Browns Valley Elementary

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Lynn Benevides, Principal

⚲ Principal, Browns Valley Elementary

About Our School

Browns Valley Elementary School is a high performing elementary school of approximately 800 students. The school is in Vacaville Unified School District and is in the northeast part of the city. Browns Valley was built in 1991 and is one of nine elementary schools in Vacaville. It has been recognized as a California Distinguished School and it upholds its reputation as a high performing school. When Browns Valley Elementary School was built, it was in collaboration with the City of Vacaville Parks and Recreation, thereby building a park adjoining the school property. The multiplicity of use by the school and community continues today. The City of Vacaville operates a TGIF program housed at a facility within this space. TGIF offers after school programming for many of the Browns Valley students.

Browns Valley Elementary School is known for its high academic standards, high student attendance rates, diverse population and programs, and caring motivated staff that focuses on the whole child. We take pride in our school's strong communication and collaboration that involves all members of our learning community. Learning is supported through technology and enrichments are available to support all learners. Browns Valley is developing a student leader program focusing on community services which include Student Council, Conflict Managers, Kindness Committee, and Mad Crew.

Contact

Browns Valley Elementary
333 Wretham Dr.
Vacaville, CA 95688-9290

Phone: 707-453-6205
E-mail: lynnb@vacavilleusd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
E-mail Address	janes@vusd.solanocoe.k12.ca.us
Web Site	http://www.vacavilleusd.org

School Contact Information (School Year 2018—19)	
School Name	Browns Valley Elementary
Street	333 Wretham Dr.
City, State, Zip	Vacaville, Ca, 95688-9290
Phone Number	707-453-6205
Principal	Lynn Benevides, Principal
E-mail Address	lynnb@vacavilleusd.org
Web Site	http://brownsvalley.schoolloop.com/
County-District-School (CDS) Code	48705736109672

Last updated: 1/3/2019

School Description and Mission Statement (School Year 2018—19)

Mission: The mission of Browns Valley Elementary School, in partnership with parents, staff and community, is to challenge all students to reach their greatest academic and social potential, to develop a passion for lifelong learning, to become responsible citizens, and to ensure a successful transition to middle school. This mission will be accomplished by providing rigorous curriculum delivered by dedicated staff, using a variety of research based teaching methods in a safe and well maintained environment.

Vision: Our vision is defined by students that attain their aspirations as a direct result of rigorous academic standards. A collaborative and cohesive staff, parents and community create a safe environment that has clear expectations, establishes, honors and values academic goals. These goals are built upon the mutual respect for gender, ethnicity, cultural, and religious backgrounds of all.

Last updated: 1/14/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	93
Grade 1	108
Grade 2	119
Grade 3	136
Grade 4	116
Grade 5	126
Grade 6	156
Total Enrollment	854
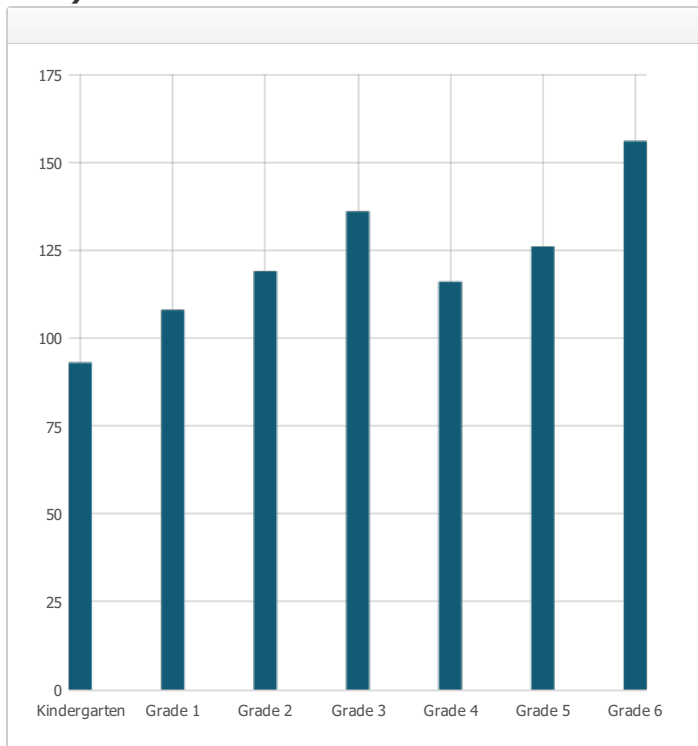
Last updated: 1/14/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	1.9 %
American Indian or Alaska Native	0.6 %
Asian	4.0 %
Filipino	3.9 %
Hispanic or Latino	24.4 %
Native Hawaiian or Pacific Islander	%
White	54.1 %
Two or More Races	10.1 %
Other	1.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	26.5 %
English Learners	6.1 %
Students with Disabilities	10.7 %
Foster Youth	0.1 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	38	37	39	593
Without Full Credential	2	1	0	32
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14
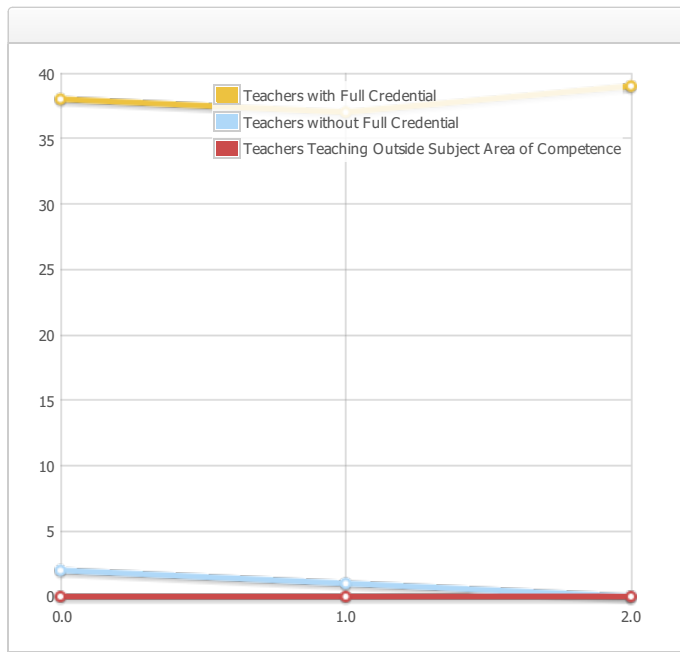
Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
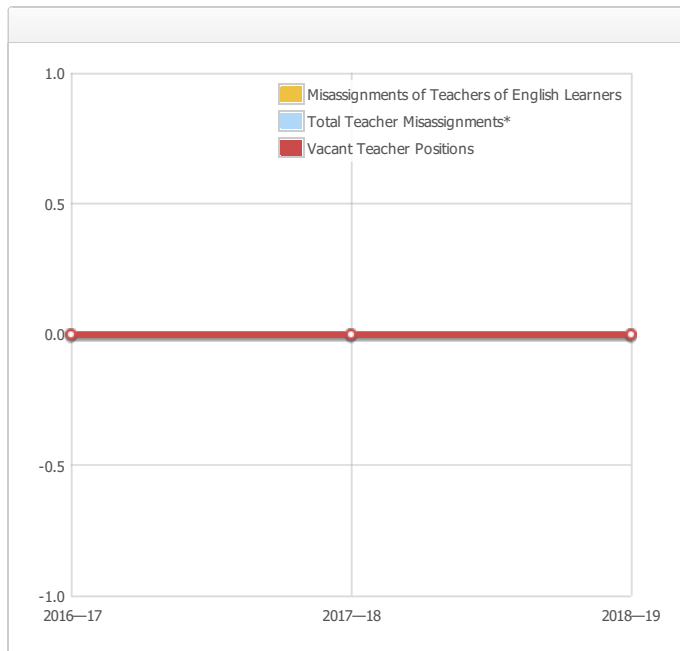
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures (MacMillan/McGraw) Gr. K-5 SpringBoard (College Board) Gr. 6	Yes	0.0 %
Mathematics	Math in Focus (Houghton Mifflin) Gr. K Go Math! CA (Houghton Mifflin) Gr. 1-6	Yes	0.0 %
Science	California Science (MacMillan/McGraw -Hill)	Yes	0.0 %
History-Social Science	History/Social Science, Gr. K-5 (Houghton Mifflin) Ancient Civilizations CA Edition, Gr. 6 (Glencoe)	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/3/2019

School Facility Conditions and Planned Improvements

This school has a lower percentage at 82.51% but is still in good repair. There are a large number of non-critical deficiencies from minor wear and tear and are in the process of being mitigated.

There are no major facility improvements planned at this time.

The bulk of the deficiencies are related to ceiling tiles, unsecured items stored too high, paint issues and plug in diffusers. All deficiencies will be eliminated by the end of the summer break, 2019.

Last updated: 1/3/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	All damaged ceiling tiles will be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	All unsecured items will be either secured or removed.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	All faucet and drinking repairs will be made as soon as possible.
Safety: Fire Safety, Hazardous Materials	Fair	All candle warmers, air plug ins and diffusers will be removed immediately. All unauthorized chemicals will be removed.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Fair

Last updated: 1/3/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	54.0%	50.0%	52.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	45.0%	47.0%	38.0%	39.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/14/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	518	510	98.46%	54.31%
Male	277	273	98.56%	49.08%
Female	241	237	98.34%	60.34%
Black or African American	11	11	100.00%	9.09%
American Indian or Alaska Native	--	--	--	
Asian	23	22	95.65%	68.18%
Filipino	13	13	100.00%	69.23%
Hispanic or Latino	132	128	96.97%	43.75%
Native Hawaiian or Pacific Islander				
White	273	271	99.27%	56.83%
Two or More Races	55	54	98.18%	62.96%
Socioeconomically Disadvantaged	153	150	98.04%	35.33%
English Learners	44	40	90.91%	35.00%
Students with Disabilities	59	56	94.92%	8.93%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	518	514	99.23%	46.89%
Male	277	275	99.28%	45.45%
Female	241	239	99.17%	48.54%
Black or African American	11	11	100.00%	18.18%
American Indian or Alaska Native	--	--	--	
Asian	23	23	100.00%	47.83%
Filipino	13	13	100.00%	61.54%
Hispanic or Latino	132	131	99.24%	31.30%
Native Hawaiian or Pacific Islander				
White	273	271	99.27%	54.24%
Two or More Races	55	54	98.18%	48.15%
Socioeconomically Disadvantaged	153	152	99.35%	26.97%
English Learners	44	44	100.00%	18.18%
Students with Disabilities	59	57	96.61%	1.75%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/14/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/14/2019

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.2%	25.2%	27.7%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/14/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Browns Valley has a robust group of parent volunteers who participate in numerous activities benefiting our students. Some examples include our active PTO (Parent/Teacher Organization), limitless classroom volunteerism, and collaboration to support students and teachers in a variety of ways. Parents also play a large part in decision making through School Site Council, ELAC (English Learning Advisory Committee), and attending Coffee with the Principal.

Our PTO hosts many school events such as the Harvest Festival, dine out nights, basket raffles, Holiday Store, Dr. Seuss week, Reading on the Lawn, Fun Run, car washes, and field day. PTO information can be found on the PTO tab of our school website and on the Browns Valley PTO Facebook page.

Parents are always welcome on campus at any time. Staff and administration are accessible via phone message, e-mail or our school website at any time. Our collaborative environment invites suggestions, questions, and concerns.

# State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	5.8%	5.4%	10.7%	9.7%
Graduation Rate	--	--	87.8%	89.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	5.3%	9.1%
Graduation Rate	--	87.6%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
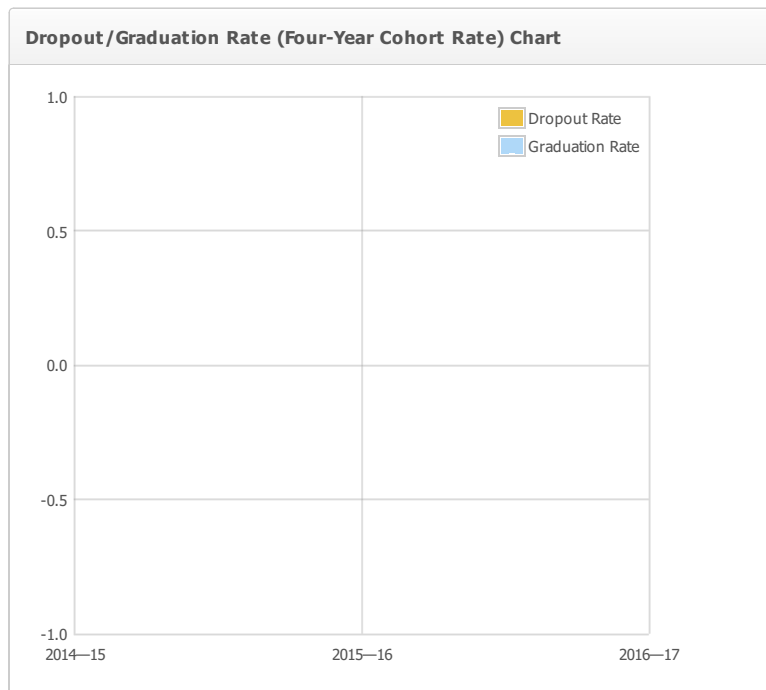
For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
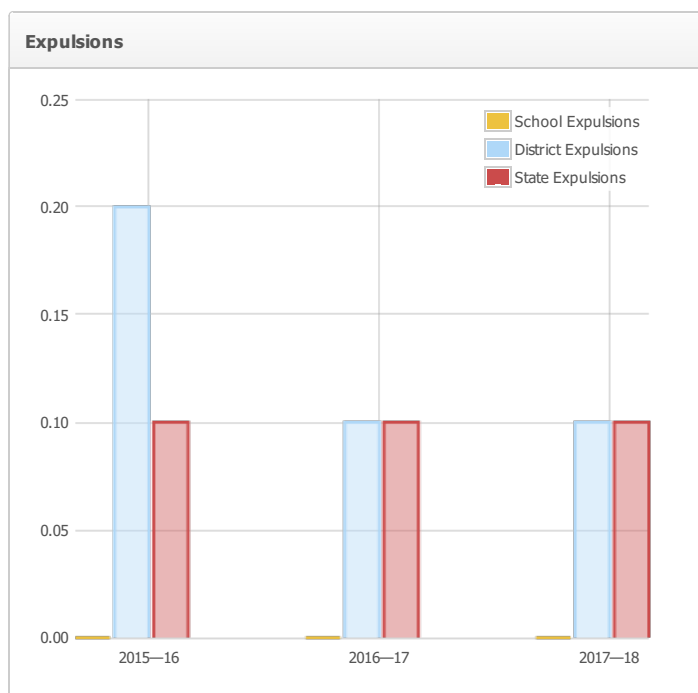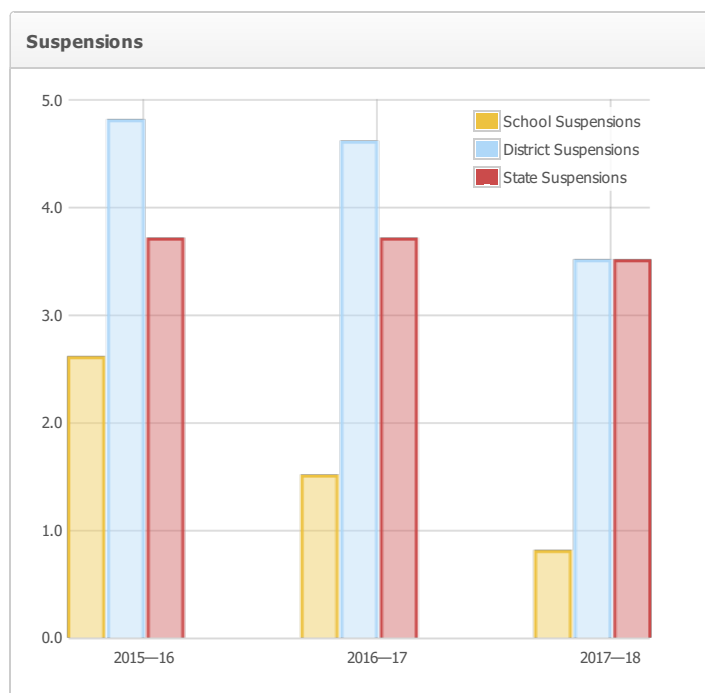
Last updated: 1/14/2019

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	2.6%	1.5%	0.8%	4.8%	4.6%	3.5%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%

Last updated: 1/14/2019

School Safety Plan (School Year 2018—19)

Our School Safety Plan is reviewed continually and updated formally each year. Our School Site Council and all stakeholders have input. Our local police, school administration and parent volunteers collaborate to provide a safe drop-off and pick-up area. Student safety is addressed by emphasizing school rules on a regular basis and a school discipline plan is in place utilizing work of our PBIS (Positive Behavior Intervention Supports) team. Student monitors and all staff supervising the playground wear bright yellow and orange vests in order to be easily recognizable and carry radios for communication. A comprehensive disaster response plan has been developed and reviewed annually. Routine safety checks of play equipment and facilities are made. Monthly drills include review and de-brief of potential disaster procedures and each staff member is assigned a role should a disaster occur. Our campus is a closed campus with classroom doors locked during school hours. This year we will be changing the chain linked fence by the outside student lunch area to a privacy link fence. The inside lobby doors will be changed with a locking system where all visitors must sign-in with the office. Office staff will use a buzzer to unlock the lobby doors to allow a visitor on campus.
Our School Safety Plan was reviewed by our SSC and presented at a PTO meeting on January 10, 2019.

Last updated: 1/14/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		4	
1	21.0	1	5	
2	22.0		5	
3	23.0	1	5	
4	30.0		5	
5	31.0		4	
6	28.0	1	2	2
Other**	4.0	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0		4	
1	26.0		4	
2	23.0		6	
3	23.0		5	
4	29.0		4	
5	25.0	1	5	
6	29.0	1	4	
Other**	8.0	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		4	
1	25.0		4	
2	23.0		5	
3	26.0		5	
4	28.0		4	
5	29.0		4	
6	28.0	1	5	
Other**	9.0	3		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 1/14/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.9	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/23/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5534.4	$634.1	$4900.3	$65474.5
District	N/A	N/A	$6718.5	$68635.9
Percent Difference – School Site and District	N/A	N/A	-37.1%	-5.0%
State	N/A	N/A	$6574.0	$79665.0
Percent Difference – School Site and State	N/A	N/A	-29.2%	-21.7%

Note: Cells with N/A values do not require data.

Last updated: 1/24/2019

Types of Services Funded (Fiscal Year 2017—18)

	Unrestricted	Restricted
1000 Certificated Salaries	2,386,219.67	278,670.00
2000 Classified Salaries	425,172.29	57,428.00
3000 Benefits	893,154.08	96,676.00
4000 Materials & Supplies	57,689.28	53,743.00
5000 Operating Expenses & Services	161,146.37	19,817.00
Less Object 3701-3702	(91,286.19)	(10,700.94)
Less Unrestricted Lottery	(1,686.66)	
TOTAL	**3,830,408.84**	**495,633.06**

Last updated: 1/23/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,197	$49,512
Mid-Range Teacher Salary	$66,784	$77,880
Highest Teacher Salary	$94,034	$96,387
Average Principal Salary (Elementary)	$112,765	$123,139
Average Principal Salary (Middle)	$118,443	$129,919
Average Principal Salary (High)	$126,363	$140,111
Superintendent Salary	$197,672	$238,324
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
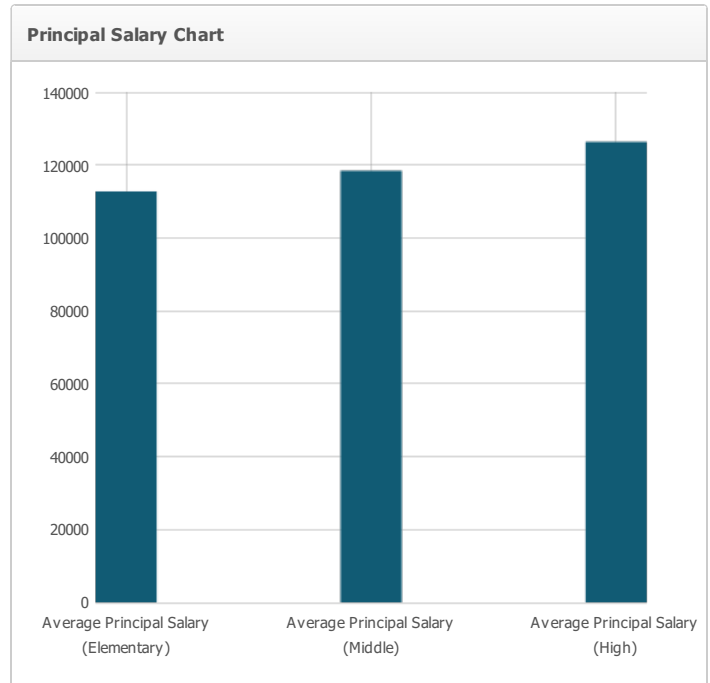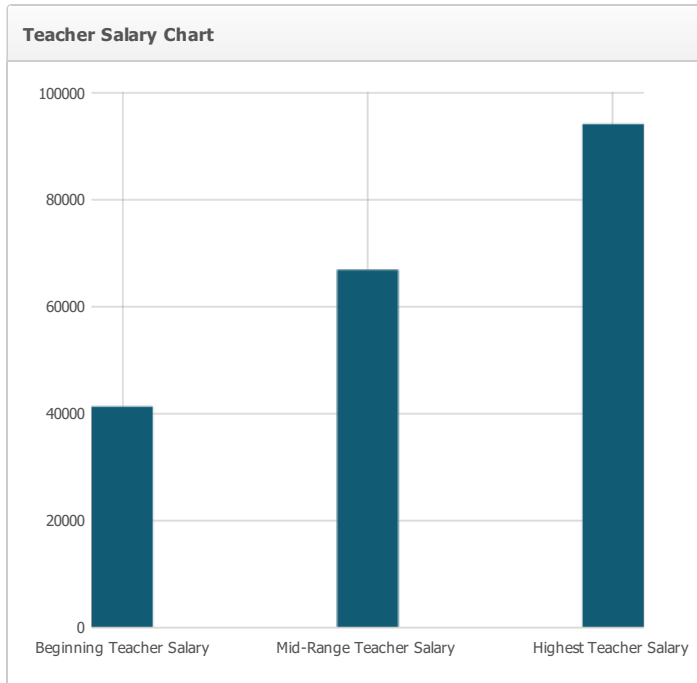
Last updated: 1/14/2019

Professional Development

Vacaville Unified School District provides professional development opportunities for educators and staff at all stages of their careers. Support for new teachers is provided through district induction programs that span the first two years of a teacher's career.

Professional development for teachers occurs in Common Core across the year to deepen staff understanding of new standards and how to help students achieve those standards. Additional PD is provided throughout the year to support new adoptions of curriculum and technology in the classroom. Our staff is continuing to develop their Guided Reading techniques and are attending district and site professional developments. Teachers from our site are members of the IMAP committee and attend Performance Task professional development for English Language Arts and Math.

The district's focus this year is on Math and Science. Administration is attending a series of math professional development with Fran Gibson focusing on standards, mathematical practice, number talks, and struggle problems. Teachers will attend math data talk meetings and professional developments to look at math data, standards, framework, and mathematical practice in detail. Our district's math coordinator will attend and support teachers through this process. Our site has a teacher attending professional developments focusing on the above areas and with administration is providing site professional developments and coaching in the classroom. Our site has a Science Coordinator who is attending professional developments to support our site and the district Science Coordinator provides professional development to our staff.

Browns Valley teachers are receiving Integrated English Language Development professional development. The professional developments are focused around Guided Reading, standards, framework, and providing tools to support instruction to all students.

Browns Valley has adopted the Growth Mindset of building a growth mindset learning community this year and staff are receiving professional development in this area.

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