Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Brittan School District	Heather Azevedo Superintendent	heathera@brittan.k12.ca.us (530) 822-5155

Plan Summary 2024/25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Brittan Elementary School District is a single school district and rural school, located in Sutter, which is nestled at the base of the Sutter Buttes. We provide quality education beginning in Transitional Kindergarten (TK) through grade eight. Brittan has an attendance rate of approximately 94%. All students in TK through grade eight are using state-adopted curriculum in all core subjects (English-Language Arts, Math, Science, and History). Our philosophy is built from the understanding that children learn in different ways; therefore, our approach emphasizes teaching through differentiated instruction. Teaching at a high level of standards and skills in many different ways provides both reinforcement and allows the curriculum to correspond with the learning strengths of each child. The District budgets, staffs, makes all program decisions and continues to offer professional development opportunities to support growth and academic excellence for our staff, students and families.

We continue to offer our families small classroom sizes; the student teacher ratio does not exceed 20 to 1 in TK through third grade, and an average of no more than 24 to 1 in grade four through grade eight. Exposure to a rich educational program, offered by knowledgeable staff that believes in making a difference in the lives of our students, is what makes Brittan such an incredible school. The entire certificated staff has worked together to design an extensive research-based coordinated curriculum that defines basic skills, proficiency standards and student performance levels for all grades and all subjects. In addition to academics, we are fortunate to have the ability to offer our students access to an extensive on site library, one to one ratio with laptops, and active boards in every classroom. We also have a full time music program, two instructional specialists that offer designated small group intervention in both Reading and Math, on site counselor to provide individual, small group and classroom sessions and a part-time certified nurse assistant. Our expanded learning opportunities program continues to grow as well and offers our "Bear Care" students and families a fun, supportive extension to the regular school day, as well as, intersessions throughout the school year.

Brittan is a closed campus making it a safe and secure school. We have a new gymnasium and offer a variety of sports to our students in sixth-eighth grade. Currently, our school serves approximately 498 students, 14% are inter-district who are drawn to Brittan for many reasons. Brittan is a School District designed to meet the needs of every student; every day!

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Brittan Elementary School is dedicated to offering students, staff and families exactly what they need through academics, social-emotional learning (SEL), intervention, extended learning opportunities and enrichment in order to be successful lifelong learners. The commitment has resulted in the following performances:

Pupil Achievement:

- English Learner Progress increased from 18.2% in 2022 to 61.5% in 2023. 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)
- 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 large decrease in the percentage of students scoring in the Intensive, or Three or More Grade Levels Below between our fall 2023 testing and spring 2024 testing.
    - ELA: 31% (fall 2023); 20% (spring 2024)
    - Math 23% (fall 2023); 8% (spring 2024)
- 2023 California School Dashboard (Dashboard) in English Language Arts (ELA) reports all student groups declined and there is a performance gap between our All student group and Socio-economically Disadvantaged (SED) and Students with Disabilities (SWD).
    - All: 51.7 below, declined 20.9
    - Hispanic: 59.1 below, declined 8.7
    - White: 54.1 below, declined 27.5
    - SED: 67.2 below, declined 7.4
    - SWD: 108.3 below, declined 16.8. Our SWD student group is in the Very Low performance level
- On the 2023 Dashboard there are similar declines and a performance gap in Math.
    - All: 53.4 below, declined 6.9
    - Hispanic: 53.9 below, maintained 0.9
    - White: 55.9 below, declined 11.9
    - 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

The 2023/24 school year was the second year Math and Reading Specialists provided intervention to struggling students and helped teachers analyze the data to continue our math RTI programs. This year we refined our intervention practices. Designated small group (Tier III) intervention was offered in Math to help those students performing at two or more grade levels below standard, with a primary focus in identified Math foundational skills and strategies and in Reading with a focus on learning to read (Actions 1.3 Intervention and 2.4 Intervention Specialists for ELA and Math). Additionally, all certificated teachers provided intervention within the classroom for both (Tier I; extension) and (Tier II; more time) in both ELA and Math to all students (Action 1.1). After school tutoring support was offered to students in

second through grade eight. There has been a decrease in the percentage of students needing Tier III intervention from fall to spring and an increase in the percentage of students scoring At or Above Grade Level on i-Ready. We are beginning to see the effects of our actions in our local assessment results and although we have not yet seen an improvement on the Dashboard we expect to see increases on the 2024 Dashboard also.

To support increased pupil achievement, in Goal 1, we will maintain our ELA and Math Specialists who will continue to work with teachers to analyze data and help form intervention groups, deliver Tier III intervention, and work with teachers to plan and deliver Tier II intervention (Actions 1.1 & 1.3). These specialists will provide daily English Language Development instruction to our English learners and support teachers with integrated ELD. (Action 1.3) Teachers devote daily classroom time to tiered extension and intervention with paraeducator support. (Actions 1.2 & 1.4) For our SWD who are in the Very Low performance level in ELA and Math we will provide additional Tier II small group time for reteaching and intervention directed at grade level standards and curriculum. (Action 1.6)

School Climate and Pupil Engagement:

- The 2023 Dashboard reports our Chronic Absenteeism Rate declined for all student groups and all student groups moved out of the Very High performance level.
    - All: 24.9%, declined 13.9%
    - Hispanic: 21.7%, declined 17.9%
    - Two or More Races (TMR): 20.6%, declined 1%
    - White: 26.8%, declined 13.9%
    - SED: 30.8%, declined 15%
    - SWD: 38.7%, declined 17.8%
- The 2023 Dashboard reports our Suspension Rate maintained for our All student group and there was very little change for other student groups.
    - All: 1.4%, maintained 0.2%
    - Hispanic: 2.6%, increased 1.8%
    - TMR: 2.9%, maintained 0.2%
    - White: 0.9%, declined 0.3%
    - SED: 2.6%, maintained 0.1%
    - SWD: 3.2%, increased 1.1%

- According to the 2024 Parent Survey parents think:
    - Communication from the school is good: 97.6%
    - Brittan is a friendly, welcoming environment: 98.4%
    - Brittan promotes parent participation in school events, committees, and organizations: 98.4%
    - Brittan's overall grade is an A: 70.4%

- According to the 2024 Student Survey, students say:
    - It is important to be at school every day: 86.7%
    - They like coming to school: 69.8%
    - The school is safe: 94.4%
    - Brittan's overall grade is an A: 52.5%; B: 35.2%

Student engagement, setting high expectations and creating a safe welcoming environment is necessary for student success. As stated in our Mission statement, "Through quality instruction and shared responsibility, all students will have the opportunity to achieve success and become responsible, participating citizens." Engagement and a culture conducive to learning are necessary components to quality instruction and the opportunity to achieve success for all students. Our educational partners also agree that promoting student engagement and maintaining a positive school culture is a top priority for Brittan School. Our school provided a welcoming, safe, and clean campus. (Action 3.6) We partnered with Sutter Union High School and were able to provide free bus transportation within the school bus route to help families in getting their students to and from school. (Actions 3.4 & 3.7) We also continually solicited feedback from all educational partners to ensure that we are meeting this goal for our district. (Action 3.1)

Although the 2023 Dashboard reports that our Chronic Absenteeism has declined for all student groups, there is a gap between the rates for our All student group and SED and SWD student groups. Our local Chronic Absenteeism Rate as of April 15, 2024 shows similar gaps: All: 19.8%; SED 29%; SWD 31.4%. We have already begun putting an attendance system in place but during the 2024/25 school year we will refine the system to include sending letters to parents each trimester if their child is close to the 10% absence threshold; consistently sending attendance letters when students meet the set trigger points; and sending absence lists to teachers so they can monitor their classes absences and notify the office when they notice excessive absences or attendance patterns. (Goal 2, Action 2.1)

Our 2023 Dashboard Suspension Rate continues to decline for most student groups and our White student group moved from the Medium performance level to the Low performance level. Two student groups saw an increase in their suspension rate, Hispanic and Students with Disabilities. To continue making progress in improving student behavior and reducing our suspension rate classes will maintain their Positive Behavior Intervention System (PBIS) reward systems and we will offer incentive programs such as Student of the Month and the Brittan Buck Store and Auction. We will work with staff from SCSOS on Social-emotional Learning (SEL); year two of PBIS training; and we will fund a school counselor and support specialist. (Goal 2, Action 2.2)

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Certificated & Classified Staff & Certificated Bargaining Unit	Survey January 2024 Meetings: May 2024 met with the Guiding Coalition (one teacher from each grade level) reviewed progress on actions in the 2023/24 LCAP; discussed current needs; and got input on new goals and actions.
Principals & Administrators	N/A
Parents	Survey January 2024 Meetings: Brittan Parent Activity Club - October 2023 and February 2024 got input on the Local Indicators, discussed needs based on survey responses. In June prior to our first board meeting for the LCAP public hearing, parents were notified that the LCAP was available for review and comments.
Students	Survey January 2024
School Site Council	Meetings: Monthly - reviewed progress on actions in the 2023/24 LCAP; discussed current needs; and got input on new goals and actions. Got input on Local Indicators
Parent Advisory Committee (PAC)	In May our PAC reviewed the 2024/25 Draft LCAP prior to the board adoption.
ELAC/DELAC	N/A
SELPA	Meeting: April 2024

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Input from our educational partners played an integral part in the creation of this LCAP and influenced the goals and actions in the 2024/25 LCAP.

Staff and parents expressed the need for increased rigor while also supporting all students to achieve. About 85% of parents say their child gets extra help with classwork and homework when they need it. The decline in ELA and Math on the Dashboard illustrates the need to refine some practices. To support increased pupil achievement, in Goal 1, we will maintain our ELA and Math Specialists who will continue to work with teachers to analyze data and help form intervention groups, deliver Tier III intervention, and work with teachers to plan and deliver Tier II intervention (Actions 1.1 & 1.3). These specialists will provide daily English Language Development instruction to our English learners and support teachers with integrated ELD. (Action 1.3) Teachers will devote daily classroom time to tiered extension and intervention with paraeducator support. (Actions 1.2 & 1.4) For our SWD who are in the Very Low performance level in ELA and Math we will provide additional Tier II small group time for reteaching and intervention directed at grade level standards and curriculum. (Action 1.6)

Educational partners note that student absences are affecting academic achievement. Although our chronic absenteeism rates have declined, they are still high and some student groups are absent more frequently. To improve student attendance we have added an attendance action where we will improve the existing attendance system to include sending letters to parents each trimester if their child is close to the 10% absence threshold; consistently sending attendance letters when students meet the set trigger points; and sending absence lists to teachers so they can monitor their classes absences and notify the office when they notice excessive absences or attendance patterns. (Goal 2, Action 2.1)

Parents feel respected, welcomed, have a sense of belonging, and say there is good communication between the school and home. Our educational partners also agree that promoting student engagement and maintaining a positive school culture is a top priority for Brittan School. As a result, we will maintain our Family and Community Engagement action. (Goal 2, Action 2.3)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	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.	Broad

State Priorities addressed by this goal.

Priorities: 1A, 1B, 2A, 2B, 4A, 4E, 4F, 7A, 7B/C, 8

This goal was developed to maintain the improved achievement we see on our local assessment; change the pattern of academic decline as reported on state assessments; and narrow the scope of our actions to direct our focus on improving student outcomes in ELA and Math for all students.

- 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.
- 2023 California Assessment of Student Performance and Progress (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%.
- As reported on the 2023 Dashboard, 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)
- 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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1A: Percentage of teachers: Appropriately assigned and fully credentialed Misassignments Vacancies Source: Local Data	March 2024 100% Appropriately assigned and fully credentialed 0% Misassignments 0% Vacancies			March 2027 100% Appropriately assigned and fully credentialed 0% Misassignments 0% Vacancies	
2	Priority 1B: Percentage of students with access to standards-aligned instructional materials Source: Local Data	January 2024 100%			January 2027 100%	
3	Priority 2A: 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 Source: Local Indicator Tool - Priority 2	February 2024 5 ELA 5 ELD 5 Mathematics 4 NGSS 5 HSS			February 2027 5 ELA 5 ELD 5 Mathematics 5 NGSS 5 HSS	
4	Priority 2B: Percentage of English learners scoring Tier I (At Grade Level or Above) on spring ELA local assessment (i-Ready) Source: i-Ready	Spring 2024 0%			Spring 2027 25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	Priority 4A: Distance from Standard Met on CAASPP (points below or above standard) Source: CA School Dashboard	2023 Dashboard ELA 51.7 below All 59.1 below Hispanic 54.1 below White 67.2 below SED 108.3 below SWD Math 53.4 below All 53.9 below Hispanic 55.9 below White 70.5 below SED 113.8 below SWD			2026 Dashboard ELA 21.7 below All 29.1 below Hispanic 24.1 below White 37.2 below SED 75 below SWD Math 28.4 below All 28.9 below Hispanic 40.9 below White 45.5 below SED 98.8 below SWD	
6	Priority 4A: Percentage of students meeting and exceeding on CAASPP Summative Assessment Source: CAASPP	2023 CAASPP ELA 27.55% All 26.09% Hispanic 26.73% White 22.67% SED 12.5% SWD Math 25.17% All 21.73% Hispanic 26.24% White 16.86% SED 17.5% SWD Science 16.66% All 26.32% Hispanic 15.62% White 10.2% SED			2026 CAASPP ELA 40% All 38% Hispanic 38% White 30% SED 20% SWD Math 35% All 33% Hispanic 35% White 25% SED 25% SWD Science 30% All 35% Hispanic 30% White 10% SED	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7	4E: Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC Source: CA School Dashboard	2023 Dashboard 61.5%			2026 Dashboard ≥68%	
8	Priority 4F: Percentage of English learners who are reclassified Source: Local Data	2023/24 School Year 18%			2026/27 20%	
9	Priority 7A: Progress (1-5) implementing academic standards for all students Source: Local Indicator Survey	January 2024 3 Health Education 4 Physical Education 5 VAPA 1 CTE 3 World Language			January 2027 5 Health Education 5 Physical Education 5 VAPA 3 CTE 4 World Language	
10	Priorities 7B/C: 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. Source: Attendance in programs	Fall 2023 100% All 100% SED 100% EL 100% SWD			Fall 2026 100% All 100% SED 100% EL 100% SWD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11	Priority 8: 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. Source: Local Assessment i-Ready	Spring 2024 ELA 40% All 19% SED 0% EL 15% SWD Math 52% All 19% SED 0% EL 19% SWD			Spring 2027 ELA 60% All 30% SED 20% EL 25% SWD Math 70% All 40% SED 30% EL 40% SWD	

Insert or delete rows, as necessary.

Goal Analysis for 2023/24

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Data and Assessment	At the beginning of the school year, working in grade levels and professional learning communities, we will review CAASPP data and local benchmark assessment data to establish next steps. Kindergarten – 8th grade teachers will administer i-Ready diagnostic assessments three times during the school year. The ELA Specialist and Math Specialist will work with teachers after each assessment window to analyze data within grade level groups and build small groups for the Response to Intervention (RTI) program in both Math and Reading. Progress monitoring assessments specific to each small group will be used at least every three weeks to determine progress and needs.	$18,763	Yes
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.	$218,316	Yes
1.3	Intervention/ELD Teachers	In addition to the actions in 1.1, The ELA specialist and Math specialist will: • Pull students for Tier III small group intervention during grade level RTI time • Deliver English Language Development (ELD) instruction to all English learners • Provide EL data for to teachers and support classroom teachers with Integrated ELD • Administer Initial and Summative English Language Proficiency Assessments for California (ELPAC)	$230,390	Yes
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.	$94,420	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Professional Development	Professional Development activities include: • Continued i-Ready training on the use of data to inform instruction, identify needs, and form intervention groups *(included in the cost of i-Ready in Action 1.1)* • Additional curriculum training in Wonders, Amplify Science, Expressions Math *(included in our previous adoption of the programs)* Work with staff from Sutter County Superintendent of School (SCSOS) on Math and the paraeducator series.	$0.00	No
1.6	Support SWD	We will use existing support staff to provide additional Tier II small group time for reteaching and intervention directed at grade level standards and curriculum. Every three weeks, during progress monitoring, classroom teachers will meet with the Intervention Specialists to identify SWD in need of additional support	$0.00	No

Goal

Goal #	Description	Type of Goal
2	Brittan Elementary School District will continue to promote student engagement while maintaining a safe, healthy, and welcoming learning environment for all students and their families.	Broad

State Priorities addressed by this goal.

Priorities: 1C, 3A, 3B/C, 5A, 5B, 5C, 6A, 6B, 6C

An explanation of why the LEA has developed this goal.

Student engagement, setting high expectations and creating a safe welcoming environment is necessary for student success. As stated in our Mission statement, "Through quality instruction and shared responsibility, all students will have the opportunity to achieve success and become responsible, participating citizens." Engagement and a culture conducive to learning are necessary components to quality instruction and the opportunity to achieve success for all students. Our educational partners also agree that promoting student engagement and maintaining a positive school culture is a top priority for Brittan School and is the reason this goal was developed.

Although the 2023 Dashboard reports that our Chronic Absenteeism has declined for all student groups, there is a gap between the rates for our All student group and SED and SWD student groups. Our local Chronic Absenteeism Rate as of April 15, 2024 shows similar gaps: All: 19.8%; SED 29%; SWD 31.4%. We have already begun putting an attendance system in place but during the 2024/25 school year we want to refine the system to include sending letters to parents each trimester if their child is close to the 10% absent threshold; consistently

sending attendance letters when students meet the set trigger points; sending absence lists to teachers so they can monitor their classes absences and notify the office when they notice excessive absences or attendance patterns. (Goal 2, Action 2.1)

Our 2023 Dashboard Suspension Rate continues to decline for most student groups and our White student group moved from the Medium performance level to the Low performance level. Two student groups saw an increase in their suspension rate, Hispanic and Students with Disabilities. To continue making progress in improving student behavior and reducing our suspension rate classes will maintain their Positive Behavior Intervention System (PBIS) reward systems and we will offer incentive programs such as Student of the Month and the Brittan Buck Store and Auction. We will work with staff from SCSOS on Social-emotional Learning (SEL); year two of PBIS training; and we will fund a school counselor and support specialist.. (Goal 2, Action 2.2)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1C: Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	October 2023 Good			October 2026 Exemplary	
2	Priority 3A: Percentage of parents/guardians who say they are encouraged to participate in decision making committees. Source: Local Parent Survey	January 2024 98.4%			January 2027 Maintain >98%	
3	Priority 3B/C: Percentage of parents who agree that the school advertises and seeks parent participation in school events and programs. Local Parent Survey	January 2024 96.8% All *We need to develop a survey process that allows us to look at this data by subgroup.*			January 2027 Maintain >97%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4	Priority 5A: Attendance Rate Source: P2 Attendance Report	April 2024 93.98%			April 2027 ≥95%	
5	Priority 5B: Percentage of students who were absent for 10% or more of the total instructional days Source: CA School Dashboard	2023 Dashboard 24.9% All 21.7% Hispanic 26.8% White 20.6% TMR 30.8% SED 38.7% SWD			2026 Dashboard ≤20% All ≤20% Hispanic ≤20% White ≤20% TMR ≤20% SED ≤25% SWD	
6	Priority 5C: Percentage of students in grades 7/8 who dropped out of school prior to completing 8th grade Source: CALPADS	EOY 2023 0%			EOY 2026 0%	
7	Priority 6A: Percentage of students suspended 1 or more times during the school year Source: CA School Dashboard	2023 Dashboard 1.4% All 2.6% Hispanic 0.9% White 2.9% TMR 2.6% SED 3.2% SWD			2026 Dashboard ≤1% All ≤2% Hispanic ≤1% White ≤2% TMR ≤2% SED ≤3% SWD	
8	Priority 6B: Percentage of students expelled at any time during the school year Source: CALPADS	EOY 2023 0%			EOY 2026 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9	Priority 6C: Percentage of parents, students, and staff who feel the school is safe. Source: Local Survey	January 2024 Safety 94.4% Students 99.2% Parents 95.1% Staff			January 2027 Safety ≥95% Students ≥99% Parents ≥95% Staff	
10	Priority 6C: Percentage of parents, students, and staff who feel a sense of connectedness to the school. Source: Local Survey	January 2024 95.3% Students 96% Parents 95.1% Staff			January 2027 ≥96% Students ≥98% Parents ≥96% Staff	

Insert or delete rows, as necessary.

Goal Analysis for 2024/25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

N/A

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Attendance	• Staff will make phone calls to parents when absences have not been verified (weekly) • Attendance letters will be sent when absences meet the set trigger points in our Student Information System (SIS) • We will send absence lists to teachers so they can monitor attendance for their class and notify the office when they see excessive absences or an attendance pattern for a student • At the end of each trimester, we will send letters to the parents if their child's attendance is getting close to being chronically absent • We are monitoring the attendance of interdistrict students and reaching out to parents to remind them on the contract terms	$53,686	No

Action #	Title	Description	Total Funds	Contributing
2.2	Student Engagement and Support	Student engagement, setting high expectations, and creating a safe welcoming environment is necessary for student success. Brittan School District will continue to offer incentive programs such as: ● Student of the Month: students who exhibits the monthly character trait and monthly academic excellence ● Accelerated Reader (AR): once a class gets to a goal, the class gets a party ● Attendance Parties: students who get perfect attendance for the trimester get a special dessert served to them by the principal ● Positive Behavior Intervention System (PBIS): classes set up their PBIS reward system that may include classroom points to earn things, free Fridays, earning extra free time, etc. ● Brittan Buck Store and Auction: throughout the trimester students earn Brittan Bucks and at the end of the trimester they can use them to purchase fun items at the Brittan Buck Store and Auction Student engagement includes Music, Art, Field Trips, Assemblies, Associated Student Body activities, and California Junior Scholarship Federation, after-school sports. To support the Social-emotional Learning (SEL) needs of our students we will work with staff from SEL and staff will participate in year two of PBIS training. We will also fund a school counselor.	$104,745	No
2.3	Family and Community Engagement	Brittan School District will continue to offer events that engage our families and communities. Back to School Night Dinner, Science Night, History Day, Christmas, Patriotic, and Spring Concerts, Family Literacy Night, Open House BBQ, BPAC Color Run, and after school Ice Cream Sales will all continue to be offered and encouraged as a part of our family and community engagement plan. Educational Partner Engagement Opportunities include membership on our Parent Advisory Committee and participation in the Brittan Parent Activity Club (BPAC).	$1,100	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024/25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$485,717	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.42%	0%	$0	9.42%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Actions 1.1, 1.2, 1.3, & 1.4	There are performance gaps in ELA and Math between our All student groups and our SED student group and English learners as reported by state and local assessments. 2023 Dashboard ELA All: 51.7 below EL: 122.5 below SED: 67.2 below Math All: 53.4 below EL: 137.9 below SED 70.5 below 2023 CAASPP ELA - All: 27.55%; EL: no scores; SED: 22.67% Math - All: 25.17%; EL: no scores; SED: 16.86% i-Ready Local Assessment There is a gap between the performance of our student groups in ELA and Math in the percentage of students scoring Tier I (grade level or above) ELA: All: 40%; EL: 0%; SED: 19% Math: All: 52%; EL: 0%; SED: 19% Staff and parents expressed the need for increased rigor while also supporting all students to achieve. About 85% of parents say their child gets extra help with classwork and homework when they need it. *See Goal 1 Metrics and Engaging Educational Partners*	To support increased pupil achievement, and eliminate the achievement gap, we will maintain our ELA and Math Specialists who will continue to work with teachers to analyze data and help form intervention groups, deliver Tier III intervention, and work with teachers to plan and deliver Tier II intervention. (Action 1.3 Intervention/ELD Teachers) We will begin the school year by working in grade levels and professional learning communities to review state and local benchmark data and our Specialists will work with teachers after each assessment window to analyze data within grade level groups and build small groups for the RTI program in both Math and Reading. Progress monitoring assessments specific to each small group will be used at least every three weeks to determine progress and needs. (Action 1.1 Data and Assessment) Daily classroom time will be devoted to tiered extension and intervention with paraeducator support (Actions 1.2 Classroom RTI & 1.4 Paraeducator Support) These actions will be provided to all students and while we expect all students not meeting standards on state or local assessments to benefit, we expect our SED student group and English learners to benefit more because the intervention delivered as a result of our ongoing use of data will be targeted to their skill gaps and needs and give them the additional instructional time and support they may not get outside of school.	5: Priority 4A: Distance from Standard Met on CAASPP (points below or above standard). Source: Dashboard 6: Priority 4A: Percentage of students meeting and exceeding on CAASPP Summative Assessment. Source: CAASPP 11: Priority 8: 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. Source: Local Assessment i-Ready

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A			

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Brittan does not qualify for concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A