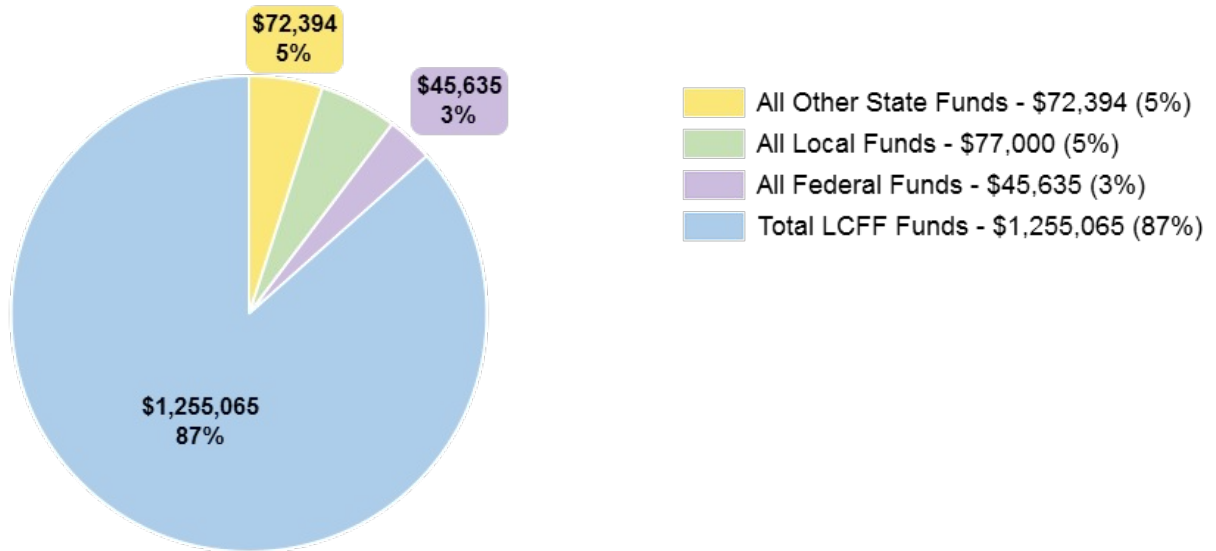# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Browns Elementary
CDS Code: 51713650000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Mike Scully | MikeS@sutter.k12.ca.us | 530-633-2523

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).
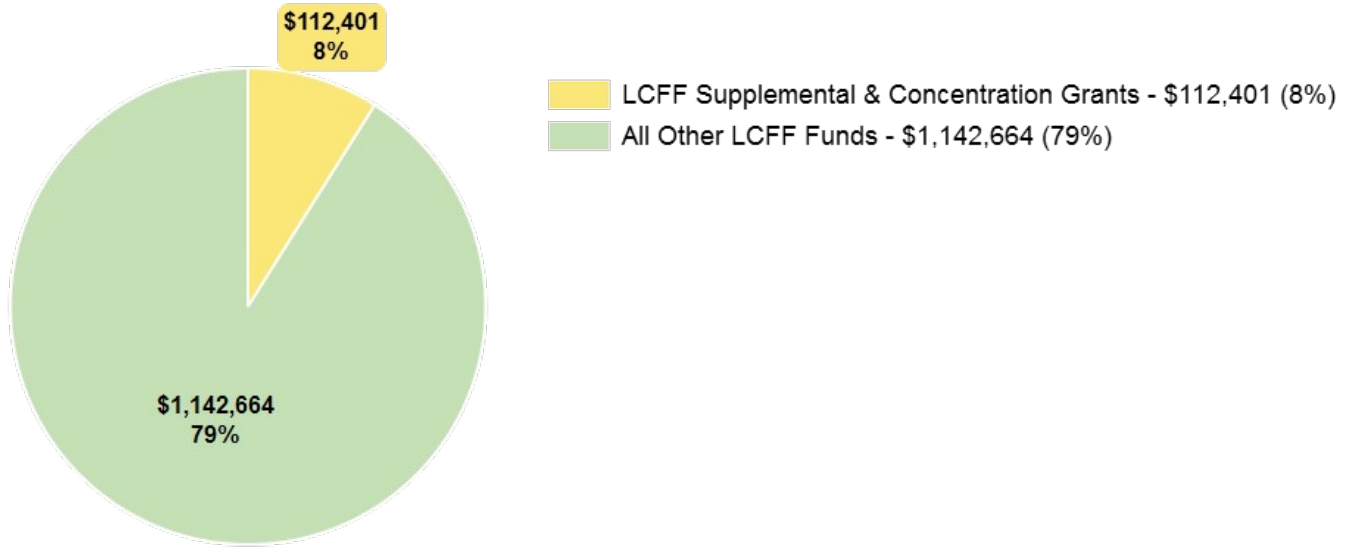
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

Source	Funds	Percentage
All Other State Funds	$72,394	5%
All Local Funds	$77,000	5%
All Federal Funds	$45,635	3%
Total LCFF Funds	$1,255,065	87%

Breakdown of Total LCFF Funds

$112,401
8%

$1,142,664
79%

LCFF Supplemental & Concentration Grants - $112,401 (8%)
All Other LCFF Funds - $1,142,664 (79%)
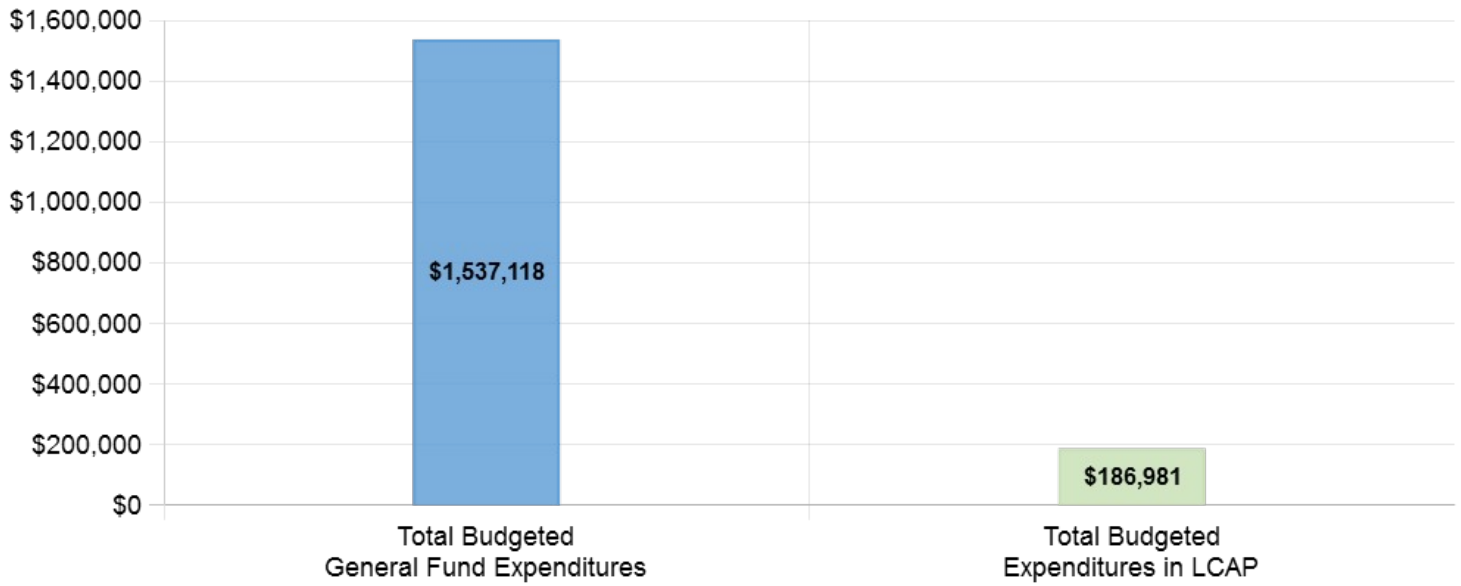
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$112,401	8%
All Other LCFF Funds	$1,142,664	79%

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

The total revenue projected for Browns Elementary is $1,450,094, of which $1,255,065 is Local Control Funding Formula (LCFF), $72,394 is other state funds, $77,000 is local funds, and $45,635 is federal funds. Of the $1,255,065 in LCFF Funds, $112,401 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures

Source	Funds
Total Budgeted General Fund Expenditures	$1,537,118
Total Budgeted Expenditures in LCAP	$186,981

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

Browns Elementary plans to spend $1,537,118 for the 2019-20 school year. Of that amount, $186,981 is tied to actions/services in the LCAP and $1,350,137 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries of site administration
Contracted services such as maintenance, business, special education and technology
Routine maintenance on equipment and buildings
Paraprofessional support

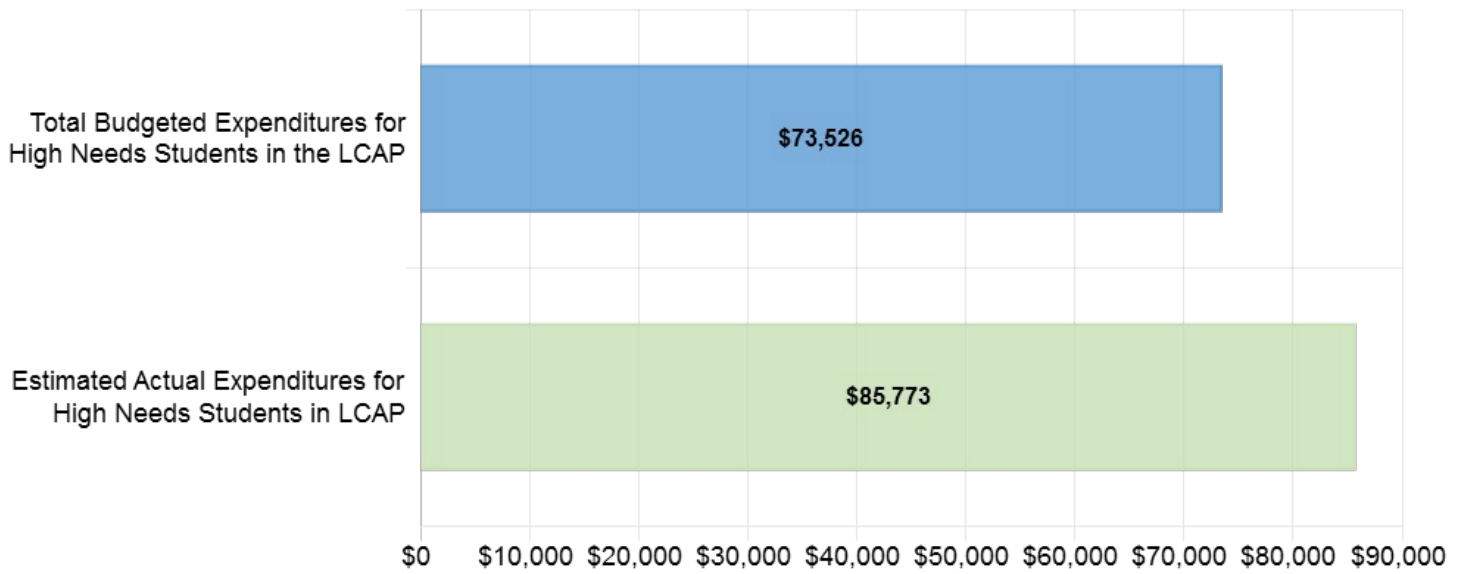# Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Browns Elementary is projecting it will receive $112,401 based on the enrollment of foster youth, English learner, and low-income students. Browns Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Browns Elementary plans to spend $105,549 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

Intervention program during the regular school day

Supplement transportation services for students so costs are not forwarded on to families.
Supplement nutrition services for students so costs are not forwarded on to families.
Staff to provide tutoring to students after school

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

Current Year Expenditures: Increased or Improved Services for High Needs Students

Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$73,526
Estimated Actual Expenditures for High Needs Students in LCAP	$85,773

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

In 2018-19, Browns Elementary's LCAP budgeted $73,526 for planned actions to increase or improve services for high needs students. Browns Elementary estimates that it will actually spend $85,773 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

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

2017-20 Plan Summary

The Story

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

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

Browns Elementary School District serves a diverse population of students. Our student body consists of 53.4% of students identified as Socioeconomically disadvantaged, 13% as English learners, and 8.9% as students with disabilities. Demographically, 45.9% of students are white, 42,5% are Hispanic/Latino, 7.5% are 2+ races, 0.7% are black, and 0.7% are Native Hawaiian/Pacific Islander.

LCAP Highlights

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

There is a substantial increase to the amount of professional development for teachers in 2019-20. Also, there will be increased efforts to use data to guide intervention opportunities for students.

Review of Performance

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

Greatest Progress

Chronic Absenteeism - "All students" are in the "Blue" performance category with only .7% of students being identified as chronically absent. This represents a "Decline" of 5% fro the previous year.

It is a regular practice to make personal phone calls and home visits to students that are frequently absent. Transportation is offered if necessary in order to ensure students are at school. Student incentives are awarded each trimester for positive attendance. Larger incentives at the end of the year are awarded for students with perfect attendance. For students that are frequently late/absent, personal incentive plans are developed in order to motivate students to come to school.

A math intervention program was implemented for K-8th grade in 2018-2019. 1st semester focused on a Tier III intervention program for students identified as having skill gaps two or years below their current grade level. Students received 90 minutes per week of instruction. Assessment data was tracked and intervention teachers met weekly to discuss student progress and needs. 2nd semester focused on a Tier II intervention model. Teachers recommended students they saw as needing grade level intervention support. Students received 90 minutes of instruction per week.

A Tier III math program was developed and refined in 2018-19. Student needs were identified at the beginning of the year and targeted interventions were designed to best support students. In 2019-20, the intervention efforts will be extended to ELA.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received

a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

CAASPP ELA - "All students" are in the "Orange" performance category. The average student scored 38.3 points below the "Standard Met" score of 3. Students' scores "Maintained" from the previous year by -2.5 points. The three significant students, "Hispanic", "Socioeconomically Disadvantaged", and "White" are also in the "Orange" performance category and either "Maintained" or "Declined" from the previous year.

CAASPP Math - "All students" are in the "Orange" performance category. The average student scored 36.1 points below the "Standard Met" score of 3. Students' scores "Declined" from the previous year by 3.4 points. The "Hispanic" and "Socioeconomically Disadvantaged" student groups are also in the "Orange" performance category and either "Maintained" or "Declined" from the previous year.

A more targeted intervention program to include ELA and math will be implemented in 2019-20. Teachers and administrators will engage in more focused and ongoing professional development in order to meet student needs.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

No identified performance gaps

Comprehensive Support and Improvement

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

Schools Identified

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

There are no schools identified for CSI.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed:

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metrics/Indicators: 1.1a Local Indicator Basic Conditions at School 2018-19: Maintain standards-aligned instructional materials	Maintained standards-aligned instructional materials in ELA/ELD and math. Instructional materials in 6-8 science were not aligned to NGSS.

9/16/2019

Expected

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

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

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

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

Metrics/Indicators:
1.3 Local Indicator Basic Conditions at School

2018-19:
Maintain fully credentialed and appropriately assigned teachers

Actual

K-5 teachers are utilizing online resources are being utilized by "Mystery Science" and Better Lesson".
There has been minimal time spent evaluating available instructional materials.

Teachers participated in professional development in all content areas. A comprehensive professional development plan will be developed for 2019-20 to ensure consistent and focused needs are identified.

2 teachers are not fully credentialed and appropriately assigned.

Expected	Actual
Metrics/Indicators: 1.4a Daily Instructional Schedule 2018-19: Maintain student access to a broad course of study	Maintained student access to a broad course of study
Metrics/Indicators: 1.4b – Daily Instructional Schedule and Local Indicator – Implementation of State Standards 2018-19: Evaluate and refine the vision and expectations for science in all grades. Improve parent engagement for NGSS.	The vision and expectations for science in all grades was not evaluated. There were no increased efforts to improve parent engagement in NGSS.
Metrics/Indicators: 1.5 Local Indicator – Basic Conditions at School (Facilities Inspection Tool) 2018-19: Maintain facilities in good repair as per Facilities Inspection Tool	Maintained facilities in good repair as per Facilities Inspection Tool

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain standards-aligned instructional materials in ELA/ELD and math	Maintained standards-aligned instructional materials in ELA/ELD and math	$18,000	$6,056

Action 2

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

1. Site level planning time dedicated to utilyzing "Mystery Science", site-created science kits, and pacing guides provided by SCSOS to align resources to NGSS 2. Support for administrators on NGSS implementation and evaluation tools to be used in classroom walkthroughs 3. Site level support in reviewing materials available for adoption/pilot	1. SCSOS STEM Coordinator worked with all staff for 1 1/2 days in the first quarter to plan evaluate all available resources including pacing guides. 1 day was spent with Grades Kinder-5 on NGSS implementation. 2. Following any sessions with SCSOS, a Site Visit Summary is provided to the administrator which includes a summary of the work completed as well as any suggestions for the administrator on how to follow up and support the work. Evaluation tools were not created to support classroom walkthroughs. 3. 7th and 8th grade teacher met with SCSOS STEM Coordinator to discuss the adoption/pilot process and materials available for adoption. All staff met May 2019 to discuss a comprehensive pilot.	$24,604	$8,066.25

Action 3

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

Review History/Social Science instructional materials available for adoption in K-5 Pilot History/Social Science instructional materials in 6-8	HSS instructional materials were reviewed in 4th and 5th grade. Teachers piloted 2 programs in 6th-8th grade. 4th-8th grade HSS materials will be adopted for implementation in 2019-20.	See Goal 1 Action 2	See Goal 1 Action 2

Action 4

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

1. Teachers will participate in Grade-Level Summits and other county wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. 2. Increased customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas. 3. Teachers will receive professional development on implementation of the Academic Vocabulary Toolkit.	1. Teachers did not participate in countywide professional development opportunities offered through Sutter County Superintendent of Schools. 2. 215 hours of professional development time was contracted with Sutter County Superintendent of Schools. Teachers were supported through lesson studies, curriculum reviews, data analysis, model lessons, and lesson planning. 3. Professional development was not received on the Academic Vocabulary Toolkit, although resources were implemented in Grades 3-8. Professional development for all teachers will take place in 2019-20.	See Goal 1 Action 2	See Goal 1 Action 2

Action 5

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

Maintain fully credentialed and appropriately assigned teachers	2 teachers were not fully credentialed and appropriately assigned. 3rd grade teacher will complete program requirements in May. 4/5 teacher is credentialed out of state and is working with SCSOS Human Resources to complete CA credential requirements.	$500	$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Maintain broad course access for all students 2. Maintain PE teacher and improve PE program for students as well as provide teachers additional collaboration and planning time 3. Explore other opportunities to increase VAPA services for students including classroom art, and music	1. Maintained broad course access for all students. 2. Maintained a full time PE teacher. Students benefited from comprehensive PE program 30 minutes per day, 5 days per week. While the PE schedule allowed for common planning time for some teachers, it was not utilized the purposes as intended. 3. Opportunities to increase VAPA services were not explored.	$58,729	$62,000

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. Host a science night for families to increase engagement and awareness of NGSS 3. Evaluate opportunities for cross-curricular connections to NGSS	1. Schedules were evaluated in the beginning of the school year. Grades 6-8 engaged in daily science instruction. Grades K-5 rotated between science and history/social science instruction. 2. A science night did not occur 3. Individual teachers explored cross-curricular connections to NGSS, however, no formalized plan was created among all grade levels.	See Goal 1 Action 2	See Goal 1 Action 2

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain facilities in good repair as per Facilities Inspection Tool	Maintained facilities in good repair as per Facilities Inspection Tool	$5,531	$5,000

| 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.

The overall implementation of the actions and services effectively supported the achievement of Goal 1. One hundred percent of the teachers at Browns Elementary School District were fully credentialed and appropriately assigned. ELA/ELD materials provided teachers and students with a standards-aligned curriculum that is better matched to the rigor of new state academic standards. There was an increased focus on NGSS and the transition to instruction that matched these new standards beginning in Kindergarten. These efforts will need to be continued in 2019-2020. Although site level professional development was limited and inconsistent, systems were put in place that will carry this goal forward in order to provide teachers support with the implementation of current core curriculum as well as the adoption and/or pilot of instructional materials in science and history/social science.

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

A focus on professional development in 2019-20 will increase the effectiveness of this goal and help to improve student outcomes. Initial efforts to provide teachers with a wide range of professional development needed in order to effectively implement a new ELA/ELD curriculum were successful for those teachers able to attend. However, continued professional development will be needed for all teachers in order to focus on continued implementation of curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1 Action 1 - The Budget Expenditures exceeded the Estimated Actual Expenditures due to materials not needing to be purchased based either on student numbers and/or waiting to purchase materials until 2019-20
Goal 1 Action 2 - The Budget Expenditures exceeded the Estimated Actual Expenditures due to alternative funds (MTSS grant funds) being used to pay for the services associated with this goal and action.

Goal 1, Action 5 - The Budget Expenditures exceeded the Estimated Actual Expenditures due to the teacher paying for credentialing requirements on her own

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

In 2019-2020 Goal 1 Action 7 has been combined with Goal 1 Action 2. Goal 1, Action 6

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Metrics/Indicators:
2.1 – Local ELA/ELD data

2018-19:
Establish baseline data for all grade levels

Actual

Average student score on identified Wonders assessments:

Kindergarten (Units 1, 2, 5, 7, 9)
Unit 1 - 86%
Unit 2 - 84%
Unit 5 - 78%
Unit 7 - 89%
Unit 9 - 78%

1st Grade (Units 2, 4, 5)
Unit 2 - 68%
Unit 4 - 74%

Expected

Actual

Unit 5 - 76%

2nd Grade (Units 2, 4, 5)
Unit 2 - 61%
Unit 4 - 72%
Unit 5 - 83%

3rd Grade (Units 2, 4, 5)
Unit 2 - 63%
Unit 4 - 64%
Unit 5 - 80%

4th Grade (Units 2, 4, 5)
Unit 2 - 76%
Unit 4 - 78%
Unit 5 - 58%

5th Grade (Units 2, 4, 5)
Unit 2 - 68%
Unit 4 - 69%
Unit 5 - 72%

Average student score on identified StudySync assessments:

6th Grade (Units 1, 2, 3)
Unit 1 - 57%
Unit 2 - 62%
Unit 3 - test not administered

Expected

Actual

7th Grade (Units 1, 2, 3)
Unit 1 - 69%
Unit 2 - 76%
Unit 3 - 77%

8th Grade (Units 1, 2, 3)
Unit 1 - 71%
Unit 2 - 73%
Unit 3 - 76%

Metrics/Indicators:

2.2 – Local Math data

2018-19:
Establish baseline data for all grade levels

Average student score on identified Go Math assessments:

Kindergarten (Middle of Year, End of Year)
Mid-Year Benchmark 89%
End of Year Benchmark 90%

1st Grade (Beginning of Year (End of Previous Year, Middle of Year, End of Year)
End of Kindergarten Benchmark - 88%
Mid Year Benchmark - 80%
End of Year Benchmark - 81%

2nd Grade (Beginning of Year (End of Previous Year, Middle of Year, End of Year)
End of 1st Grade Benchmark - 76%
Mid Year Benchmark - 84%
End of Year Benchmark - 93%

Expected

Actual

3rd Grade (Beginning of Year (End of Previous Year, Middle of Year, End of Year)
End of 2nd Grade Benchmark - no data available
Mid Year Benchmark - 67%
End of Year Benchmark - 71%

4th Grade (Beginning of Year (End of Previous Year, Middle of Year, End of Year)
End of 3rd Grade Benchmark - 69%
Mid Year Benchmark - 74%
End of Year Benchmark - 49%

5th Grade (Beginning of Year (End of Previous Year, Middle of Year, End of Year)
End of 4th Grade Benchmark - 67%
Mid Year Benchmark - 65%
End of Year Benchmark - 57%

6th Grade (Benchmark 1, 2, 3)
Benchmark 1 - 44%
Benchmark 2 - 56%
Benchmark 3 - 78%

7th Grade (Benchmark 1, 2, 3)
Benchmark 1 - 66%
Benchmark 2 - 74%
Benchmark 3 0 72%

Expected

Actual

8th Grade (Benchmark 1, 2, 3)
Benchmark 1 - 74%
Benchmark 2 - 79%
Benchmark 3 - 78%

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

2018-19:
Increase status to reflect 15 points below Level 3 (Standard Met) to 20 points below level 3 (Standard Met)
Grade level and overall CAASPP scores will increase 4-5%

Fall 2018 CA Schools Dashboard data indicates the average student scored 38.3 points below level 3 (Standard Met). Data is reflective of 2018 ELA CAASPP scores.

Preliminary grade level ELA CAASPP (percent of students that met or exceeded standard) reflect the following:
3rd Grade - 63%
4th Grade - 38%
5th Grade - 57%
6th Grade - 47%
7th Grade - 58%
8th Grade - 56%

Preliminary grade level ELA CAASPP scores (average student's distance from Standard/Level 3)
3rd Grade - 21 points above standard
4th Grade - 6 points below standard
5th Grade - 0 points above standard
6th Grade - 12 points below standard
7th Grade - 2 points above standard
8th Grade - 0 points above standard

Expected

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

2018-19:
Increase status to reflect 25 points below Level 3 (Standard Met) to 30 points below level 3 (Standard Met)
Grade level and overall CAASPP scores will increase 3-4%

Actual

Fall 2018 CA Schools Dashboard data indicates the average student scored 36.1 points below level 3 (Standard Met). Data is reflective of 2018 Math CAASPP scores.

Preliminary grade level Math CAASPP scores (percent of students that met or exceeded standard) reflect the following:
3rd Grade - 38%
4th Grade - 38%
5th Grade - 12%
6th Grade - 26%
7th Grade - 48%
8th Grade - 24%

Preliminary grade level Math CAASPP scores (average student's distance from Standard/Level 3)
3rd Grade - 10 points below standard
4th Grade - 32 points below standard
5th Grade - 44 points below standard
6th Grade - 29 points below standard
7th Grade - 27 points below standard
8th Grade - 53 points below standard

Expected	Actual
Metrics/Indicators: 2.4 – Reclassification data 2018-19: ELPAC Data to be entered when official results are received	0 English learners were reclassified in the 2018-2019 school year. Students will be reclassified in the Fall when Summative ELPAC data is available.
Metrics/Indicators: 2.6 – Local EL data and master schedule 2018-19: Students received daily Designated EL services from a credentialed teacher. Reevaluate the current Reclassification Policy and update as needed to include ELPAC data	English learner students did not receive daily Designated ELD services. Reclassification policy was updated in May 2019 and Board approved in June 2019.
Metrics/Indicators: 2.7 – API 2018-19: API - Await guidance from the State	API is no longer a valid measure. It has been replaced with an updated accountability system.

Expected

Actual

Metrics/Indicators:
2.8 – Afters School program schedule

2018-19:
Maintain afterschool program and improve offerings for students

Maintained afterschool program and improve offerings for students.
Improved opportunities for students were not explored.

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

2018-19:
Re-evaluate benchmark goals based on the transition from the CELDT to the ELPAC

2017-18 - Summative ELPAC
Level 1 - 25%
Level 2 - 12.5%
Level 3 - 37.5%
Level 4 - 25%

2018-19 Preliminary Summative ELPAC - Results are pending, will update when available

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. Adjust assessment plan as needed 2. Teachers will continue to analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions	1. Current assessment plan was not adjusted. Plan reflects: Kinder - Units 1, 2, 5, 7, 9 1st-5th - Units 2, 4, 5 6th-8th - Units 1, 2, 3 2. Assessment data is tracked. Data guides individual classroom instruction, but is not used to plan for interventions.	See Goal 1 Action 2 $9,035	$12,725

Action 2

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Adjust assessment plan as needed 2. Teachers will continue to analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions	1. Current assessment plan was not adjusted. Plan reflects: Kinder - middle, end of year 1st-5th - end of previous grade, middle, end of year 6th-8th - Benchmarks 1, 2, 3 2. Assessment data is tracked. Assessment data is tracked. End of previous grade assessments are used to initially place students in Tier III intervention. Other data guides individual classroom instruction, but is not used to plan for interventions.	See Goal 1 Action 2 $4,517	See Goal 1, Action 2 $3,800

Action 3

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

1. Re-evaluate the daily schedule to ensure students are receiving adequate instructional minutes in ELA/ELD 2. Continue to provide teachers collaboration time to analyze CAASPP data. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC.	1. A teacher survey at the beginning of the year was done to ensure instructional minutes at each grade level were adequate. Grades K-8 receive 90-120 minutes of ELA instruction. 2. CAASPP data was evaluated by teachers at the beginning of the year. Some teachers use to guide small group instruction.	See Goal 1 Action 2	See Goal 1 Action 2

Action 4

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
1. Re-evaluate the daily schedule to ensure students are receiving adequate instructional minutes in Math 2. Continue to provide teachers collaboration time to analyze CAASPP data. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC.	1. A teacher survey at the beginning of the year was done to ensure instructional minutes at each grade level were adequate. Grades 3-8 receive 90 minutes of math instruction and Grades K-2 receive 75 minutes of math instruction. 2. CAASPP data was evaluated by teachers at the beginning of the year. Some teachers use to guide small group instruction.	See Goal 1 Action 2	See Goal 1 Action 2

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Consider purchasing Academic Vocabulary Toolkit for additional grades. Provide professional development for teachers. 2. Continue to utilize SCSOS Title III Consortium to receive professional development and onsite specific support with instruction, data analysis, and program development 3. Continue to utilize instructional aides in classes during Designated ELD 4. Re-evaluate current program structure in order to ensure daily Designated ELD instruction. 5. Provide all teachers professional development as it relates to integrated ELD and supporting EL's in all content areas 6. ELD teachers will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student data and	1. The Academic Vocabulary Toolkit was purchased. Professional development was not provided. 2. Teachers did not receive professional development specific to English learners. 3. Instructional aides are not used to support Designated ELD. 4. English learners do not receive Designated ELD services. 5. Teachers did not receive professional development specific to Integrated ELD and supporting ELs in all content areas. 6.Teachers did not receive professional development on the transition from CELDT to ELPAC.	$3,500	$2,900

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

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain API as we await guidance from the State	API has been replaced with an updated accountability system	$0	$0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
After School Program to include tutoring, additional extra curricular activities, and after school care for students.	After school program does not include tutoring or structured extra curricular activities for students. Program will be re-evaluated in 2019-20. Students do receive after school care.	$16,610	$24,948

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.

The overall implementation of the actions and services effectively supported the achievement of Goal 2. The limited number of English learners within Browns Elementary School District is a challenge for teachers regarding how to best support this particular group of students while still meeting the needs of the majority of students in the class. This challenge will be addressed in 2019-2020 by increasing professional development for teachers in order to provide improved services for these students. Daily Designated ELD instruction will occur within the classroom. Increased efforts will be made in 2019-2020 to support teachers in creating an assessment plan and data tracking system that will drive classroom instruction and intervention needs of students

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

Although all actions and services were adequately aligned to the goal, we still need to do a better job addressing the needs of our English Learners. Our county office will be used again next year to help us with this task.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2 Action 1 - The Budget Expenditures were less than the Estimated Actual Expenditures due to increased costs for the data management system used.
Goal 2 Action 7 - The Budget Expenditures were less than the Estimated Actual Expenditures due to the hiring of 3 additional part time staff hired to support the after school program.

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

There are no significant changes to the goals, actions, and services for Goal 2.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	**Actual**
Metrics/Indicators: 3.1 – Parent. Student, and Staff Surveys 2018-19: Continue to administer Parent, Student, and Staff Survey	California Healthy Kids Survey administered in May 2019. Staff Survey administered April 8, 2019.
Metrics/Indicators: 3.2 – Sign in Sheets 2018-19: Parent and student attendance at workshops will increase	There were no parent workshops offered.

Expected

Actual

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

2018-19:
Maintain "Very low" Status
Maintain 0 students suspended

According to the Fall 2018 CA Schools Dashboard, "All Students" are in the "Yellow" performance category with .6% of students being suspended at least once.
Local data suggests there were 0 students suspended in 2018-19.

Metrics/Indicators: 3.3b – Expulsion Data

2018-19:
Maintain 0 expelled students

0 students expelled

Metrics/Indicators:
3.4a – Attendance Data

2018-19:
Increase attendance rate to 97.5%
3 students identified as chronically absent

Attendance rate 97.43%
According to the Fall 2018 Ca Schools Dashboard, .7% (11/153) of students are identified as being Chronically Absent. This represents a decline of approximately 5%.
Local data suggests 2 students were identified as chronically absent in the 2018-19 school year.

Metrics/Indicators:
3.4b – Middle School Dropout Data

2018-19:
Maintain 0 middle school dropout students

Maintained 0 middle school dropout students

Expected

Actual

Metrics/Indicators:
3.5 – Transportation Costs

2018-19:
Continue to supplement transportation services

Continued to supplement transportation services

Metrics/Indicators:
3.6 – Nutrition Costs

Continue to supplement nutrition services

Supplemented nutrition services

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to administer staff, student, and parent survey 1-2 times per year in order to seek input.	CHKS survey was administered. Data was not received.	$100	$0

Action 2

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
1. Use cell phone/e-mail and Blackboard Connect to send regular notifications to families in order to keep them informed of upcoming events and information 2. Host a math and/or literacy night for parents and students in order to provide parents an opportunity to see what students are doing in the classroom and give another opportunity for parents to connect with classroom teachers and hear important information regarding their child's schooling	1. Cell phone/email and Blackboard Connect are used to send regular notifications to families in order to keep them informed of upcoming events and information. Some teachers also use "Class DoJo" to communicate with families. 2. A math night was not hosted.	$1,000	$1,000

Action 3

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

1. Maintain 0 suspensions 2. Maintain part-time Vice Principal 3. Re-evaluate school-wide behavioral expectations	1. 0 students were suspended din the 2018-19 school year 2. Maintained part-time Vice Principal 3. School-wide behavioral expectations were not re-evaluated. Staff agree this should be a focus in 2019-20.	$18,070	$18,000

Action 4

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

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to offer "Wednesday Make Up Day" for students who are absent	Monthly "Wednesday Make Up Day" was offered to students who were absent. An average of 35-40 students attended each session.	$3,000	$2,500

Action 6

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

Maintain 0 middle school drop outs	Maintained 0 middle school drop outs	$0	$0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to supplement transportation services for students to avoid forwarding costs on to the families	Transportation costs were supplemented	$31,135	$32,000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to supplement nutrition services for students to avoid forwarding costs on to the families	Nutrition costs were supplemented	$13,246	$13,200

| 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.

The overall implementation of the actions and services effectively supported the achievement of Goal 3. Parents, staff, and students continue to be surveyed on their feelings of school connectedness. Increased efforts are made to provide parents with a variety of ways to receive information including the auto-dialer, e-mail, flyers sent home with students, DoJo, and personal phone calls. Attendance at workshops and events that do not include the students remains low. Increased efforts in 2019-2020 will be made to increase parent attendance. Attendance rates are slightly lower in the past. We anticipate attendance in 2019-2020 will increase. Transportation and nutritional services continue to be supplemented as to avoid forwarding on the cost to the families of Browns Elementary School District.

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

The actions and services were effective in achieving the goal. Surveys were administered as planned and attendance increased as a result. Many of the actions and services will be modified to reflect the further implementation of the goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3, Action 1 - The Budget Expenditures exceeded the Estimated Actual Expenditures due to there being no costs associated with the administration of the survey.

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

In 2019-2020, the Vice-Principal position has been eliminated in Goal 3 Action 3

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Browns School District Board of Trustee meetings:
December 11, 2018
February 19, 2019
June 18, 2019 (Public Hearing)
June 20, 2019 (Board Approval)

PTO/Site Council/Parents:
November 6, 2018
December 4, 2018
February 5, 2019

Staff/Bargaining Unit:
April 8, 2019
May 6, 2019

Survey administered in April 2019

Parents:
Survey administered in May 2019

Students: Student survey and class discussion with the teacher conducted in April/May 2019
5th/7th Grade students took the California Healthy Kids Survey in May 2019

Impact on LCAP and Annual Update

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

Each year our parent, staff, and student survey helps us become aware of the things we can do better. Stakeholders agreed both playgrounds need to be updated to ensure student safety. In addition we will be maintain increased yard duty staff on campus to better supervise students. Professional development for teachers is essential to improved student outcomes and support students and teachers with the implementation and piloting of instructional materials in Science and History Social Science. The Board took action to eliminate the Vice Principal position in 2019-20.

Goals, Actions, & Services

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

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

Unchanged

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities:

Identified Need:

2017-2018 and 2018-19:

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

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

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

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

1.3 - Maintain fully credentialed and appropriately assigned teachers

1.4a - Maintain broad course access for all students

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

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

2019-2020

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

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

1.1c – Current HSS instructional materials in K-3 are not aligned to the new HSS Framework. The implementation of new instructional materials in Grades 4-8 will require ongoing professional development.

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

1.3 - Maintain fully credentialed and appropriately assigned teachers

1.4a - Maintain broad course access for all students

1.4b – Actions associated with this need were combined with 1.1b

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

Expected Annual Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.2 - Local Indicator – Implementation of State Academic Standards	Teachers participate in ongoing professional development in ELA/ELD, Math, and Science. History/Social Science to be included moving forward	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science	Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science
1.3 - Local Indicator – Basic Conditions at School	All teachers are fully credentialed and appropriately assigned	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers	Maintain fully credentialed and appropriately assigned teachers
1.4a - Daily Instructional Schedule	All students have access to a broad course of study	Maintain student access to a broad course of study. Increase VAPA courses for all students	Maintain student access to a broad course of study	Maintain student access to a broad course of study

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Maintain standards-aligned instructional materials in ELA/ELD and math	Maintain standards-aligned instructional materials in ELA/ELD and math	Maintain standards-aligned instructional materials in ELA/ELD, math, science, and history/social science

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8000	$18,000	$11,576

Year	**2017-18**	**2018-19**	**2019-20**
Source	Restricted Lottery	Restricted Lottery Unrestricted	Restricted Lottery Unrestricted
Budget Reference	4000	4000	4000

Action #2

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

Students to be Served	**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**
1. Site level planning time dedicated to science 2. SCSOS support for developing units of study, as well as facilitating the process of reviewing materials using the Achieve Lesson Screener and/or EQUIP rubric v. 3.0 3. SCSOS support on-site for supporting NGSS-aligned instructional practices	1. Site level planning time dedicated to utilyzing "Mystery Science", site-created science kits, and pacing guides provided by SCSOS to align resources to NGSS 2. Support for administrators on NGSS implementation and evaluation tools to be used in classroom walkthroughs 3. Site level support in reviewing materials available for adoption/pilot	1. Continued site level planning time dedicated to science and the implementation of piloted instructional materials. 2. Continued support for administrators on NGSS implementation and evaluation tools to be used in classroom walkthroughs 3. Host a science night for families to increase engagement and awareness of NGSS. 4. Evaluate opportunities for cross-curricular connections to NGSS.

Budgeted Expenditures

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

Year	2017-18	2018-19	2019-20
Budget Reference	5000	1000,3000,5000	1000,3000,5000

Action #3

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

Students to be Served	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

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

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

Implement new instructional materials in Grades 4-8 and provide ongoing to support for teachers.
Supplement and align K-3 materials to the new Framework

Budgeted Expenditures

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

Action #4

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Teachers will participate in Grade-Level Summits and other county wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. 2. Customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas. 3. Teachers receive 1 day of professional development with the SCSOS Special	1. Teachers will participate in Grade-Level Summits and other county wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. 2. Increased customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas. 3. Teachers will receive professional	1. Teachers will participate in county wide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. 2. Increased customized professional development from Sutter County Superintendent of Schools will be provided on site to support teachers in all content areas. 3. Teachers will receive professional development on implementation of the

Education department on identifying students with special needs and how to best support in the classroom.
4. 3rd grade teacher and 8th grade teacher will participate in Academic Vocabulary Toolkit training in order to lead an academic vocabulary initiative on site

development on implementation of the Academic Vocabulary Toolkit.

Academic Vocabulary Toolkit.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,500	See Goal 1 Action 2	$0
Source	Supplemental	None	None
Budget Reference	5000	None	None

Action #5

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

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

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

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

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

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

Modified

2017-18 Actions/Services

1. Maintain broad course access for all students
2. Maintain PE teacher and improve PE program for students as well as provide teachers additional collaboration and planning time

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

Modified

2018-19 Actions/Services

1. Maintain broad course access for all students
2. Maintain PE teacher and improve PE program for students as well as provide teachers additional collaboration and planning time

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

Modified

2019-20 Actions/Services

1. Maintain broad course access for all students
2. Explore other opportunities to increase VAPA services for students including classroom art, and music

3. Transitional Kindergarten, Kindergarten and 1st grade will continue to have classroom music with their homeroom teacher

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$70,464	$58,729	$30,500
Source	Supplemental	Supplemental Concentration (65% of PE salary)	Supplemental Concentration
Budget Reference	1000, 2000, 3000	1000,3000	1000,3000

Action #7

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**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**
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	1. Provide site level planning time dedicated to science in order to evaluate the current daily schedule to ensure minutes allowed for science instruction are increased and/or restructured to allow for meaningful instruction 2. Host a science night for families to increase engagement and awareness of NGSS 3. Evaluate opportunities for cross-curricular connections to NGSS	Action 7 has been combined with Action 3

support in professional learning for administrators, such as learning walks and observation tools

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	See Goal 1 Action 2	$0
Source	Base	None	None
Budget Reference	1000, 3000, 5000	None	None

Action #8

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

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

OR

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

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

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Maintain facilities in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool	Maintain facilities in good repair as per Facilities Inspection Tool

Budgeted Expenditures

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

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

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Identified Need:

2017-2018 Identified Need:
2.1 – Baseline data in ELA/ELD was not established by all grades
2.2 – Baseline data in Math was not established by all grades
2.3a - 2015-16 ELA Academic Indicator data based on the CAASPP, indicates all students are in the "yellow" performance category with the average student scoring 23.5 points below Level 3 (Standard Met). This represents an increase of 1.3 points from the 2014-15. Current CAASPP data indicates 35% of students Met or Exceeded Grade Level Standards in ELA.
2.3b - 2015-16 Math Academic Indicator data based on CAASPP, indicates all students are in the "yellow" performance category with the average student scoring 29.2 points below Level 3 (Standard Met). This represents an increase of 2.9 points from 2014-15. Current CAASPP data indicates 38% of students Met or Exceeded Grade Level Standards in Math.
2.4 – 12.5% (3/20 students were reclassified in 2016-17
2.5 - 45% (9/20) of English learners increased one or more levels on the CELDT. According to the California School Dashboard, the number of English Learners was not great enough to be considered significant in 2013-2014 and 2014-2015, so performance category, status and change is not reported

.Based on local data, it is assumed status and change will be reported on the next Dashboard release.

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

2.7 - API is not a valid measure at this time

2.8 – After school program activities provide students the opportunity

2018-2019 Identified Need:

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

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

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

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

2.4 – 0 students were reclassified in 2017-18

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

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

2.7 – After school program activities provide students the opportunity to extend the regular school day and receive support in academics and enrichment activities.

2019-2020 Identified Need:

2.1 – Baseline data in ELA/ELD was not established school wide in 17-18. UPDATE TO INCLUDE BASELINE DATA

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

2.3a - Fall 2018 CA Schools Dashboard data indicates all students are in the "orange" performance category in ELA with the average student scoring 38.3 points below Level 3 (Standard Met). Scores have "maintained" by -2.5 points from the Fall 2017 Dashboard. Current preliminary CAASPP data indicates the average student is scoring 1 point above level 3 (Standard Met)

2.3b - Fall 2018 CA Schools Dashboard data indicates all students are in the "orange" performance category in Math with the average student scoring 36.1 points below Level 3 (Standard Met). Scores "declined" by 3.4 points from the Fall 2017 Dashboard. Current preliminary CAASPP data indicates the average student is scoring 33 points below level 3 (Standard Met)

2.4 – 0 students were reclassified in 2018-19

2.5 - Baseline ELPAC data was established in 2018. According to the Fall 2018 Dashboard, 25% of students were in a Level 4, "Well Developed", 37.5% of students were in Level 3, "Moderately Developed", 12.5% of students were in Level 2, "Somewhat Developed" and 25% of students were in Level 1, "Beginning Stage". Preliminary ELPAC data from 2019 has not been released.

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

2.7 – After school program activities provide students the opportunity to extend the regular school day and receive support in academics and enrichment activities.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 – Local ELA/ELD data	No baseline data exists	No baseline data exists	Establish baseline data for all grade levels	Cohort data will reflect 5% growth
2.2 – Local Math data	No baseline data exists	No baseline data exists	Establish baseline data for all grade levels	Cohort data will reflect 5% growth

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.3a – Academic Progress Indicator and CAASPP data	"Yellow" Performance Category Status – "Low" 23.5 points below level 3 Change "Increased" 1.3 points 2016-17 CAASPP Data 3rd Grade 24% 4th Grade 45% 5th Grade 37% 6th Grade 58% 7th Grade 31% 8th Grade 41% Overall 39% **Preliminary Data**	Increase status to reflect 18.5 points below Level 3 (Standard Met) to 13.5 points below level 3 (Standard Met) Adjust 2018-19 based on November 2017 release of the Dashboard and official 2016-17 CAASPP data Grade level and overall CAASPP scores will increase 4-5%	Increase status to reflect 15 points below Level 3 (Standard Met) to 20 points below level 3 (Standard Met) Grade level and overall CAASPP scores will increase 4-5%	Increase status to reflect 5 points below Level 3 (Standard Met) to 10 points below level 3 (Standard Met) Grade level and overall CAASPP scores will increase 4-5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.3b – Academic Progress Indicator and CAASPP data	"Yellow" Performance Category Status – "Low" 29.2 points below level 3 Change "Maintained" 2.9 points 2016-17 CAASPP Data 3rd Grade 39% 4th Grade 45% 5th Grade 11% 6th Grade 53% 7th Grade 44% 8th Grade 35% Overall 38 % **Preliminary Data**	Increase status to reflect 24.2 points below Level 3 (Standard Met) to 19.2 points below level 3 (Standard Met) Adjust 2018-19 based on November release of the Dashboard) and official 2016-17 CAASPP data Grade level and overall CAASPP scores will increase 3-4%	Increase status to reflect 25 points below Level 3 (Standard Met) to 30 points below level 3 (Standard Met) Grade level and overall CAASPP scores will increase 3-4%	Increase status to reflect 15 points below Level 3 (Standard Met) to 20 points below level 3 (Standard Met) Grade level and overall CAASPP scores will increase 3-4%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.4 – Reclassification data	45% (9/20) of EL's made progress in 16-17 English Learner Progress Indicator (ELPI) reports no performance category, status, or change due to insignificant student population	Nine English learners will make progress. Adjust outcome of ELPI when the November Dashboard is released Baseline will be established with English Language Proficiency Assessments for California (ELPAC)	ELPAC Data to be entered when official results are received	All English learners will increase 1 level on the ELPAC 4 students will be reclassified
2.6 – Local EL data and master schedule	Students received daily Designated EL services from a credentialed teacher. The 4th criteria for reclassification does not include local ELA assessment data. Pending ELPAC, reclassification policy will be updated by the State.	Students received daily Designated EL services from a credentialed teacher. Reevaluate the current Reclassification Policy and include local data from Wonders and/or StudySync in the 4th criteria for Reclassification	Students received daily Designated EL services from a credentialed teacher. Reevaluate the current Reclassification Policy and update as needed to include ELPAC data	Students received daily Designated EL services from a credentialed teacher. Reevaluate and update the current Reclassification Policy as needed
2.7 – API	API is currently not reported	Await guidance from the State	Await guidance from the State	Await guidance from the State

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.8 – After School Program schedule	There is currently an after school program for Kindergarten-8th Grade students	Maintain afterschool program and improve offerings for students	Maintain afterschool program and improve offerings for students	Maintain afterschool program and improve offerings for students

Planned Actions/Services

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

Action #1

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1. Teachers will work with SCSOS to formalize the existing assessment plan to include all grade level establish common testing protocol and create a common data tracking form for baseline data 2. Teachers will analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions 3. Evaluate daily schedule to ensure there is adequate time for core instruction and designate an intervention time for each grade level. Explore effective intervention models.	1. Adjust assessment plan as needed 2. Teachers will continue to analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions	1. Adjust assessment plan as needed 2. Teachers will continue to analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions 3. Create a 10% Intervention Coordinator position to monitor and coordinate in-school intervention programs 4. Two additional paraprofessional staff to support intervention efforts in Grades K-6.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Year	2017-18	2018-19	2019-20
Amount	$3,000	See Goal 1 Action 2 $9,035	See Goal 1 Action 2 $30,903
Source	Base	Supplemental Concentration (10% salary for Intervention)	Supplemental Concentration
Budget Reference	1000, 3000	1000, 3000	1000,3000

Action #2

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Teachers will work with SCSOS to formalize the existing assessment plan to include all grade level establish common testing protocol and create a common data tracking form for baseline data 2. Teachers will analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions 3. Evaluate daily schedule to ensure there is adequate time for core instruction and designate an intervention time for each grade level	1. Adjust assessment plan as needed 2. Teachers will continue to analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions	1. Adjust ELA assessment plan as needed 2. Teachers will continue to analyze and track assessment data and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	See Goal 1 Action 2 $4,517	See Goal 1 Action 2 $4,652

Source	Base	Supplemental Concentration (5% of Salary for Testing Coordinator)	Supplemental Concentration (5% of Salary for Testing Coordinator)
Budget Reference	1000, 3000	1000, 3000	1000,3000

Action #3

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

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

OR

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

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

Actions/Services

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

Modified	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1. Evaluate the daily schedule to ensure students are receiving adequate instructional minutes in ELA/ELD 2. Provide teachers collaboration time to analyze 14-15, 15-16, and 16-17 CAASPP data with SCSOS Educational Services coordinators. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC.	1. Re-evaluate the daily schedule to ensure students are receiving adequate instructional minutes in ELA/ELD 2. Continue to provide teachers collaboration time to analyze CAASPP data. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of SBAC.	Provide teachers collaboration time to analyze student level, grade level, and cohort ELA CAASPP data and local data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	See Goal 1 Action 2	See Goal 1 Action 2
Source	Base	None	None
Budget Reference	1000, 3000	None	None

Action #4

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1. Evaluate the daily schedule to ensure students are receiving adequate instructional minutes in Math 2. Provide teachers collaboration time to analyze 14-15, 15-16, and 16-17 CAASPP data with SCSOS Educational Services coordinators. Determine growth targets (if available) and use data to drive	1. Re-evaluate the daily schedule to ensure students are receiving adequate instructional minutes in Math 2. Continue to provide teachers collaboration time to analyze CAASPP data. Determine growth targets (if available) and use data to drive instruction and align instruction to match the rigor of	Provide teachers collaboration time to analyze student level, grade level, and cohort Math CAASPP data and local data.

instruction and align instruction to match the rigor of SBAC.	SBAC.

Budgeted Expenditures

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

Action #5

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

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

OR

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

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

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

1. Purchase Academic Vocabulary Toolkit for 3rd grade and 8th grade. Provide professional development for teachers.
2. Utilize SCSOS Title III Consortium to receive professional development and onsite specific support with instruction, data analysis, and program development
3. Continue to utilize instructional aides in classes during Designated ELD
4. Re-evaluate current program structure in order to ensure daily Designated ELD instruction.
5. Provide all teachers professional development as it relates to integrated ELD and supporting EL's in all content areas
6. ELD teachers will be provided professional development on the transition from CELDT to ELPAC and how it impacts testing and monitoring of student

2018-19 Actions/Services

1. Consider purchasing Academic Vocabulary Toolkit for additional grades. Provide professional development for teachers.
2. Continue to utilize SCSOS Title III Consortium to receive professional development and onsite specific support with instruction, data analysis, and program development
3. Continue to utilize instructional aides in classes during Designated ELD
4. Re-evaluate current program structure in order to ensure daily Designated ELD instruction.
5. Provide all teachers professional development as it relates to integrated ELD and supporting EL's in all content areas
6. ELD teachers will be provided professional development on the transition

2019-20 Actions/Services

1. Provide Academic Vocabulary Toolkit training for teachers.
2. Continue to utilize SCSOS Title III Consortium to receive professional development and onsite specific support with instruction, data analysis, program development for Integrated and Designated ELD, and the implications of ELPAC and daily instruction.
3. Re-evaluate current program structure in order to ensure daily Designated ELD instruction.

data and progress

from CELDT to ELPAC and how it impacts testing and monitoring of student data and progress

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000	$3,500	$1,500
Source	Base, supplemental	Base, supplemental	Base
Budget Reference	1000, 3000, 5000	4000	4000

Action #6

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

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

OR

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

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Maintain API as we await guidance from the State	Maintain API as we await guidance from the State	API has been eliminated and replaced with an updated accountability system, the CA Schools Dashboard.

Budgeted Expenditures

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

Action #7

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

New

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Re-evaluate the after school program to reflect a schedule that includes academic, enrichment, and recreation activities.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$16,610	$24,900
Source	None	Supplemental/Base	Supplemental/Base
Budget Reference	None	2000,3000,4000	2,000, 3000, 4000

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

Unchanged

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

2017-2018 Identified Need:

3.1 – Continue to seek parent, staff, and student input through a survey

3.2 – Parent attendance at workshops and other meetings not directly involving students is low

3.3a – According to the California Schools Dashboard, suspension data from 2014-15 is in the "blue" performance category with a status of "very low" at 0%. This data indicated rates were maintained at 0% from 2013-14. Local data show that no students were suspended in 2016-17

3.3b - No students have been expelled

3.4a - Current attendance rate is 96.8%

3.4b - Five students are considered chronically absent

3.4c – There are no middle school dropouts

3.5 –Supplementing transportation services prevents forwarding costs on to families

3.6 – Supplementing nutrition services prevents forwarding costs on to families

2018-2019 Identified Need:

3.1 – Continue to seek parent, staff, and student input through a survey

3.2 – Parent attendance at workshops and other meetings not directly involving students is low

3.3a – According to the Fall 2017 California Schools Dashboard, suspension data is in the "blue" performance category with a status of "very low" at 0%. Local data show that no students were suspended in 2016-17

3.3b - No students have been expelled

3.4a - Current attendance rate is 97.39%

3.4b - One student is considered chronically absent

3.4c – There are no middle school dropouts

3.5 –Supplementing transportation services prevents forwarding costs on to families

3.6 – Supplementing nutrition services prevents forwarding costs on to families

2019-2020 Identified Need:

3.1 – Continue to seek parent, staff, and student input through a survey

3.2 – Parent attendance at workshops and other meetings not directly involving students is low

3.3a – According to the Fall 2018 California Schools Dashboard for Suspension, "All Students" are in the "yellow" performance category with .6% of students suspended at least once. This represents an increase of .6%. Local data show that 0 students were suspended in 2018-19.

3.3b - According to the Fall 2018 California Schools Dashboard for Chronic Absenteeism, "All Students" are in the "blue" performance category with .7% of students identified as being chronically absent. This represents a decline of 5%.

3.4a - Current attendance rate is 94.73%

3.4b - 2 students are considered chronically absent

3.4c – There are no middle school dropouts

3.5 –Supplementing transportation services prevents forwarding costs on to families

3.6 – Supplementing nutrition services prevents forwarding costs on to families

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

3.1 – Parent. Student, and Staff Surveys	Parent, Student, and Staff Survey currently being administered 1-2 times per year	Continue to administer Parent, Student, and Staff Survey	Continue to administer Parent, Student, and Staff Survey	Continue to administer Parent, Student, and Staff Survey
3.2 – Sign in Sheets	Attendance at parent attendance remains low	Parent and student attendance at workshops will increase	Parent and student attendance at workshops will increase	Parent and student attendance at workshops will increase
3.3a – Suspension Rate Indicator and Local Suspension Data	"Blue" Performance Category Status "Very Low" 0% Change "Maintained" 0% 2016-17 – No students suspended	Maintain "Very low" Status Maintain 0 students suspended	Maintain "Very low" Status Maintain 0 students suspended	Maintain "Very low" Status Maintain 0 students suspended
3.3b – Expulsion Data	0 expelled students	Maintain 0 expelled students	Maintain 0 expelled students	Maintain 0 expelled students
3.4a – Attendance Data	Current attendance rate is 96.8% 5 students identified as chronically absent	Increase attendance rate to 97% 4 students identified as chronically absent	Increase attendance rate to 97.5% 3 students identified as chronically absent	Increase attendance rate to 98% 2 students identified as chronically absent

3.4b – Middle School Dropout Data	No middle school dropout Students	Maintain 0 middle school dropout students	Maintain 0 middle school dropout students	Maintain 0 middle school dropout students
3.5 – Transportation Costs	Currently supplement transportation services	Continue to supplement transportation services	Continue to supplement transportation services	Continue to supplement transportation services
3.6 – Nutrition Costs	Currently supplement nutrition services	Continue to supplement nutrition services	Continue to supplement nutrition services	Continue to supplement nutrition services

Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students	All Schools

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Continue to administer staff, student, and parent survey 1-2 times per year in order to seek input.	Continue to administer staff, student, and parent survey 1-2 times per year in order to seek input.	Continue to administer staff, student, and parent survey 1-2 times per year in order to seek input.

Budgeted Expenditures

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

Budget Reference	4000	4000	4000

Action #2

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

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

OR

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

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

Actions/Services

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

1. Use cell phone/e-mail and Blackboard Connect to send regular notifications to families in order to keep them informed of upcoming events and information
2. Host a math and/or literacy night for parents and students in order to provide parents an opportunity to see what students are doing in the classroom and give another opportunity for parents to connect with classroom teachers and hear important information regarding their child's schooling

1. Use cell phone/e-mail and Blackboard Connect to send regular notifications to families in order to keep them informed of upcoming events and information
2. Host a math and/or literacy night for parents and students in order to provide parents an opportunity to see what students are doing in the classroom and give another opportunity for parents to connect with classroom teachers and hear important information regarding their child's schooling

1. Use cell phone/e-mail and Blackboard Connect to send regular notifications to families in order to keep them informed of upcoming events and information
2. Host a math and/or literacy night for parents and students in order to provide parents an opportunity to see what students are doing in the classroom and give another opportunity for parents to connect with classroom teachers and hear important information regarding their child's schooling

Budgeted Expenditures

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

Action #3

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
1. Maintain 0 suspensions 2. Hire part-time Vice Principal to support the increased numbers of students with diverse behavioral needs, requiring special attention 3. As a staff, re-evaluate school-wide behavioral expectations both in and out of the classroom and determine how information will be rolled out to all staff and	1. Maintain 0 suspensions 2. Maintain part-time Vice Principal 3. Re-evaluate school-wide behavioral expectations	1. Maintain 0 suspensions 2. Re-evaluate school-wide behavioral expectations

students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,895	$18,070	$0
Source	Supplemental	Supplemental (20% salary for VP)	None
Budget Reference	1000, 3000	1000, 3000	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
Unchanged	Unchanged	Unchanged

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

Budgeted Expenditures

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

Action #5

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to offer "Wednesday Make Up Day" for students who are absent	Continue to offer "Wednesday Make Up Day" for students who are absent	Continue to offer "Wednesday Make Up Day" for students who are absent

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$3,000	$3,500

Source	None	Base Supplemental/Concentration	Base Supplemental/Concentration
Budget Reference	None	2000,3000,4000	2000,3000,4000

Action #6

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

Students to be Served

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

| Unchanged | Unchanged | Unchanged |

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

| Maintain 0 middle school drop outs | Maintain 0 middle school drop outs | Maintain 0 middle school drop outs |

Budgeted Expenditures

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

Action #7

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

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

OR

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

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

Low Income	LEA-Wide	All Schools

Actions/Services

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

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Continue to supplement transportation services for students to avoid forwarding costs on to the families	Continue to supplement transportation services for students to avoid forwarding costs on to the families	Continue to supplement transportation services for students to avoid forwarding costs on to the families

Budgeted Expenditures

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

Action #8

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

Students to be Served

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

Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$13,024	$13,246	$13,246
Source	Base	Base	Base
Budget Reference	5000	5000	5000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

$122,424

Percentage to Increase or Improve Services

11.11%

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

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

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

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

$126,147

Percentage to Increase or Improve Services

10.95%

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

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

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

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

$111,274

Percentage to Increase or Improve Services

10.24%

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

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

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