2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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Goals and Actions
Goal

Goal #	Description
1	Brittan Elementary School District will provide a high quality education to all students, offer small group support as needed and set high expectations for behavior, social skills and academics. We will ensure that the students are prepared to succeed in High School, College and Careers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A- Teachers properly credentialed and appropriately assigned Source: SARC	2020-2021: 100%	2021-2022: 100%	2022-2023: 100%	2023-24: 100%	Maintain 100%
1B- Access to standards aligned instructional materials Source: SARC	2020-2021: 100%	2021-2022: 100%	2022-2023: 100%	2023-24: 100%	Maintain 100%
1C- Facilities maintained in good repair Source: Facilities Inspection Tool (FIT)	2020-2021: Good Repair	2021-2022: Good Repair	2022-2023: Good Repair	2023-24: Good Repair	Maintain Good Repair

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A- Implementation of State Standards Source: Local Indicator Tool Priority 2	2020-2021: Beginning Development (2) on instructional materials in science (3-5) on providing professional learning in math	2021-2022: Initial Implementation (3) new Science curriculum (K-8) Initial Implementation (3) provided professional learning in Math and ELA	2022-2023: Full Implementation (4) Math, ELA, Science and History Curriculum are meeting state standards. (4) On going professional development is being offered to all for curriculum, intervention, collaboration and social emotional learning.	2023-24: Full Implementation (4) Math, ELA, Science and History Curriculum are meeting state standards. (4) On going professional development is being offered to all for curriculum, intervention, collaboration and social emotional learning.	Full Implementation and Sustainability (K- 8) Continued professional learning in Math and ELA
2B- How programs and service will enable English Learners to access CCSS. Source: CAASPP Data	2020-2021: 40% of the EL students meet or exceed the standards on the ELA CAASPP	2021-2022: 42% of the EL students meet or exceed the standards on the ELA CAASPP	2022-2023: 45% of the EL students meet or exceed the standards on the ELA CAASPP	2023 CAASPP: 42% of the EL students meet or exceed the standards on the ELA CAASPP	55% of the EL students meet or exceed the standards on the ELA CAASPP

7A- Access to and enrolled in a Broad Course of Study Source: Daily Instructional Schedule	2020-2021: 0% of students have access to comprehensive Health Education Program	2021-2022: 100% of seventh and eighth grade students have access to comprehensive Health Education Program; 0% of the students participated in the Health Education Program.	2022-2023: 100% of seventh and eighth grade students have access to comprehensive Health Education Program; 0% of the students participated in the Health Education Program.	2023-24: 100% of seventh and eighth grade students have access to comprehensive Health Education Program; 100% of the students participated in the Health Education Program.	100% of students will have access to comprehensive Health Education Program; 100% of seventh and eighth grade students will participate in the Heath Education Program

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In 2023-24 some successes we had:
- Every class was taught by a fully credentialed and appropriately placed teacher. (Action 1.1 Certificated Staff)
- All students had access to standards-aligned state adopted curriculum. (Action 1.2 Standards Aligned Instructional Materials).
- We provided intervention programs and small group instruction in Math and Reading (Action 1.3 Standards Aligned Instructional Materials)
- We maintained 1-1 laptop and access to the internet. We purchased additional mobile carts to be used in classrooms and Expanded Learning. (Action 1.4 Technology)
- All EL students received 30 minutes of ELD instruction from our two intervention/ELD teachers. Classroom teachers also provided Integrated services. We identified our Long Term English Learners (LTEL) and we collaborated with the high school so they were aware of incoming freshman.(Action 1.5 ELD Support)
- We offered PD in: Math through Sutter County Superintendent of Schools (SCSOS); our science teacher did "Amplify" Science training; SEL strategies and instruction through SCSOS; 6 teachers attended a summer conference for PLC; our English Language Arts (ELA) intervention teacher attended Response to Intervention training (RTI) for ELA through SCSOS; our math intervention teacher and 3rd-8th grade teachers (one from each grade level) worked with SCSOS staff for PD in Math Data and Assess; all teachers participated in i-Ready training. Our teachers regularly participate in PLC groups. (Action 1.6 Professional Development)
- At the beginning of the year we reviewed California Assessment of Student Performance and Progress (CAASPP) scores and compared them with i-Ready scores from the previous year and used this information to form intervention groups and identify intervention needs. (Action 1.7 Assessment and Data Analysis)
- We had a 3-day per week counselor who worked with small groups of students, worked with individual students, and was part of our Care Team that linked students to services. (Action 1.8 Counseling Support)
- We used the Social-emotional Learning (SEL) curriculum Character Strong in all classrooms. (Action 1.9 SEL Curriculum)

- We offered music with an option of choir but we did not have an interest in band. We offered all of the other planned extracurricular and enrichment activities. (Action 1.10 Extracurricular and Enrichment Activities)

The substantive differences between planned actions and actual actions include:
- Many of the actions in Technology had actually been done in the 2022/23 school year and were inadvertently left in the LCAP. Those included: purchase additional Active Boards; create and implement a technology plan; increase internet access for virtual computer lab. (Action 1.4 Technology)
- We did not do the following planned PD because of time and availability of training: PD for NGSS Science curriculum; integrated ELD; Renaissance STAR. (Action 1.6 Professional Development)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Action 1.1: We spent $504,361 more on this action due to a raise and increased costs to employ.
- Action 1.2: We spent $6,113 more on materials than planned.
- Action 1.4: When we budgeted for this action, we inadvertently budgeted for purchases that were made the previous year so we spent $23,849 less.
- Action 1.6: We spent $8,124 less because PBIS training sessions cost less than budgeted.
- Action 1.10: There was an increase of $145,510 in spending due to moving expenditures for operational costs to this action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 1.1 Certificated Staff, 1.2 Standards Aligned Instructional Materials, 1.3 Intervention, Action 1.4 Technology, 1.6 PD
- We met our Desired Outcomes in Priorities 1A (Certificated Staff) and 1B (Standards-aligned Instructional Materials) but other metrics to measure the effectiveness of this action are in Goal 2.
- 2023 California School Dashboard (Dashboard) reports a decline in English Language Arts (ELA) – All: 51.7 below, declined 20.9); Socio-economically Disadvantaged (SED): 67.2 below, declined 7.4; Students with Disabilities (SWD): 108.3 below, declined 16.8) Our SWD student group is in the Very Low performance level.
- 2023 Dashboard reports similar declines in Math – All: 53.4 below, declined 6.9; SED: 70.5 below, maintained -2.1; SWD: 113.8 below, declined 3.3. Our SWD student group is in the Very Low performance level.

Action 1.5 ELD Support
- We do not have a metric in this goal to measure this action. However, we do have a metric in Goal 2 and as reported on the 2023 Dashboard, English Learner Progress continues to increase. We attribute this success to having a dedicated ELD staff who focuses on the integration of the Common Core State Standards (CCSS) with the English Language Development (ELD) Standards.

We met our Desired Outcomes in 5 out of 6 metrics and exceeded our Baseline in 1 of the metrics so it would seem that our actions in Goal 1 have been effective. However, when we look beyond the six metrics in Goal 1 to Dashboard, CAASPP, and local assessment data our actions were ineffective in making progress to ensure our students are high school, college, and career ready. In ELA and Math results on the Dashboard and CAASPP continue to decline. Through this Annual Review, we found duplicate actions and crossover between Goals 1 and 2

so, we are combining and rewriting our LCAP Goals 1 and 2 for the 2024/25 LCAP and narrowing the scope of our actions to direct our focus on improving achievement for all students.

Goal 1, *Brittan Elementary School District will provide a high quality education to all students, offer small group support as needed and set high expectations for behavior, social skills and academics. We will ensure that the students are prepared to succeed in High School, College and Careers,* is being changed to *Brittan Elementary School District will provide a high quality education, including enrichment and intervention, to all students to ensure they are prepared to succeed in High School, College, and/or Career.* This change is a result of the need to focus our efforts on improving our academic program for students to increase their academic achievement.

Changes to Metrics:
- 1C Basic Services: Moved to Goal 2 where it fits with safe school environment.
- 2A Implementation of State Standards: Changed to *Progress (1-5) in implementing policies or program to support staff in identifying areas where they can improve in delivering instruction aligned to standards and/or frameworks.*
- 2B Implementation of State Standards: Changed to *Percentage of English learners scoring Tier I (At Grade Level or Above) on spring ELA local assessment (i-Ready).*
- 4A Pupil Achievement: Moved from Goal 2 and changed to *Distance from Standard Met on CAASPP (points below or above standard).*
- 4A Pupil Achievement: Added *Percentage of students meeting and exceeding on CAASPP Summative Assessment.*
- 4E Pupil Achievement: Moved from Goal 2 and changed to *Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC,*
- 4F Pupil Achievement: Moved from Goal 2 and changed to *Percentage of English learners who are reclassified.*
- *7A Broad Course of Study: Changed to Progress (1-5) implementing academic standards for all students.*
- 7B/C Broad Course of Study: Added *Percentage of unduplicated students and students with exceptional needs in grades 1-8 scoring Two or Three Grade Levels Below on the fall i-Ready ELA and/or Math assessment, receiving tutoring or tiered intervention.*
- *8 Other Outcomes: M*oved from Goal 2 and changed to *Percentage of 1st-8th grade students scoring in Tier I (At Grade Level or Above) on the spring local assessment (i-Ready) in ELA and Math.*

Expected Outcome Changes:
- Changes have been made to all Expected Outcome to reflect Baseline data and planned programs and services.

Actions being removed from the LCAP because they are in place in our school system and will continue even if not in the LCAP:
- 1.1 Certificated Staff
- 1.2 Standards Aligned Instructional Materials
- 1.4 Technology

Action being moved to Goal 2 because it is more aligned with that goal:
- 1.10 Extracurricular and Enrichment Activities (this will be part of 2024/25 LCAP Action 2.2 Student Engagement)

Actions from the 2023/24 LCAP that will be included in the 2024/25 LCAP but will some changes:
- 1.3 Intervention, 1.7 Assessment and Data Analysis combined with 2.1 Assessment Data Analyzation, 2.2 District wide benchmark plan and schedule for ELA, 2.3 District wide benchmark assessment plan and schedule for Math will be absorbed by a new action, 1.1 Data and Assessment .
- 1.3 Intervention will also be absorbed by Action 1.3 Intervention Teachers .
- 1.5 ELD Support (this will be part of 2024/25 LCAP Action 1.3 Intervention/ELD Teachers)
- 1.6 Professional Development will continue but with some changes to the PD we will offer.
- 1.8 Counseling Support (this will be part of 2024/25 LCAP Action 2.2 Student Engagement and Support)
- 1.9 SEL Curriculum (this will be part of 2024/25 LCAP Action 2.2 Student Engagement and Support)

Actions new to the 2024/25 LCAP:
- Action 1.1 Data and Assessment: Includes the analysis of state and local assessment data to form intervention groups, administration of i-Ready three times per year, and progress monitoring.
- Action 1.2 Classroom RTI: During RTI time for each grade level, teachers from that grade level will group their Tier I and Tier II students for daily Tier I extension or Tier II intervention.
- Action 1.3 Intervention Teachers: The ELA specialist and Math specialist will pull students for Tier III small group intervention during grade level RTI time.
- Action 1.4 Paraeducator Support: During each grade level's RTI time paraeducators will offer Tier I or Tier II intervention on targeted skills as directed by the classroom teacher.
- Action 1.6 SWD: We will schedule additional Tier II small group time for reteaching and intervention directed at grade level standards and curriculum.

Goal

Goal #	Description
2	Brittan Elementary School District will continue to analyze data from CAASPP and Diagnostic Assessments to improve student achievement, raise test scores and boost our dashboard.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4a Statewide Assessments Source: Dashboard - Academic Indicator	Fall 2019 Dashboard ELA: Yellow, 11.4 points below standard Math: Orange, 36.3 points below standard	Academic Indicator Data was not available on the 2021 Dashboard	Fall 2022 Dashboard ELA: Low, 29.9 points below standard Math: Low, 45.9 points below standard	2023 Dashboard ELA: Low, 51.7 points below standard Math: Low, 53.4 points below standard	To increase our Dashboard Academic Performance to Medium/High in ELA and Medium in Math

4E - EL's who make progress toward English proficiency

Source: ELPAC | Fall 2019 Dashboard 25% of EL students moved from 2A to 2B | 2021-2022 ELPAC

33.3% moved one or more levels | Fall 2022 Dashboard

18.2% making progress towards English Language proficiency | 2023 Dashboard

61.5% of EL students are making progress toward English language proficiency | Increase 40% EL's moving levels |
| 4F – EL Reclassification Rate

Source:

Reclassification Policy | 2020-2021: 15% of EL students were reclassified | 2021-2022: 28% EL students were reclassified | 2022-2023: 22% EL students were reclassified | 2023-24: 18% EL students were reclassified | 35% students reclassified |
| 8 - Local Data Sources: ELA District Benchmark Assessments: (1-5) Wonders, (6-8) StudySync, & (1-8) I-Ready Diagnostic Placements

Math District Assessments: (1-8) I-Ready Diagnostic Placements | 2020-2021:

Benchmark assessment ELA 40% met or exceeds standards

Benchmark assessments for Math 30% met or exceeds standards | 2021-2022:

Benchmark assessment ELA 51% met or exceeds standards

Benchmark assessment Math 34% met or exceeds standards | 2022-2023:

Benchmark assessment ELA 39% met or exceeds standards

Benchmark assessment Math 29% met or exceeds standards | Winter 2023-24:

Benchmark assessment ELA 27% met or exceeds standards

Benchmark assessment Math 21% met or exceeds standards | 70% ELA students met or exceeded standard on district benchmarks

65% Math students met or exceeded standard on district benchmarks |

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We successfully implemented the actions in Goal 2 and there were no substantive differences in planned actions and actual implementation of these actions.
- Teachers analyzed assessment data and used the results to guide classroom instruction, monitor student needs, and plan intervention. (Action 2.1
    Assessment Data Analyzation)
- Kindergarten – 8th grade teachers administered i-Ready three times during the school year for ELA and Math. (Actions. 2.2 and 2.3 District wide benchmark plan and schedule for ELA and Math)
- Two interventions specialists delivered Tier III intervention to students for ELA and Math and collaborated with teachers to analyze data to form Tier II intervention within the class. (Action 2.4 Intervention Specialists for ELA and Math)
- Paraprofessionals worked in K-6th grade 30 minutes per day to provide support. (Action 2.5 Additional Classroom Support)

Time continues to be a challenge. Teachers feel that it would be beneficial to our intervention program to have more paraeducator time in their classroom. Also, finding additional time to analyze the data and look at benchmarks to set up tiered intervention continues to be a challenge.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Action 2.4: There was an increase in the expenditure of supplemental dollars of $18,150 from our budgeted expenditures of $234,306 due to increase in certificated staff salaries.
- Action 2.5 there was an increase in the expenditure of supplemental dollars of $8,068 from our budgeted expenditures of $75,073 due to increase in hours in classrooms for classified staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 2.1, 2.2, 2.3, 2.4, 2.5 seem to be ineffective in making progress toward Goal 2 based on state assessment data. However, results of our local data indicate we are beginning to see progress in ELA and Math achievement.

2023 California School Dashboard (Dashboard)
- English Language Arts (ELA) – All: 51.7 below, declined 20.9; Socio-economically Disadvantaged (SED): 67.2 below, declined 7.4; Students with Disabilities (SWD): 108.3 below, declined 16.8). Our SWD student group is at the Very Low performance level.
- Math – All: 53.4 below, declined 6.9; SED: 70.5 below, maintained -2.1; SWD: 113.8 below, declined 3.3. Our SWD student group is in the Very Low performance level.
- English Learner Progress continues to increase. We attribute this success to an action from Goal 1, having a dedicated ELD teacher who focuses on the integration of the Common Core State Standards (CCSS) with the English Language Development (ELD) Standards (Action 1.5)

2023 CAASPP reports a decline in ELA and Math in the percentage of students scoring Standard Met/Exceeded for most student groups.
- In ELA, All: 27.55%, declined 12.08%; SED: 22.67%, declined 4%; SWD: 12.5%, declined 3.72%.

- In Math, all student groups declined except for SWD, All: 25.17%, declined 5.57%; SED: 16.86%, declined 5.04%; SWD 17.5%, increased 6.69%.

i-Ready Local Assessment
- We started using the i-Ready assessments in ELA and Math in the 2022/23 school year and except for a dip in math on the fall 2023 testing, each year the percentage of students scoring At or Above Grade Level has increased.
    - ELA: 26% (fall 2022); 35% (spring 2023); 38% (fall 2023); 40% (spring 2024)
    - Math: 16% (fall 2022); 30% (spring 2023); 21% (fall 2023); 52% (spring 2024)
- There was a significant decrease in the percentage of students scoring in the Intensive, or Three or More Grade Levels Below performance level between our fall 2023 testing and spring 2024 testing.
    - ELA: 31% (fall 2023); 20% (spring 2024)
    - Math 23% (fall 2023); 8% (spring 2024
- There is a gap between the performance of our student groups in ELA and Math in the percentage of students scoring in Tier I (grade level or above)
    - ELA: All: 40%; EL: 0%; SED: 19%; SWD: 15%
    - Math: All: 52%; EL: 0%; SED: 19%; SWD: 19%
To change this pattern of academic decline as reported on state assessments and increase the increases we see on our local assessment, we are rewriting our LCAP Goals 1 and 2 for the 2024/25 LCAP and narrowing the scope of our actions to direct our focus on improving student outcomes in ELA and Math for all students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We are eliminating Goal 2 and will focus our efforts to improve student achievement in Goal 1 with new actions directed at improving student outcomes in ELA and Math.

Changes to metrics:
- All metrics have been moved to Goal 1 in the 2024/25 LCAP where they are more aligned with the goal.

Expected Outcome Changes:
- Changes have been made to all Expected Outcome to reflect Baseline data and planned programs and services.

Changes to actions:
- 2.1 Assessment Data Analyzation, 2.2 District wide benchmark plan and schedule for ELA, 2.3 District wide benchmark assessment plan and schedule for Math will be absorbed by a new action, 1.1 Data and Assessment.
- 2.4 Intervention Specialists for ELA and Math will now be Action 1.3 Intervention Teachers: We are beginning to see the effectiveness of Intervention Teachers on our local assessment and fewer students need intensive intervention after the spring testing than after fall testing so we will continue this action.
- 2.5 Additional Classroom Support will now be Action 1.4 Paraeducator Support Actions new to the 2024/25 LCAP but with slight changes to the description.

New Goal 2 actions:

- 2.1 Attendance: Our attendance system is now outlined.
- 2.2 Student Engagement (moved from 2023/24 LCAP Goal 3 and updated): New title Student Engagement and Support. Includes incentives and engagement activities plus PD for staff.
- 2.3 Family and Community Engagement (moved from 2023/24 LCAP Goal 3 and updated): Lists family and community activities and education partner engagement opportunities.

Goal

Goal #	Description
3	Brittan Elementary School District will continue to promote student engagement and high academic expectations while maintaining a safe, healthy and welcoming learning environment for all students and their families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A - Efforts to seek parent input through surveys Source: Parent, student, and staff surveys Local Indicator 3	2020-2021: 75% participation in Google form surveys.	2021-2022: 83% participation in surveys	2022-2023: 92% participation in surveys	2023-2024: 95% participation in surveys	95%
3B - Efforts to seek parent input of unduplicated pupils Source: Surveys	2020-2021: 100% of the surveys will be provided in multiple languages if needed to parents of unduplicated pupils	2021-2022:100% of the surveys will be provided in multiple languages if needed to parents of unduplicated pupils	2022-2023:100% of the surveys will be provided in multiple languages if needed to parents of unduplicated pupils	2023-2024:100% of the surveys will be provided in multiple languages if needed to parents of unduplicated pupils	Maintain survey access in multiple languages if needed for parents of unduplicated pupils

3C -Efforts to seek parent input of students with exceptional needs Source: Survey for RSP students	2020-2021: 100% coordination with the county RSP staff to provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer, and google forms.	2021-2022: 100% coordination with the county RSP staff to provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer, and google forms.	2022-2023: 100% coordination with the county RSP staff to provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer, and google forms	2023-2024: 100% coordination with the county RSP staff to provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer, and google forms	Maintain survey in multiple modalities for parents of onsite RSP students and county operated programs off site
5A - Attendance Rates Source: P2 Attendance report	2020-2021: 91.2%	2021-2022: 90.1%	2022-2023: 92.5%	2023-24: 93.98%	95%
5B - Chronic Absenteeism Rates Source: Dashboard - Chronic Absenteeism Rate Indicator Source: CALPADS	2020-2021: 15.5% Chronically absent Socioeconomically Disadvantaged rate as reported in the 2019 Dashboard	2021-2022: 35.04% - All Students Chronically absent. 27.89% - Socio-Economic Disadvantaged Chronically Absent 31.82% - English Language Learners Chronically Absent	2022-2023: 38.8% - All Students Chronically absent. 45.9% - Socio-Economic Disadvantaged Chronically Absent 28.2% - English Language Learners Chronically Absent	2023 Dashboard 24.9% - All Students Chronically absent. 30.8% - Socio-Economic Disadvantaged Chronically Absent 26.7% - English Language Learners Chronically Absent	20% Chronically absent 25% Socioeconomically disadvantaged chronically absent
5C - Middle School Drop Out Rate Source: CALPADS	2020-2021: 0 students	2021-2022: 0 students	2022-2023: 0 students	2023-2024: 0 students	Maintain 0 students

6A - Suspension Rates Source: CALPADS & CA Dashboard	2020-2021: 1.2% Suspended as reported in the 2019 Dashboard	2021-2022: 0.01% student incidents involving suspension	2022-2023: 1.3% Suspended as reported in the Fall 2022 Dashboard	2023-2024: 1.4% Suspended as reported in the Fall 2023 Dashboard	Decrease to 1% Suspended
6B - Expulsion Rates Source: CALPADS	2020-2021: 0 students	2021-2022: 0 students	2022-2023: 0 students	2023-24: 0 students	Maintain 0 students
6C - Sense of school safety and connectedness Source: Local Survey CHKS	2020-2021: 68% of parents believe school is safe 61% of 5th grade students feel school is safe 65 % of 7th grade students feel school is safe 68% of parents feel connected to the school 85% of 5th grade students feel connected to school 75% of 8th grade students feel connected to school	2021-2022: 75% of parents believe school is safe 91% of 5th grade students feel school is safe 95% of 7th grade students feel school is safe 92% of parents feel connected to the school 88% of 5th grade students feel connected to school 83% of 8th grade students feel connected to school	2022-2023: 57.3% of parents believe school is safe 96% of TK-6th grade students feel school is safe 84% of 7th & 8th grade students feel school is safe 92% of parents feel connected to the school 90% of TK-6th grade students feel connected to school 94% of 7th & 8th grade students feel connected to school	2023-2024: 100% of parents believe school is safe ==98.2% of TK-8th grade students feel school is safe== 96.7% of parents feel connected to the school 95.3% of all students feel connected to school	80% of Parents believe school is safe 80% of 5th grade students feel school is safe 95% of 7th grade students feel school is safe 95% of parents feel connected to the school. 95% of 5th grade students feel connected to school 95% of 8th grade students feel connected to school

| 5 After School Program | Restart After School Daycare for our families | Expanded Learning Opportunities Program to begin 2022-2023 | Expanded Learning Opportunities Program and offer tutoring and enrichment sessions at each grade level | 2023-2024: Expanded Learning Opportunities Program and offer tutoring and enrichment sessions at each grade level | Maintain our Expanded Learning Opportunities Program |

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the 2023-24 school year some successes we had were in implementing actions in Goal 3. We were able to ensure that as a site we:
- Surveyed parents, students, and staff in January. We administered the Healthy Kids Survey (HKS). We analyzed survey results and shared the results with educational partners. (Actions 3.1 Student/Parent/Staff Surveys)
- Offered all planned incentive programs for attendance and behavior including: Student of the Month, Attendance Parties, Behavior, Brittan Buck Store and Auction, Accelerated Reading, Music, Art, Field Trips, Assemblies, Associated Student Body activities, and California Junior Scholarship Federation. (Action 3.2 Student Engagement and Attendance)
- Offered all planned family and community events including: Back to School Night Dinner, Science Night, History Day, Christmas, Patriotic, and Spring Concerts, Family Literacy Night, Open House BBQ, BPAC Color Run. (Action 3.3 Family and Community Engagement)
- Continued to partner with Sutter Union High School to provide home to school bus transportation within the school bus route. (Actions 3.4 and 3.7 Transportation)
- Ran an After School Expanded Learning Program. We were excited to be able to provide a safe extended day program that offered educational support, tutoring, homework assistance, enrichment and play for our families. This program was offered to ALL of students TK through grade six. (Action 3.5 Expanded Learning Opportunities Program (ELOP))
- Provided students and staff with a safe, and well maintained facility. We installed two more water filling stations to replace fountains around campus. We replaced three new HVAC systems that needed to be replaced. (Action 3.6 Facilities)

There were no substantive differences in planned actions and actual implementation of the actions in Goal 2. One difference between planned and actual actions was in Action 3.1 because we did not administer the Panorama survey since it is given every other year and this was not our year to give it.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.2: We spent $9,000 less because our parent's club paid for many of the activities.
Action 3.5: There was an increase in the expenditure of state dollars of $24,481 from our budgeted expenditures of $135,594 due to an increase in staff and hours.
Action 3.6: There was an overall increase in spending of $42,337 for this action. We spent more on maintenance due to replacing three HVAC systems but spent less on personnel due to a staff resignation and replacement with a new hire at a lower cost.

The actions in Goal 3 focused on providing safe clean facilities along with programs and services directed at increasing student attendance and improving the engagement of all educational partners. The actions in Goal 3 were effective in making progress toward the goal during the three-year LCAP cycle. We met our Desired Outcomes in 7 out of 10 metrics.

Action 3.1 Student/Parent/Staff Surveys
- We met our Desired Outcome for Priorities 3A, 3B, and 3C. There was 95% participation in surveys, surveys were provided in multiple languages if needed, and there was 100% coordination with the county RSP staff to provide a survey to parents of onsite RSP students and county operated programs off site in multiple modalities.

Actions 3.2 Student Engagement and Attendance, 3.4 Home to School Transportation, 3.7 Transportation Continued
- As reported on the 2023 Dashboard, our Chronic Absenteeism Rate declined 13.9% to 24.9% and we moved from the Very High performance level to Medium. There were similar declines for all student groups. Our local Chronic Absenteeism Rate as of April 2024 was 19.8% for all students and 29% for our SED student group.
- Our P2 2024 local Attendance Rate was increased over time from 91.2% in 2020/21 to 93.98% in April 2024.
- The 2023 Dashboard reported our Suspension Rate as 1.4%, maintained 0.2%. Our local April 2024 Suspension Rate was .002%.
- The feelings of school safety and connectedness increased each year from our baseline. Even though we did not meet our desired outcome in our chronic absenteeism rate, our actions supported the improvement in rates over time.

Action 3.3 Family and Community Engagement
- We met our Desired Outcome for Priority 6C parents feeling connected to the school. On the 2024 parent survey, 96.7% of parents say they feel connected to the school compared to 92% in 2023.

Action 3.5 Expanded Learning Opportunities Program (ELOP)
- We met our Desired Outcome in Priority 5 by offering an Expanded Learning Opportunities Program that includes tutoring and enrichment sessions at each grade level.

Action 3.6 Facilities
- We do not have a metric to measure the effectiveness of this action in Goal 3, but we do have a metric in Goal 1. We met our Desired Outcome for Priority 1C.

Goal 3 in the 2023/24 LCAP will become Goal 2 in the 2024/25 LCAP.

Changes to metrics may also include changes to wording to make metrics clear (*old Goal 3, new Goal 2*):
- 1C Basic Services: Moved from Goal 1.
- 3A Parent Involvement: Changed to *Percentage of parents/guardians who say they are encouraged to participate in decision making committees.*
- *3B/C* Parent Involvement: Changed to *Percentage of parents who agree that the school advertises and seeks parent participation in school events and programs.*
- 5 After School Program: Eliminated this metric because the program is in place.

Expected Outcome Changes:

- Changes have been made to all Expected Outcome to reflect Baseline data and planned programs and services.

Changes to actions:

- 3.1 Student/Parent/Staff Surveys: We will eliminate this action as it is part of our LCAP process and does not need to be a specific action.
- 3.2 Student Engagement and Attendance will be (in the 2024/25 LCAP) 2.1 Attendance: Our attendance system is outlined and 2.2 Student Engagement: Includes incentives and engagement activities plus PD for staff.
- 3.3 Family and Community Engagement will be Action 2.3 in the 2024/25 LCAP: Lists family and community activities and education partner engagement opportunities.
- 3.4 Home to School Transportation, 3.5 Expanded Learning Opportunities Program (ELOP), 3.6 Facilities, and 3.7 Transportation Continued will not be in the 2024/25 LCAP: These actions are all actions and services that are in place and will continue outside of the LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

   ○ Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

   ○ As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

     ▪ The reasons for the ineffectiveness, and

     ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023