

# Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Burnt Ranch Elementary School District	Amanda Platt Superintendent	aplatt@bresd.org 530-629-2543

## Goal 1

Goal Description
<b>All students will have access to California State Standards aligned curriculum, highly qualified teachers, a broad course of study and educational supports to prepare them to be high school, college, and career ready.</b>

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1.1 Priority 4A Percentage of students achieving proficiency levels on CAASPP assessments in ELA will increase annually by 2 points.	Due to Covid, and the postponement of the state assessments, the last available state assessment data from the 2019 Dashboard for ELA was 58% proficiency. We are using the following local summative data	Spring 2021 CAASPP: 54.6% Proficiency	Spring 2022 CAASPP: 68.19% Proficiency	Spring 2023 CAASPP ELA - 62.3% Proficiency	64% Proficiency (CAASPP)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>from Aimsweb for our preliminary baseline ELA data which is 68% scoring above 50%. This will continue to be reported until the reporting of state assessments returns. State assessment data will then be used for each subsequent annual update.</p>				
<p>1.2 Priority 4A Percentage of students achieving proficiency levels on CAASPP assessments in Math will increase annually by 3 points.</p>	<p>Due to Covid, and the postponement of the state assessments, the last available state assessment data from the 2019 Dashboard for Math was 42% proficiency. We are using the following local summative data from Aimsweb for our preliminary baseline Math data which is 66% scoring above 50%. This will continue to be reported until the reporting of state assessments returns. State assessment data will then be used for each subsequent annual update.</p>	<p>Spring 2021 CAASPP: 47.3% Proficiency</p>	<p>Spring 2022 CAASPP: 47.73% Proficiency</p>	<p>Spring 2023 CAASPP MATH - 54.1% Proficiency</p>	<p>51% Proficiency (CAASPP)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1.3 Priority 7B Academic intervention services will be provided with priority given to unduplicated students, scoring at or below the 35th percentile in English Language Arts and Math on District Assessments in the regular school day and during the Afterschool program.	2020-21 90% of students scoring at or below the 35th percentile in English Language Arts and Math on District Assessments were provided intervention services.	95% were provided with intervention services.	100% were provided with intervention services.	100% were provided with intervention services	100% provided with intervention services.
1.4 Priority 8 The percentage of students scoring at or above the 50th percentile on District Benchmark Assessments (Aimswest) in English Language Arts and Math will increase by 1 percentage point per year.	District assessments from 2020-21 show 68% of students in ELA and 66% of students in Math scoring at or above the 50th percentile.	Spring 2022 district assessments: 52% of students scored at or above the 50th percentile in ELA 49% of students scored at or above the 50th percentile in Math	Spring 2023 District Benchmark Assessment (EasyCBM) 48% of students scored at or above the 50th percentile in reading fluency 61% of students scored at or above the 50th percentile in math proficiency	Fall 2023 District Benchmark Assessment (EasyCBM) 56% of students scored at or above the 50th percentile in reading fluency 64% of students scored at or above the 50th percentile in math proficiency	72% of students scoring at or above the 50th percentile in ELA 69% of students scoring at or above the 50th percentile in Math
1.5 Priority 1A All certificated staff will be highly qualified and receive professional development in CA State Standards and standard-aligned curriculum.	In 2020-21, 88% of certificated staff were highly qualified and 100% received professional development.	100% of certificated staff are highly qualified and 100% received professional development.	100% of certificated staff are highly qualified and 100% received professional development	90% of the certificated staff are highly qualified and 100% received professional development	100% of certificated staff will be highly qualified and 100% will receive professional development.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1.6 Priority 1B 100% of all K-8 students will receive instruction in English Language Arts and Mathematics using the California State Standards and will have sufficient access to standard-aligned curriculum.	In 2020-21, 100% of students were instructed in English Language Arts and Mathematics using the California State Standards and will have sufficient access to standard-aligned curriculum.	100% of students were instructed in English Language Arts and Mathematics using the California State Standards and standard-aligned curriculum.	100% of students were instructed in English Language Arts and Mathematics using the California State Standards and standard-aligned curriculum.	100% of students were instructed in English Language Arts and Mathematics using the California State Standards and standard-aligned curriculum.	100% of students will be instructed in English Language Arts and Mathematics using the California State Standards and standard-aligned curriculum.
1.7 Priority 2A Increase teacher survey responses (implementation of state standards) from an average level of 3.2 to 4. 1. Exploration and Research Phase 2. Beginning Development 3. Initial Implementation 4. Full Implementation 5. Full Implementation and Sustainability	In 2020-21, the average teacher response on implementation of state standards was 3.2.	The average teacher response on implementation of state standards was 3.9. .	The average teacher response on implementation of state standards was 3.75	Survey has not been administered yet.	Teacher responses will average 4.0.
1.8 Priority 7A Provide instruction in Physical Education, Art, and Music by specialist teachers.	In 2020-21, 100% of students were provided instruction in PE, Art, and Music.	100% of students were provided instruction in PE, Art, and Music.	100 % of students were provided instruction in PE and Art. 100% of students in grades TK-4 were provided instruction in Music. 100% of students in grades 5-8 were	100 % of students are being provided instruction in PE and Art. As of October 2023- we do not have a music teacher.	100% of students will be provided instruction in PE, Art, and Music.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			offered instruction in Music.		
1.9 Priority 7C Rate of students with special needs receiving appropriate time for services as required by IEP.	In 2020-21, 100% of students with special needs received the appropriate time for services.	100% of students with special needs received the appropriate time for services.	100% of students with special needs received the appropriate time for services.	100% of students with special needs are receiving the appropriate time for services.	100% of students with special needs will receive the appropriate time for services.
1.10 Priority 7B Rate of unduplicated students participating in ELOP intersession days or ASES clubs Priority 7C Rate of students with special needs participating in ELOP intersession days or ASES clubs *new 23/24	Baseline data does not exist yet, both programs will be in full implementation in the 2023/2024 school year.	n/a	n/a	100% of students have participated in either ELOP intersession days or ASES clubs.	50% or more of unduplicated students participate in ELOP intersession days or ASES clubs 50% or more of students with exceptional needs participate in ELOP intersession days or ASES clubs

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Academic intervention for ELA and Math</b> Provide intervention in school and after school in one-on-one and small group settings with priority to unduplicated students.assessments. Data shows that our unduplicated students as a group scored lower on assessments than did our total student population.	Yes	Fully Implemented	Spring 2023 CAASPP ELA - 62.3% Proficiency MATH - 54.1% Proficiency	2022-2023 School Year saw an increase in student enrollment	\$164,864.00	\$238044

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	<b>Professional Development</b> Provide professional development for staff in intervention curriculum and strategies and reading and mathematics instruction. This will be available to both certificated or classified staff. This PD will prioritize the needs of our unduplicated students.	Yes	Fully Implemented	All instructional staff participated in Mathematics professional development with Kim Sutton Certificated and Classified staff are participating in the Get Reading Right cohort.		\$8,000.00	\$4234
1.3	<b>California State Standards Curriculum</b> Purchase curriculum and supplies, including supplementary materials for ELA, Math, Social Studies, Science, Art/Music and PE/Health.	No	Partially Implemented	Spanish Curriculum has been purchased, Science is being reviewed.		\$15,000.00	\$4633
1.4	<b>Intervention Curriculum</b> Purchase intervention curriculum to be used for students underperforming or at risk for failure. This curriculum will be prioritized to meet the needs of our unduplicated students.	Yes	Fully Implemented	Reading Intervention materials and math supplementary curriculum has been purchased.		\$1,000.00	\$2819.48
1.5	<b>Teacher collaboration time</b> Additional teacher collaboration time for data analysis, to develop or refine common assessments, for intervention and instructional strategies, and for articulation both within the school and within the county. This collaboration time is	Yes	Fully Implemented	August pre-service days focused on PD and collaboration regarding mathematics instructional strategies and interventions.		\$5,000.00	\$5,504

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	specifically for unduplicated student groups and in addition to regular teacher collaboration time.						
1.6	<b>Instruction in Art and Music</b> Instruction in Art and Music will be provided to all students, but our data shows that the unduplicated students are more likely to be engaged in learning, have higher self-image, and better attendance when these classes are part of their regular curriculum.	Yes	Partially Implemented	The music teacher resigned in October, we have been unable to fill the position.		\$85,351.00	\$18302
1.7	<b>Students with exceptional needs</b> Three days per week of SPED services for students with exceptional needs so those students can access and/or find success in a broad course of study.	No	Fully Implemented	Special Education teacher is at .6FTE with additional days as needed.		\$49,289.00	\$50,446
1.8	<b>Expanded Learning and Enrichment Opportunities</b> Burnt Ranch School will offer 30 intersession days of Expanded Learning Opportunities, these days will occur during the summer and over long school breaks. The ASES program will offer student driven clubs and enrichment offerings in the fall and winter trimesters. These programs will aim to support our accelerated students as well as engage our unduplicated students with opportunities they may not	Yes	Fully Implemented	We will complete 30 intersession days by the end of Winter Break. The ASES program satisfies the regular day expanded learning offering.		\$52,000.00	\$120751

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	have access to otherwise. Activities and clubs to include, student leadership, STEAM, ceramics, cooking, gardening, and field trips.						

## Goal 2

### Goal Description

The school will create and maintain a learning environment where students, staff, and parents feel welcome and safe.

### Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
2.1 Priority 6C Maintain 90% or higher of students feeling safe at school as measured on student survey(s)	2020-21 student survey: 92% students feel safe at school as measured by school survey-grades 3rd-8th.	2021-22 student survey: 93% students feel safe at school as measured by school survey-grades 3rd-8th.	2022-23 student survey: 88% of students feel safe all or most of the time	Not administered yet.	95%
2.2 Priority 5A Maintain student attendance rates at 95% or higher.	2020-21 attendance rate: 96%	2021-22 attendance rate: 95%	2022-2023 P2 attendance rate is 94.74%	2023-2024 P1 attendance rate is 96.29%	96%
2.3 Priority 6A Suspension rate will remain at <1%.	California School Dashboard Suspension Status for the 2018-19 school year: 0% (Low) Maintained at 0%	2019-20 Suspension Rate 0%	2020-2021 Suspension Rate 0%	2021-2022 Suspension Rate 0%	<1%
2.4 Priority 6B Expulsion rate will remain at <1%.	DataQuest Status for the 2019-20 school	0%	0%	0%	<1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	year: 0% (Low) Maintained at 0%				
2.5 Priority 5B Chronic absenteeism will be maintained at 5% or less.	California School Dashboard Chronic absenteeism for the 2018-19 school year: 3.4% (a 6.3 decrease from previous year)	California School Dashboard Chronic absenteeism for the 2020-21 school year: 9%	California School Dashboard Chronic Absenteeism for 2021-22 school year: 7.4%	California School Dashboard Chronic Absenteeism for 2022-23 school year: 6.4%	3.0%
2.6 Priority 3B Participation at school activities and meetings for parents of unduplicated students will increase by 5% per year or until 90% participation is maintained.	2020-21 Parent conference/performance participation was 89% and parent committee members or attendees at meetings attendance was 73%	Conference/performance rate: 90% Parent committee members or attendees at meetings rate: 80%	2022-2023 Parent Conference performance rate: 100% Parent Committee members or attendees at meetings rate: 90%	2023-2024 Parent conference performance rate: 95.74%	90%
2.7 Priority 3A Parent satisfaction with positive School Climate and school communication as measured on parent surveys.	2020-21 parent survey: 90% positive	2021-22 parent survey: 90% positive	2022-23 parent survey: 93.75% report their student feels safe and have a sense of belonging at school 87.5% report that they know what is going on at school	Not administered yet.	93%
2.8 Priority 3C Maintain 90% or higher rating by parents of students with exceptional needs who reported that the school facilitated parental involvement as a means of improving	2020-21 parent survey: 100% rating	2020-21 parent survey: 100%	2022-2023 parent survey : 100%	Not administered yet.	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
services for their children.					

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p><b>Social-Emotional Learning Skills</b> Our low-income unduplicated students have higher behavior and counseling referrals as documented by data gathered by teachers, administrators, and the school counselor. To address the needs of this student group, and to help them within the school and classroom setting, students will practice and refine social-emotional learning skills with classroom and/or support teacher and with school counselor to increase positive communication/interaction, and to prevent asocial behaviors, bullying, and student depression. Counseling and behavioral services will be available for all students in need on a weekly basis.</p>	Yes	Fully Implemented	Wellness Liaison - TCOE funded Counselor - 2 Days per week WE Schools - SEL Program implementation Love and Logic PD		\$4,000.00	\$1009
2.2	<p><b>Student Attendance</b> To address the lower attendance rates of our unduplicated student population, student attendance will be communicated to parents regularly, students will be acknowledged three times a year for 95% or above attendance rates, and classes will be acknowledged approximately 6 times a year for classroom attendance rates.</p>	Yes	Fully Implemented	Attendance Staff has recognized students for trimester 1. Attendance campaign and information is continuously shared, letters and meetings for targeted families have been issued.		\$1,000.00	\$4152

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
<b>2.3</b>	<b>School Climate</b> Increase use of the Multi-Tiered System of Support (MTSS), Student Study Teams (SST), the Pathways Program, the county-wide Prevention program, and student/parent surveys to identify, track, and address student needs, focusing on unduplicated students. Maintain a safe, healthy, and inviting school campus and playground. Acknowledge students quarterly for academic achievement and character virtue awards.	Yes	Partially Implemented	A defined MTSS unique to BRESD is in the development stage. The new facility manager position supports the safe and inviting campus action. Increased Principal position contributes to this action. Monthly character assemblies are being implemented using the WE Schools attributes.		\$4,600.00	\$74899
<b>2.4</b>	<b>Student Leadership Opportunities</b> Continue Club Live Student Leadership group. Continue participation in TUPE, Kindness Week, and other community service/school spirit programs.	No	Fully Implemented	Leadership group is active, and have taken several SEL balanced trips and executed a successful spirit week.		\$1,500.00	\$2,500
<b>2.5</b>	<b>Parent Participation</b> Parent participation will be promoted and encouraged throughout the year to promote a positive connection between school and home. This includes attendance at school activities such as parent-teacher conferences, student performances and shows, sports events, and school fieldtrips. Parents will be encouraged to be part of decision making committees such as the governing board, LCAP	No	Fully Implemented	We have active parents! Dedicated staff who are parents as well as consistent PAC/PTO members.		\$2,500.00	\$1933

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	Parent Advisory Committee, Indian Education Committee, PTO, and Boosters. Volunteering at the school in classrooms, in the school garden, and as coaches or tutors will all be encouraged.						
2.6	<b>Social/Emotional Professional Development.</b> Our low-income unduplicated students have higher behavior and counseling referrals as documented by data gathered by teachers, administrators, and the school counselor. Provide professional development in Social/Emotional strategies for either certificated or classified staff to address the needs of this student group.	Yes	Fully Implemented	Staff participated in a Wellness Focused PD day and another is planned for the spring.		\$2,250.00	\$909
2.7	<b>Parent/family Communication</b> Maintain communication/connectiveness with parents through school newsletter, class newsletters, current website information, e-mail messaging, auto message calls, and parent communication apps such as Remind and ClassDojo.	No	Fully Implemented	Attendance Secretary and Principal satisfy this action with updated website and frequent newsletters, calendars and an active FB page.		\$6,500.00	\$15049
2.8	<b>Educational Partner Involvement</b> Support and encourage a culture of community on campus by hosting events that invite education partners to campus for enrichment	Yes	Partially Implemented	Successful Veteran's Day event was had, future Elder's Luncheon and Career Day are in the planning stage, with		\$7,500.00	\$2263

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and programs that support California Content Standards.			a Community Events Stipend position added to ensure implementation. Science and History Fair will be held in the spring as well.			