.

According to preliminary Math CAASPP data from 2017-18, grade level CAASPP scores reflect:

3rd grade - increased 6%

4th grade - increased 3%

5th grade - decreased 4%

6th grade - increased 3%

7th grade - decreased 3%

8th grade - decreased 2%

According to ELA CAASPP data from 2017-17 and 2017-18, student cohort data reflects:

3rd grade

17-18 - 44%

4th grade

16-17 - 38%

17-18 - 35%

5th grade

Expected

Actual

16-17 - 32%
17-18 - 38%
6th grade
16-17 - 34%
17-18 - 39%
7th grade
16-17 - 36%
17-18 - 39%
8th grade
16-17 - 36%
17-18 - 36%

Metrics/Indicators:
2.3c – API

2017-18:
Await guidance from the State

API was replaced with a new statewide accountability system, the California School Dashboard

Metrics/Indicators:
2.4 – Reclassification data

2017-18:
Reclassify an additional 4 students

Reclassified 4 students

Expected

Metrics/Indicators:
2.5 – English Learner Progress Indicator and Local EL data

2017-18:
11 English learners will make progress
Maintain “Very High” status. Report change if available

Metrics/Indicators:
2.6 – Local EL data and master schedule

2017-18:
Students received daily Designated EL services from a credentialed teacher. Reevaluate the current Reclassification Policy and include local data from Wonders and/or StudySync in the 4th criterion for Reclassification

Actual

Maintained "Very High" status on the Fall 2017 Dashboard. Status "Increased Significantly" from 2016-17

Students received daily Designated EL services from a credentialed teacher
Reclassification Policy was not updated

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

1. All unit assessments through Wonders and StudySync were administered to students. However, assessments were not scored and results were not used to drive instruction and were not reported to parents. Teachers plan to use the results to evaluate how the test will be modified in 2018-19.
 2. A common tracking sheet was not utilized since the purpose of the assessments shifted from the original intent.

Amount
 \$0
 Source
 Budget Reference

Amount
 \$1,426.00
 Source
 Supplemental
 Budget Reference
 2000/3000

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. Kindergarten–5th Grade teachers will administer identified assessments (Unit 1, 3, and 5) and performance tasks (Unit 2 and 4)
 2. 6th–8th Grade teachers will analyze assessment opportunities in StudySync and create a comprehensive assessment plan
 3. Common testing protocol will be established and followed
 4. Teachers will track baseline data on a common tracking sheet

1. Identified assessments were administered.
 2. An assessment plan was identified. Unit 1, 2, and 3 in StudySync were administered.
 3. Common testing protocol was not identified.
 4. A common tracking sheet was not utilized since the purpose of the assessments shifted from the original intent.

Amount
 \$0

 Source

 Budget Reference

Amount
 \$0

 Source
 None

 Budget Reference
 None

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. 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
 2. A common tracking sheet for teacher use will be developed in order to easily track student needs

1. Math data was gathered through "MobyMax" and the "Interim Assessment Benchmarks" (IAB) in order to monitor students needs and plan for intervention. Teachers were required to administer at least 1 IAB.
 2. A common tracking sheet was not utilized since the purpose of the assessments shifted from the original intent.

Amount
 \$0
 Source
 Budget Reference

Amount
 \$0
 Source
 None
 Budget Reference
 None

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. Teachers will analyze all assessment opportunities in the math programs and create a comprehensive assessment plan
 2. Common testing protocol will be established and followed

1. Assessments opportunities were not analyzed.
 2. Common testing protocol was not established.

Amount
 \$0
 Source
 Budget Reference

Amount
 \$0
 Source
 None
 Budget Reference
 None

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

1. Evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times
2. 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.
3. 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 Tools to Support Developing Writers in Constructing Competent Opinion, Narrative, and Informative Writing
4. Consider inviting teachers to participate in Tools for Launching a School-Wide Academic Vocabulary Campaign with Dr. Kate Kinsella

Actual Actions/Services

1. The master schedule was developed in order to all intervention to occur for all students at appropriate students.
2. Teachers did not meet with SCSOS Educational Services to analyze ELA CAASPP data, although they did analyze data independently and within grade level groups. Grade level and cohort data will be analyzed in 2018-19.
3. Teachers did not 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 Tools to Support Developing Writers in Constructing Competent Opinion, Narrative, and Informative Writing
4. Teachers did not attend "Tools for Launching a School-Wide Academic Vocabulary

Budgeted Expenditures

Same 1.2

Estimated Actual Expenditures

Same 1.2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Campaign" with Dr. Kate Kinsella

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. Implement daily math intervention focused on mastering facts for identified 1st Grade students
 2. Teachers will receive professional development from Sutter County Superintendent of Schools on the current math Framework, standards, and current curriculum: Saxon (K-2), McGraw-Hill (3-5), and CPM (6-8)
 3. 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.

1. Paraprofessionals pushed in to 1st grade classes to assist with math fact support
 2. All teachers received professional development from Sutter County Superintendent of Schools on the current math Framework on January 31, 2018.
 3. Teachers did not meet with SCSOS Educational Services to analyze math CAASPP data, although they did analyze data independently and within grade level groups. Grade level and cohort data will be analyzed in 2018-19.
 3. Teachers did not participate in County-wide professional development opportunities offered by Sutter County.

Same 1.2

Same 1.2

Action 7

Planned Actions/Services

Maintain API as we await guidance from the State

Actual Actions/Services

API was replaced with the California Schools Dashboard

Budgeted Expenditures

Amount
\$0

Source

Budget Reference

Estimated Actual Expenditures

Amount
\$0

Source
None

Budget Reference
None

Action 8

Planned Actions/Services

1. Students will continue to receive improved Designated ELD services from a credentialed teacher 30 minutes per day, 5 days per week
2. Teachers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services
3. Long Term English Learner (LTEL) students and students at risk of becoming LTEL will be

Actual Actions/Services

1. Students received Designated ELD services from a credentialed teacher 30 minutes per day, 5 days per week
2. Teachers were provided EL data for every EL in their class including data from the Wonders Designated ELD curriculum
3. ELD teacher schedules quarterly meetings with teachers to discuss progress and data
4. Maintained ELD/Intervention teacher

Budgeted Expenditures

Same 1.2 as 1.3

Estimated Actual Expenditures

Same 1.2 as 1.3

Planned Actions/Services

identified. A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher

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

5. 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

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

7. 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

8. Information regarding ELPAC

Actual Actions/Services

5. ELD teacher collaborated 6 times throughout the year with Sutter County Superintendent of Schools Title III Coordinator and other ELD teachers in Sutter County

6. EL teacher did not participate in professional development opportunities offered by Sutter County Superintendent of Schools focused specifically on supporting English learners

7. ELD teacher attended Summative ELPAC training at Sacramento County Office of Education on December 15, 2017 and ELPAC Initial Assessment training at Sutter County Superintendent of Schools on May 23, 2018.

8. Information regarding ELPAC and the implication of the transition from CELDT was not shared with teachers

9. Reclassification Policy was not updated to include data from local assessments

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

and the implication of the transition from CELDT will be shared with all teachers
9. Reclassification Policy will be updated to include data from local assessments

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

Analysis

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

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

Implementation of the actions and services effectively supported the achievement of goal 2, plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. While the initial focus this year was on the creation of an assessment plan and data analysis in both ELA and math, the staff with support of administration decided it best to do a close analysis of the ELA assessments only in order to ensure assessments were aligned to instructional practices and data is truly reflective of student learning. Daily pull out Designated ELD instruction has resulted in increased numbers of EL students being reclassified.

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

Many of the actions and services were effective in the achievement of Goal 2, especially as they relate to ELA. While there was close attention played to the administration of the assessments, the result of the assessments will not be analyzed until 2018-19, after teachers restructure the assessments based on their analysis from 2017-18. The true effectiveness of the modifications to the assessment will come in 2018-19. Since there was such a heavy emphasis on ELA in 2017-18, staff thought it best to focus on the actions and services as they relate to math in 2018-19. Although teachers are provided data for students on CAASPP, it would be an effective use of time to focus on student cohort growth in 2018-19.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 - Budget expenditures were less than the Estimated Actual Expenditures because additional planning time and sub costs were required in order to give teachers additional planning time to analyze the assessments and make adjustments to the assessments for 2018-19.

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.

Identified actions and services related to ELA and math data analysis for local and state assessments will continue in 2018-19.

Goal 3

Brittan Elementary School District will promote student engagement and a school culture conducive to learning

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

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

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

Metrics/Indicators:
3.2 – Sign in Sheets

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

Actual

Parent, Staff, and Student Survey administered in the Spring

Parent and student attendance at all school events has increased

Expected

Metrics/Indicators:
3.3a – Suspension Rate Indicator

2017-18:
Status will decline by 0.5%

2017-18 – 6 students suspended

Metrics/Indicators:
3.3b – Suspension Rate Indicator

2017-18:
Status will decline by 0.5%

Metrics/Indicators:
3.4 – Expulsion Data

2017-18:
Maintain 0 expelled students

Actual

11 students suspended
According to the Fall 2017 Dashboard, the Suspension status "Declined Significantly" by 1.3%

2 Hispanic students suspended
According to the Fall 2017 Dashboard, the Suspension status "Increased" by 1%

0 students expelled

Expected

Metrics/Indicators:
3.5a – Attendance Data

2017-18:
Increase attendance rate to 97%

Metrics/Indicators:
3.5b – Attendance Data

2017-18:
Decrease the number of students identified as chronically absent by 10 students

Metrics/Indicators:
3.5c – Chronically Tardy Students Data

2017-18:
Decrease the number of students identified as chronically tardy by 5 students

Actual

Attendance Rate 94.63%

93 students identified as chronically absent
This represents an increase of 23 students

23 students identified as chronically tardy
This represents a decrease of 2 students

Expected

Metrics/Indicators:
3.5a/3.5b/3.5c – Student participation

2017-18:
Increase the number of students recognized by 10 students

Metrics/Indicators:
3.6 – Middle School Dropout Data

2017-18:
Maintain 0 middle school dropout students

Actual

11 students recognized in 2016-17
21 students recognized in 2017-18
Increased by 10 students

0 middle school dropouts

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. Continue to administer a parent, student, staff survey in the spring. Analyze results and share with stakeholder groups

2. Maintain the After School Program

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

1. Administered the parent, student, and staff survey in through Survey Monkey in April/May 2018. 100% of students participated, 30% of parents returned surveys, and 16% of staff members returned surveys.

2. Maintained After School Program

3. After School Coordinator visited a neighboring district's After School Program in May 2018 to observe processes, procedures and offerings for students. Included in the observation were ways in which NGSS activities are supported.

Amount
\$28,484.00

Source
Title I and Supplemental

Budget Reference
Title I: \$35.00
Supp.:\$28,449
2000/3000/4000

Amount
\$25,277.00

Source
Title I: \$37.00
Supp.:\$24,765
Lottery:\$475

Budget Reference
2000/3000/4000

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. 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

2. 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

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

1. Parent workshops were not offered

2. A Literacy Night occurred on March 5, 2018. A Science night occurred on April 18, 2018.

3. All school events including parent workshop opportunities are advertised and announced in the newsletter, are posted on the website, and families are called using the auto dialer system.

Amount
\$1,000.00

Source
Supplemental

Budget Reference
4000

Amount
\$1,418.00

Source
Supplemental

Budget Reference
4000

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. 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
2. Re-evaluate the current school-wide discipline policy and procedures
3. Create a space for “in-house suspensions” where students will be receiving instruction from a credentialed teacher
4. 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)

1. Students were not identified
2. School-wide discipline policy and procedures were re-evaluated and refined throughout the school year
3. A space for "in-house suspensions" was created and a credentialed teacher is available. However, the space was not needed as off campus suspensions were necessary.
4. In partnership with Sutter County Superintendent of Schools, the District received a Cohort 2 MTSS grant for \$50,000 in which work with the site team began this year and will continue in 2018-19

Amount
Same 2.4

Source

Budget Reference

Amount
Same 2.4

Source
None

Budget Reference
None

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1. 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

2. 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

3. 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

1. Students were not identified

2. Fall 2017 Dashboard data identified "Hispanic" students in the "Orange" performance category. Although this is an increase from the "Red" performance category, the suspension rate of this student group remains high and increased by 1%. Support for this particular student group has not been formalized.

3. A space for "in-house suspensions" was created and a credentialed teacher is available. However, the space was not needed as off campus suspensions were necessary.

Amount
\$0

Source

Budget Reference

Amount
\$0

Source
None

Budget Reference
None

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain 0 expelled students

Maintained 0 expelled students

Amount
\$0

Source

Budget Reference

Amount
\$0

Source
None

Budget Reference
None

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

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

3. 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.

1. Monthly certificated were awarded to students that were not tardy, did not leave school early, or were not absent

2. Students were recognized on the website and in the newsletter each month

3. 21 students were recognized for having perfect attendance. Students were treated to a limo ride to In n' Out and Red Robin

Amount
\$3,000.00

Source
Supplemental

Budget Reference
4300

Amount
\$810.00

Source
Supplemental

Budget Reference
4300/5800

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain middle school dropout
rate of 0

Maintained 0 middle school
dropout students

Amount
\$0

Source

Budget Reference

Amount
\$0

Source
None

Budget Reference
None

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Analysis

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

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

Implementations of the actions and services effectively support the achievement of Goal 3. Perfect Attendance incentives were implemented and very successful. The number of students recognized continues to increase. This program will continue in the upcoming years.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Positive attendance efforts will continue in 2018-19.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Board of Trustees

September 12, 2017

October 10, 2017

November 14, 2017

December 12, 2017

January 9, 2018

February 13, 2018

March 13, 2018

April 10, 2018

May 8, 2018

June 12, 2018 (Public Hearing)

June 26, 2018 (LCAP Approval)

Site Council

September 18, 2017

October 16, 2017

January 22, 2018

March 19, 2018

May 21, 2018

Certificated Staff

January 25, 2018

April 25, 2018

Classified Staff

January 29, 2018

April 23, 2018

Staff

September 27, 2017

January 31, 2018

February 28, 2018

March 28, 2018

Parents

April/May2018

Students

April/May 2018

No Bargaining Unit

Impact on LCAP and Annual Update

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

All changes to the 2018-19 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/events need to continue to be the focus for the 2018-19 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 2018-19 school year.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

Goal 1

Brittan Elementary School District will provide conditions of learning that will develop College and Career Ready students

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities:

Identified Need:

2017-18 and 2018-19

- 1.1a – Maintain standards-aligned instructional materials in ELA/ELD and Math
- 1.1b - Current science instructional materials are not completely aligned to Next Generation Science Standards (NGSS)
- 1.1c – Current history/social science materials are not aligned to the new Framework
- 1.2 - Rigorous curriculum in ELA/ELD, Math, a new History/Social Science Framework, and the implementation of NGSS require intense professional development for teachers in order to best serve the diverse student need
- 1.3 - Maintain fully credentialed and appropriately assigned teachers
- 1.4a - Maintain broad course access for all students
- 1.4b – There is not a formalized implementation plan for the transition to NGSS
- 1.5 - Maintain facilities in good repair as per Facilities Inspection Tool

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1a - Local Indicator – Basic Conditions at School	Current ELA/ELD instructional materials are standards-aligned	Maintain standards-aligned instructional materials in ELA/ELD and math	Maintain standards-aligned instructional materials in ELA/ELD and math	Maintain standards-aligned instructional materials in ELA/ELD and math
1.1b - Local Indicator – Basic Conditions at School	Instructional materials in science are not completely aligned to the Next Generation Science Standards (NGSS)	Evaluate materials to determine what can be repurposed with modification. Evaluate options for freely available unit/lesson resources as well as options for the purchase of new transitional materials	Utilize online resources and current materials aligned to NGSS. Evaluate State Board approved instructional materials available for adoption	Adopt or Pilot comprehensive, year-long instructional materials in all grades

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1c – Local Indicator – Basic Conditions at School	Instructional materials in History/Social Science are not aligned to the new Framework	Attend 2016 Framework roll out offered by Sutter County Superintendent of Schools. Begin initial review of materials presented to SBE for recommendation	Continue review of materials presented to SBE for recommendation. Pilot materials in Grades 4-8	Pilot materials in Kindergarten-Grade 3 Purchase materials in Grades 4-8
1.2 - Local Indicator – Implementation of State Academic Standards	Teachers are offered ongoing professional development in ELA/ELD, Math, Science, and History/Social Science	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science
1.3 - Local Indicator – Basic Conditions at School	All teachers are fully credentialed and appropriately assigned	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.4a - Daily Instructional Schedule	All students have access to a broad course of study	Increase Visual and Performing Arts (VAPA) courses for students including music in the classroom and performing arts	Continue to maintain increased VAPA courses	Continue to maintain increased VAPA courses
1.4b – Daily Instructional Schedule and Local Indicator – Implementation of State Standards	There is no comprehensive transition plan for NGSS	Collaborate on: vision for science in all grades, expectations and support for units of study to be initially implemented, and parent engagement for NGSS	Evaluate and refine the vision and expectations for science in all grades. Improve parent engagement for NGSS	Continue to evaluate and refine the vision and expectations for science in all grades. Continue to improve parent engagement for NGSS
1.5 - Local Indicator – Basic Conditions at School (Facilities Inspection Tool)	Facilities are in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

Site level planning time dedicated to utilizing modified FOSS kits, "Mystery Science" and pacing guides provided by SCSOS to align resources to NGSS.

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

Site level support in reviewing materials available for adoption/pilot

2019-20 Actions/Services

Continued site level planning time dedicated to science

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

Site level support for implementation of adopted/piloted instructional materials

Budgeted Expenditures

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

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

Since current History/Social Science materials are not aligned to the new Framework, all staff will need to review the current Framework and materials and pilot or purchase updated instructional materials.

2018-19 Actions/Services

Pilot History/Social Science in Grades 4-8

2019-20 Actions/Services

Pilot History/Social Science materials in Kindergarten - Grade3
Purchase History/Social Science instructional materials for Grades 4-8

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

Budgeted Expenditures

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

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

N/A

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.

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.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000.00	\$14,000	
Source	Supplemental	Supplemental - \$4,000 MTSS - \$10,000	
Budget Reference	5200	5200	

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Unchanged

2017-18 Actions/Services

Maintain fully credentialed and appropriately assigned teachers

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

Modified

2018-19 Actions/Services

Maintain fully credentialed and appropriately assigned teachers

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

Modified

2019-20 Actions/Services

Maintain fully credentialed and appropriately assigned teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,978,056.00	\$1,826,955	\$1,871,271
Source	Supp.,EPA, Title I, LCFF, Title II	Supp., EPA, Title I, LCFF, Title II Supp:\$261,594 EPA:\$535,898 Title I: \$27,651 LCFF:\$993,365 Title II: \$8,447	Supp., EPA, Title I, LCFF, Title II Supp:\$267,872 EPA:\$535,989 Title I: \$27,651 LCFF:\$1,031,403 Title II: \$8,447

Year	2017-18	2018-19	2019-20
Budget Reference	Supp:\$257,106 EPA:\$521,824 Title I: \$27,103 LCFF:\$1,162,616 Title II: \$9,407 1000/3000	1000/3000	1000/3000

Action #6

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

2017-18 Actions/Services

Maintain broad course access for all students

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

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

Maintain Art Docent program 3 times per year

Maintain 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

Modified

2018-19 Actions/Services

Maintain broad course access for all students

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

Maintain Art Docent program 3 times per year

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

Modified

2019-20 Actions/Services

Maintain broad course access for all students

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

Maintain Art Docent program 3 times per year

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,547.00	\$14,606	\$14,633
Source	Supplemental	BPAC - \$3,300 Supplemental - \$1,475 REAP - \$1,400 Lottery - \$1,079 Title I - \$7,379	BPAC - \$3,300 Supplemental - \$1,448 REAP - \$1,400 Lottery - \$1,079 Title I - \$7,379
Budget Reference	1000/3000	1000/3000/5800	1000/3000/5800

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide site-level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction

Provide site-level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction

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

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

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

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

Evaluate opportunities for cross-curricular connections to NGSS

Evaluate opportunities for cross-curricular connections to NGSS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$1810	\$1838
Source	None	Supplemental	Supplemental
Budget Reference	None	2000/3000	2000/3000

Action #8

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

Modified

2017-18 Actions/Services

Maintain facilities in good repair as per Facilities Inspection Tool

Plans for a new gym and 7 classrooms have been approved by CDE. Awaiting approval of funds to complete the project. If funds are available, work will begin in the Summer of 2018

for 2018-19

Modified

2018-19 Actions/Services

Maintain facilities in good repair as per Facilities Inspection Tool

Begin gym/classroom expansion if funds are approved

for 2019-20

Modified

2019-20 Actions/Services

Maintain facilities in good repair as per Facilities Inspection Tool

Finalize gym/classroom expansion if funds are approved

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$324,470.00	\$435,453.00	\$442,385.00
Source	LCFF	LCFF - \$294,621 Restricted Maintenance - \$140,832	LCFF - \$298,957 Restricted Maintenance - \$143,428
Budget Reference	1000-6000	1000-6000	1000-6000

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

Modified

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Identified Need:

- 2017-18
- 2.1a – Baseline data was not established with current ELA/ELD instructional materials in 2016-17
 - 2.1b – A formalized assessment plan for ELA/ELD was not established in 2016-17
 - 2.2a – Baseline data was not established with current math instructional materials in 2016-17
 - 2.2b – A formalized assessment plan for math was not established in 2016-17
 - 2.3a – 2015-16 ELA Academic Indicator data based on the CAASPP indicates all students are in the “yellow” performance category with the average student scoring 6.7 points below Level 3 (Standard Met). This represents an increase of 12.4 points from 2014-15
 - 2.3b – 2015-16 Math Academic Indicator data based on CAASPP indicates all students are in the “yellow” performance category with the average student scoring 28.1 points below Level 3 (Standard Met). This represents an increase of 4.4 points from 2014-15.
 - 2.4 – 4/20 students (20%) were reclassified in 2016-17
 - 2.5 – 65% (11/17) of English learners increased one or more levels on the CELDT. According to the California School Dashboard, the status for English learners is “Very High” at 85.7%. A change was not reported due to not having at least 11 English learners in the 2013-2014 school year.

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

2018-19

2.1a – Baseline data was not established with current ELA/ELD instructional materials in 2017-18

2.1b – A formalized assessment plan for ELA/ELD was established but not implemented in 2016-17

2.2a – Baseline data was not established with current math instructional materials in 2017-18

2.2b – A formalized assessment plan for math was not established in 2017-18

2.3a – 2016-17 ELA Academic Indicator data based on the CAASPP and the Fall 2017 CA Schools Dashboard, indicates all students are in the “orange” performance category with the average student scoring 14.5 points below Level 3 (Standard Met). This represents a decline of 7.8 points from the 2015-16.

2.3b – 2016-17 Math Academic Indicator data based on the CAASPP and the Fall 2017 CA Schools Dashboard, indicates all students are in the “orange” performance category with the average student scoring 36.2 points below Level 3 (Standard Met). This represents a decline of 8.1 points from the 2015-16.

2.4 – 4 students were reclassified in 2017-18

2.5 – Baseline data was established with the ELPAC

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1a – Local ELA/ELD data	Baseline data needs to be established	Use identified Wonders and StudySync assessments to establish a baseline, measuring the number of students meeting grade level standards	Use identified Wonders and StudySync assessments to establish a baseline, measuring the number of students meeting grade level standards	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–5th
Grade teachers will use
Wonders unit
assessments from Units
1, 3, and 5 and Wonders
performance tasks from
Units 2 and 4 to create a
baseline, measuring the
number of students
meeting grade level
standards.
6th–8th Grade teachers
will evaluate the
assessment opportunities
in StudySync to establish
a comprehensive
assessment plan

Re-evaluate assessment
plans and update as
needed

Re-evaluate assessment
plans and update as
needed

2.2a – Local Math
data

Baseline data needs to be
established

Use identified instructional
materials in math to create
a baseline, measuring the
number of students
meeting grade level
standards

Use identified instructional
materials in math to
create a baseline,
measuring the number of
students meeting grade
level standards

Increase the number of
students meeting grade
level standard by 5-10%.
Reevaluate as needed
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

Evaluate the assessment
opportunities in current
math materials and
establish a
comprehensive
assessment plan

Re-evaluate assessment
plan and update as needed

2.3a – Academic
Progress Indicator
And
CAASPP Data

“Yellow” Performance
Category
Status – “Low” 6.7 points
below level 3
Change – “Increased” 12.4
points
2016-17 ELA CAASPP
Data
3rd Grade 49%
4th Grade 23%
5th Grade 48%
6th Grade 11%
7th Grade 49%
8th Grade 38%
Overall 36%

Increase status to reflect
1.7 points below Level 3
(Standard Met) to 3.3
points above Level 3
(Standard Met)
Adjust 2018-19 based on
November 2017 release of
the Dashboard

Grade level and overall
CAASPP scores will
increase 4-5%

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

Adjust 2020-21 based on
November 2019 release of
the Dashboard and/or
guidance from the state on
what is determined to be
adequate growth

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

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 4th criterion for reclassification does not include local ELA assessment data. Pending ELPAC, reclassification policy will be updated by the State

Students received daily Designated EL services from a credentialed teacher. Reevaluate the current Reclassification Policy and include local data from Wonders and/or StudySync in the 4th criterion for Reclassification

Students received daily Designated EL services from a credentialed teacher. Reevaluate the current Reclassification Policy and update as needed to include ELPAC data

Students received daily Designated EL services from a credentialed teacher. Reevaluate and update the current Reclassification Policy as needed

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$1,810	\$1,838
Source	None	Supplemental	Supplemental
Budget Reference	None	2000/3000	2000/3000

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Kindergarten–5th Grade teachers will administer identified assessments (Unit 1, 3, and 5) and performance tasks (Unit 2 and 4)

N/A

N/A

6th–8th Grade teachers will analyze assessment opportunities in StudySync and create a comprehensive assessment plan

Common testing protocol will be established and followed

Teachers will track baseline data on a common tracking sheet

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	\$0		
Source	None		
Budget Reference	None		

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

N/A

N/A

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

Budgeted Expenditures

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

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Teachers will analyze all assessment opportunities in the math programs and create a comprehensive assessment plan

N/A

N/A

Common testing protocol will be established and followed

Budgeted Expenditures

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

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

New

2017-18 Actions/Services

Evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times

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

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

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

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

Modified

2018-19 Actions/Services

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.

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

Unchanged

2019-20 Actions/Services

N/A

Kate Kinsella

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Same 1.2	Same 1.2	
Source	None	None	
Budget Reference	None	None	

Action #6

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

New

2017-18 Actions/Services

Implement daily math intervention focused on mastering facts for identified 1st Grade students

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

Teachers will 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.

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

Modified

2018-19 Actions/Services

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

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

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

Unchanged

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Same 1.2	See 1.2	
Source	None	None	
Budget Reference	None	None	

Action #7

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

Maintain API as we await guidance from the State

2018-19 Actions/Services

API was replaced with an updated accountability system, the California Schools Dashboard

2019-20 Actions/Services

N/A

Budgeted Expenditures

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

Action #8

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

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

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

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

2018-19 Actions/Services

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

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

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

2019-20 Actions/Services

N/A

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

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

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

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

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

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

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

Reclassification Policy will be updated to include data from local assessments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Same 1.2 and 1.3	Same 1.2 and 1.3	
Source	None	None	
Budget Reference	None	None	

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

Modified

Goal 3

Brittan Elementary School District will promote student engagement and a school culture conducive to learning

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

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

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 – Parent, Student, and Staff Surveys	Parent, Student, and Staff Survey administered in the Spring	Continue to administer Parent, Student, and Staff Survey in the Spring	Continue to administer Parent, Student, and Staff Survey in the Spring	Continue to administer Parent, Student, and Staff Survey in the Spring
3.2 – Sign in Sheets	Attendance at parent attendance remains low	Parent and student attendance at workshops/school events will increase	Parent and student attendance at workshops/school events will continue to increase	Parent and student attendance at workshops will continue to increase

<p>3.3a – Suspension Rate Indicator</p>	<p>“Yellow” Performance Category Status “High” 3.2% Change “Declined” 0.7% 2016-17 – 7 students suspended</p>	<p>Status will decline by 0.5% 2017-18 – 6 students suspended</p>	<p>Status will decline by an additional 0.5% 2018-19 – 5 students suspended</p>	<p>Status will decline by an additional 0.5% 2019-20 – 4 students suspended</p>
<p>3.3b – Suspension Rate Indicator</p>	<p>“Red” Performance Category Status “High” 3.8% Change “Increased Significantly” 2.7%</p>	<p>Status will decline by 0.5%</p>	<p>Status will decline by an additional 0.5%</p>	<p>Status will decline by an additional 0.5%</p>
<p>3.4 – Expulsion Data</p>	<p>No expelled students</p>	<p>Maintain 0 expelled students</p>	<p>Maintain 0 expelled students</p>	<p>Maintain 0 expelled students</p>
<p>3.5a – Attendance Data</p>	<p>Current attendance rate is 95.23%</p>	<p>Increase attendance rate to 97%</p>	<p>Maintain at 97% or increase attendance rate</p>	<p>Maintain at 97% or increase attendance rate</p>
<p>3.5b – Attendance Data</p>	<p>70 students (15%) identified as chronically absent</p>	<p>Decrease the number of students identified as chronically absent by 10 students</p>	<p>Decrease the number of students identified as chronically absent by 5 students</p>	<p>Decrease the number of students identified as chronically absent by 5 students</p>

3.5c – Chronically Tardy Students Data	25 students identified as chronically absent	Decrease the number of students identified as chronically tardy by 5 students	Decrease the number of students identified as chronically tardy by 5 students	Decrease the number of students identified as chronically tardy by 5 students
3.5a/3.5b/3.5c – Student participation	9 students recognized for 100% attendance	Increase the number of students recognized by 10 students	Increase the number of students recognized by 5 students	Increase the number of students recognized by 5 students
3.6 – Middle School Dropout Data	No Middle School dropout Students	Maintain 0 middle school dropout students	Maintain 0 middle school dropout students	Maintain 0 middle school dropout students

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to administer a parent, student, staff survey in the spring. Analyze results and share with stakeholder groups.

Maintain the After School Program

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

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

Year	2017-18	2018-19	2019-20
Amount	\$28,484.00	\$27,567	\$28,382
Source	Title I and Supplemental	Title I: \$37.00 Supp.: \$27,534	Title I:\$37.00 Supp.:\$28,345
Budget Reference	Title I: \$35.00 Supp.:\$28,449 2000/3000/4000	2000/3000/4000	2000/3000/4000

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

Offer parent workshops and student-centered workshops directly following monthly Board Meetings where at least 8-9 families attend to have their child recognized as Student of the Month.

Consider organizing a literacy night, math 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

2018-19 Actions/Services

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

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000.00	\$2,500.00	
Source	Supplemental	Supplemental	
Budget Reference	4000	4000	

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

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 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)

2018-19 Actions/Services

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 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	See 2.4	See 2.4	
Source	None	None	
Budget Reference	None	None	

Action #4

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

Limited to Unduplicated Student Groups

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

Since data from the Dashboard is from 2013-14 and 2014-15, determine if “Hispanic” students represented in the “Red” category are current students and what behavior issues, if any, there have been since the current release of the dashboard data.

Re-evaluate the need based on the next dashboard release to determine what progress has been made or if this student group continues to need more intensive support

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

2018-19 Actions/Services

Analyze suspension data on the dashboard and plan as needed based on results

Continue utilizing in-house suspension for students when appropriate

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

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

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain 0 expelled students

N/A

N/A

Budgeted Expenditures

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

Action #6

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Continue recognizing 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.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000.00	\$1,550.00	
Source	Supplemental	Supplemental	
Budget Reference	4300	4300/5800	

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain middle school dropout rate of 0

N/A

N/A

Budgeted Expenditures

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$297,368

Percentage to Increase or Improve Services

10.26%

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

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

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

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

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

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

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$306,736

Percentage to Increase or Improve Services

10.39%

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

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

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

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

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

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