

## Brittan Elementary School District 2025/26 Mid-Year LCAP Update

### Goal

Goal #	Description
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.

### Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year	Target for Year 3 Outcome
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 2025 100% Appropriately assigned and fully credentialed 0% Misassignments 0% Vacancies	January 2026 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 2025 100%	January 2026 100%	January 2027 100%

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year	Target for Year 3 Outcome
3	<p>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</p> <p>Source: Local Indicator Tool - Priority 2</p>	<p>February 2024</p> <p>5 ELA 5 ELD 5 Mathematics 4 NGSS 5 HSS</p>	<p>February 2025</p> <p>4 ELA 4 ELD 4 Mathematics 4 NGSS 4 HSS</p>	<p>February 2026</p> <p>5 ELA 5 ELD 5 Mathematics 5 NGSS 5 HSS</p>	<p>February 2027</p> <p>5 ELA 5 ELD 5 Mathematics 5 NGSS 5 HSS</p>
4	<p>Priority 2B: Percentage of English learners scoring Tier I (At Grade Level or Above) on spring ELA local assessment (i-Ready)</p> <p>Source: i-Ready</p>	<p>Spring 2024</p> <p>0%</p>	<p>Spring 2025</p> <p>14%</p>	<p>We will not have this information until Spring 2026</p>	<p>Spring 2027</p> <p>25%</p>
5	<p>Priority 4A: Distance from Standard Met on CAASPP (points below or above standard)</p> <p>Source: CA School Dashboard</p>	<p>2023 Dashboard</p> <p><u>ELA</u></p> <p>51.7 below All 59.1 below Hispanic 54.1 below White 67.2 below SED 108.3 below SWD</p> <p><u>Math</u></p> <p>53.4 below All 53.9 below Hispanic 55.9 below White 70.5 below SED 113.8 below SWD</p>	<p>2024 Dashboard</p> <p><u>ELA</u></p> <p>36.2 below All 49.9 below Hispanic 35.3 below White 58.7 below SED 112.8 below SWD</p> <p><u>Math</u></p> <p>46.5 below All 56.8 below Hispanic 45.8 below White 68.8 below SED 123.2 below SWD</p> <p><u>Science</u></p> <p>18.4 below All 17.6 below White 20.3 below SED</p>	<p>2025 Dashboard</p> <p><u>ELA</u></p> <p>52.4 below All 59.1 below Hispanic 52.7 below White 76.2 below SED 125.8 below SWD</p> <p><u>Math</u></p> <p>53.8 below All 69.4 below Hispanic 49.7 below White 83.1 below SED 121.6 below SWD</p> <p><u>Science</u></p> <p>43.2* All 44.7* White 40.5* SED</p> <p>*Science Points</p>	<p>2026 Dashboard</p> <p><u>ELA</u></p> <p>21.7 below All 29.1 below Hispanic 24.1 below White 37.2 below SED 75 below SWD</p> <p><u>Math</u></p> <p>28.4 below All 28.9 below Hispanic 40.9 below White 45.5 below SED 98.8 below SWD</p> <p><u>Science</u></p> <p>10 below All 7.6 below White 10.3 below SED</p>

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year	Target for Year 3 Outcome
6	Priority 4A: Percentage of students meeting and exceeding on CAASPP Summative Assessment  Source: CAASPP	2023 CAASPP  <u>ELA</u> 27.55% All 26.09% Hispanic 26.73% White 22.67% SED 12.5% SWD  <u>Math</u> 25.17% All 21.73% Hispanic 26.24% White 16.86% SED 17.5% SWD  <u>Science</u> 16.66% All 26.32% Hispanic 15.62% White 10.2% SED	2024 CAASPP  <u>ELA</u> 34.88% All 24.09% Hispanic 38.63% White 23.63% SED 16.22% SWD  <u>Math</u> 31.56% All 26.51% Hispanic 32.80% White 25.19% SED 16.21% SWD  <u>Science</u> 16.67% All 10.71% Hispanic 17.54% White 12.82% SED	2025 CAASPP  <u>ELA</u> 30.06% All 30.49% Hispanic 28.51% White 24.14% SED 18.18% SWD  <u>Math</u> 29.45% All 26.83% Hispanic 30.84% White 18.96% SED 20.45% SWD  <u>Science</u> 11.54% All 17.15% Hispanic 9.87% White 4.16% SED	2026 CAASPP  <u>ELA</u> 40% All 38% Hispanic 38% White 30% SED 20% SWD  <u>Math</u> 35% All 33% Hispanic 35% White 25% SED 25% SWD  <u>Science</u> 30% All 35% Hispanic 30% White 10% SED
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%	2024 Dashboard 53.8%	2025 Dashboard Fewer than 11 students, data not displayed for privacy	2026 Dashboard ≥68%
8	Priority 4F: Percentage of English learners who are reclassified  Source: Local Data	2023/24 School Year 18%	2024/25 School Year 0%	We will not have this information until May 2026	2026/27 20%

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year	Target for Year 3 Outcome
9	<p>Priority 7A: Progress (1-5) implementing academic standards for all students</p> <p>Source: Local Indicator Survey</p>	<p>January 2024</p> <p>3 Health Education 4 Physical Education 5 VAPA 1 CTE 3 World Language</p>	<p>January 2025</p> <p>3 Health Education 3 Physical Education 3 VAPA 3 CTE 2 World Language</p>	<p>January 2026</p> <p>3 Health Education 3 Physical Education 3 VAPA 3 CTE 2 World Language</p>	<p>January 2027</p> <p>5 Health Education 5 Physical Education 5 VAPA 3 CTE 4 World Language</p>
10	<p>Priorities 7B/C: Percentage of unduplicated students and students with exceptional needs in grades 1-8 scoring <i>Two or Three Grade Levels Below</i> on the fall i-Ready ELA and/or Math assessment, receiving tutoring or tiered intervention.</p> <p>Source: Attendance in programs</p>	<p>Fall 2023</p> <p>100% All 100% SED 100% EL 100% SWD</p>	<p>Fall 2024</p> <p>100% All 100% SED 100% EL 100% SWD</p>	<p>Fall 2025</p> <p>100% All 100% SED 100% EL 100% SWD</p>	<p>Fall 2026</p> <p>100% All 100% SED 100% EL 100% SWD</p>
11	<p>Priority 8: Percentage of 1<sup>st</sup>-8<sup>th</sup> grade students scoring in Tier I (At Grade Level or Above) on the spring local assessment (i-Ready) in ELA and Math.</p> <p>Source: Local Assessment i-Ready</p>	<p>Spring 2024</p> <p><u>ELA</u> 40% All 19% SED 0% EL 15% SWD</p> <p><u>Math</u> 52% All 19% SED 0% EL 19% SWD</p>	<p>Spring 2025</p> <p><u>ELA</u> 34% All 21% SED 14% EL 11% SWD</p> <p><u>Math</u> 32% All 19% SED 14% EL 21% SWD</p>	<p>We will not have this data until after Spring 2026 testing</p>	<p>Spring 2027</p> <p><u>ELA</u> 60% All 30% SED 20% EL 25% SWD</p> <p><u>Math</u> 70% All 40% SED 30% EL 40% SWD</p>

**Actions**

Action #	Title	Description	Mid-year Update	Budgeted	Mid-Year Expenditures
1.1	Data and Assessment	<ul style="list-style-type: none"> <li>At the beginning of the school year, working in grade levels and professional learning communities (PLC), we will review CAASPP data and local benchmark assessment data to establish next steps.</li> <li>We will work with i-Ready to set our local assessment up so that student group data can be pulled from the system.</li> <li>2nd – 8th grade teachers will administer i-Ready diagnostic assessments three times during the school year.</li> <li>3<sup>rd</sup> – 8<sup>th</sup> graders will take CAASPP interim assessments twice a year in ELA and Math</li> <li>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.</li> <li>Progress monitoring assessments specific to each small group will be given throughout the trimester to determine progress and needs.</li> </ul>	<ul style="list-style-type: none"> <li>At the beginning of the year we reviewed 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.</li> <li>i-Ready diagnostic assessments have been given two times so far this year. Progress monitoring assessments specific to each small group are given at least every three weeks to determine progress and needs.</li> <li>3<sup>rd</sup> – 8<sup>th</sup> graders took on CAASPP interim assessment in January in ELA and Math.</li> <li>The ELA Specialist and Math Specialist worked 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.</li> </ul>	\$20,650	\$19,333
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. Teachers will use the results of interim assessments to plan instruction and intervention	During RTI time for each grade level, teachers from that grade level group their Tier I and Tier II students for daily Tier I extension or Tier II intervention. During Tier II intervention teachers reteach skills to small groups of students.	\$318,393	\$134,197

Action #	Title	Description	Mid-year Update	Budgeted	Mid-Year Expenditures
1.3	Intervention/ ELD Teachers	In addition to the actions in 1.1, The ELA specialist and Math specialist will: <ul style="list-style-type: none"> <li>• Pull students for Tier III small group intervention during grade level RTI time</li> <li>• Deliver English Language Development (ELD) instruction to all English learners</li> <li>• Provide EL data for teachers</li> <li>• ELD teachers will work with teachers on strategies and instructional practices for Integrated ELD. Integrated ELD support will be increased throughout the year.</li> <li>• Administer Initial and Summative English Language Proficiency Assessments for California (ELPAC)</li> </ul>	The ELA specialist and Math specialist are: <ul style="list-style-type: none"> <li>• Pulling students for 5 Reading Intervention and 5 Math Intervention Tier III small group intervention during grade level RTI time</li> <li>• Delivering ELD instruction to all English learners</li> <li>• Providing EL data to teachers and support classroom teachers with Integrated ELD</li> <li>• We administered Initial ELPAC assessments</li> </ul>	\$203,961	\$104,575
1.4	Paraeducator Support	During each grade level's RTI time paraeducators will offer Tiered intervention on targeted skills as directed by the classroom teacher.	Paraeducators work with small groups of students on skills and support in the classroom while the teacher delivers Tiered intervention.	\$109,144	\$41,545
1.5	Professional Development	Professional Development activities include work with staff from Sutter County Superintendent of School (SCSOS) on PD in writing (Reimagining Writing - 15 teachers); summer summit (8 staff); and math (framework and adoption 7 teachers); PBIS and training on the Reading difficulties Screener, Multitudes from the vendor.	So far this year PD activities have included: <ul style="list-style-type: none"> <li>• Reimagine Writing <ul style="list-style-type: none"> <li>○ Refresher PD sessions are scheduled onsite</li> <li>○ IAB sessions</li> <li>○ Multitudes sessions</li> <li>○ SCSOS Math sessions and curriculum</li> </ul> </li> </ul>	\$6,571	\$1,584

Action #	Title	Description	Mid-Year Update	Budgeted	Mid-Year Expenditures
1.6	Support SWD	<p>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. Classroom teachers will meet throughout the trimester with the Intervention Specialists to identify SWD in need of additional support.</p> <p>We will hold monthly meetings with our SPED and general education team to identify skill deficits that need to be addressed through special education services and/or tiered intervention and to discuss projects, large assessments and curriculum development to support SWD within the general education setting.</p>	<p>Small group instruction to offer support and additional lessons to develop foundational skills are added into daily instruction.</p> <p>SPED team is working with grade level teachers to talk goals and offer support strategies that will be beneficial in the general education classroom</p>	\$0.00	\$0.00

**Goal**

Goal #	Description
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.

**Measuring and Reporting Results**

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year	Target for Year 3 Outcome
1	Priority 1C: Facilities Inspection Tool Rating  Source: Facilities Inspection Tool (FIT)	October 2023 Good	October 2024 Good	October 2025 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 2025 97.4%	January 2026 98.3%	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.  Source: Local Parent Survey	January 2024 96.8% All  <i>We need to develop a survey process that allows us to look at this data by subgroup.</i>	January 2025 97.4%	January 2026 100%	January 2027 Maintain >97%
4	Priority 5A: Attendance Rate  Source: P2 Attendance Report	April 2024 93.98%	April 2025 94.87%	We will not have this data until April 2026	April 2027 ≥95%

Metric #	Metric	Baseline	Year 1 Outcome	Mid-Year	Target for Year 3 Outcome
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	2024 Dashboard 20.0% All 23.3% Hispanic 20.5% White 9.5% TMR 30.3% SED 29.4% SWD	2025 Dashboard 18.4% All 23.4% Hispanic 17.9% White 9.5% TMR 27.1% SED 26.4% SWD	2026 Dashboard ≤20% All ≤20% Hispanic ≤20% White ≤20% TMR ≤10% ≤20% SED ≤25% SWD <i>Updated 2025</i>
6	Priority 5C: Percentage of students in grades 7/8 who dropped out of school prior to completing 8 <sup>th</sup> grade  Source: CALPADS	EOY 2023 0%	EOY 2024 0%	EOY 2025 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	2024 Dashboard 0.0% All 0.0% Hispanic 0.0% White 0.0% TMR 0.0% SED 0.0% SWD	2025 Dashboard 3.9% All 2.0% Hispanic 4.7% White 4.8% TMR 4.6% SED 5.3% 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 2024 0%	EOY 2025 0%	EOY 2026 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome
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 2025 Safety 94% Students 94% Parents 94% Staff	January 2026 Safety 92% Students 87% Parents 97% 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 2025 70% Students 94.8% Parents 93.1% Staff	January 2026 88% Students 97% Parents 98% Staff	January 2027 ≥96% Students ≥98% Parents ≥96% Staff

**Actions**

Action #	Title	Description	Mid-Year Update	Budgeted	Mid-Year Expenditures
2.1	Attendance	<ul style="list-style-type: none"> <li>Staff will make phone calls to parents when absences have not been verified (weekly). Each week an absence list will be given to administration so administrators can make home visits as needed or contact local probation if warranted.</li> <li>Attendance letters will be sent when absences meet the set trigger points in our Student Information System (SIS)</li> <li>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</li> <li>Attendance Parties: students who get perfect attendance for the trimester get a special dessert served to them by the principal</li> <li>We will engage a bilingual staff member to contact families, emphasize the importance of consistent</li> </ul> <p>We are monitoring the attendance of interdistrict students and reaching out to parents to remind them of the contract terms</p>	<ul style="list-style-type: none"> <li>Each week staff calls parents to verify all unverified absences. A weekly absence list is generated and given to administration so follow-up can be done</li> <li>Attendance letters are sent when absences meet the set trigger points in our Student Information System (SIS)</li> <li>At the end of the first trimester, we sent letters to the parents if their child's attendance is getting close to being chronically absent. 8 letters were sent in January.</li> <li>40 students with perfect attendance in the first trimester were treated to a special dessert served to them by the principal</li> <li>Our bilingual staff assists by contacting bilingual families regarding attendance</li> </ul> <p>We are monitoring the attendance of interdistrict students and reaching out to parents to remind them of the contract terms. We have contacted 1 parent.</p>	\$59,794	\$32,786
2.2	Student Engagement and Support	<p>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:</p> <ul style="list-style-type: none"> <li>Student of the Month: students who exhibits the monthly character trait and monthly academic excellence</li> <li>Accelerated Reader (AR): once a class gets to a goal, the class gets a party</li> </ul>	<p>Creating a safe welcoming environment is a priority and we have successfully offered numerous incentive programs:</p> <ul style="list-style-type: none"> <li>Starting with our October board meeting and continuing monthly, we celebrated our Student of the Month recognition. We recognized Very Important Bears, Most Improved Bears, and Bears caught helping others.</li> <li>Accelerated Reader (AR): 10 classes earned a party when they reached their goal.</li> </ul>	\$144,466	\$17,293

Action #	Title	Description	Mid-Year Update	Budgeted	Mid-Year Expenditures
2.2	Student Engagement and Support, <i>continued</i>	<ul style="list-style-type: none"> <li>● 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.               <ul style="list-style-type: none"> <li>● 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</li> </ul> </li> </ul> <p>Student engagement includes Music, Art, Field Trips, Assemblies, Associated Student Body activities, California Junior Scholarship Federation, and after-school sports.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Attendance Parties: 40 students who got perfect attendance for the first trimester get a special dessert served to them by the principal</li> <li>● 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.</li> <li>● Brittan Buck Store and Auction: throughout the trimester students earned Brittan Bucks and at the end of the first trimester they used them to purchase fun items at the Brittan Buck Store and Auction</li> <li>● Student engagement included:               <ul style="list-style-type: none"> <li>○ Music including concerts</li> <li>○ Art: Art to Remember in classes</li> <li>○ Assemblies and Activities: Color Week; Fire Prevention Week; Red Ribbon Week; MIB/VIB Assembly; Halloween Parade,</li> <li>○ ASB Rallies, spirit weeks, dances, morning announcements and school wide assemblies</li> <li>○ CA Junior Scholarship Federation service projects, college tours and fundraisers</li> <li>○ After-school sports basketball; soccer, volleyball, track &amp; wrestling</li> </ul> </li> <li>● Field Trips – K-2 Bishops; Sutter HS pumpkin patch, fire station; CJSF Christmas Caroling</li> <li>● We funded a school counselor.</li> </ul>		

2.3	Family and Community Engagement	<p>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; a Glow Dance for TK-3<sup>rd</sup> families; Volunteer lunches; a Bike Bus; and after school Ice Cream Sales will all continue to be offered and encouraged as a part of our family and community engagement plan. We will work on increased advertising of our events and better communication methods.</p> <p>Educational Partner Engagement Opportunities include membership on our Parent Advisory Committee and participation in the Brittan Parent Activity Club (BPAC).</p> <p>We will enhance the promotion of our events and opportunities for parental feedback, as well as improve our communication strategies.</p>	<p>Family events so far this year have included:</p> <ul style="list-style-type: none"> <li>● Back to School Night Dinner</li> <li>● Brittan Carnival</li> <li>● Christmas Concert</li> <li>● Sutter Tree Lighting Ceremony</li> <li>● Wreaths Across America</li> <li>● Canned Food Drive</li> <li>● Family Movie Night</li> <li>● After school Ice Cream Sales</li> </ul> <p>Educational Partner Engagement Opportunities include membership on our Parent Advisory Committee and participation in the Brittan Parent Activity Club (BPAC).</p>	\$1,100	\$0.00
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