

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Brittan School District

CDS Code: 51 71357 6053235

School Year: 2021-22

LEA contact information:

Staci Kaelin

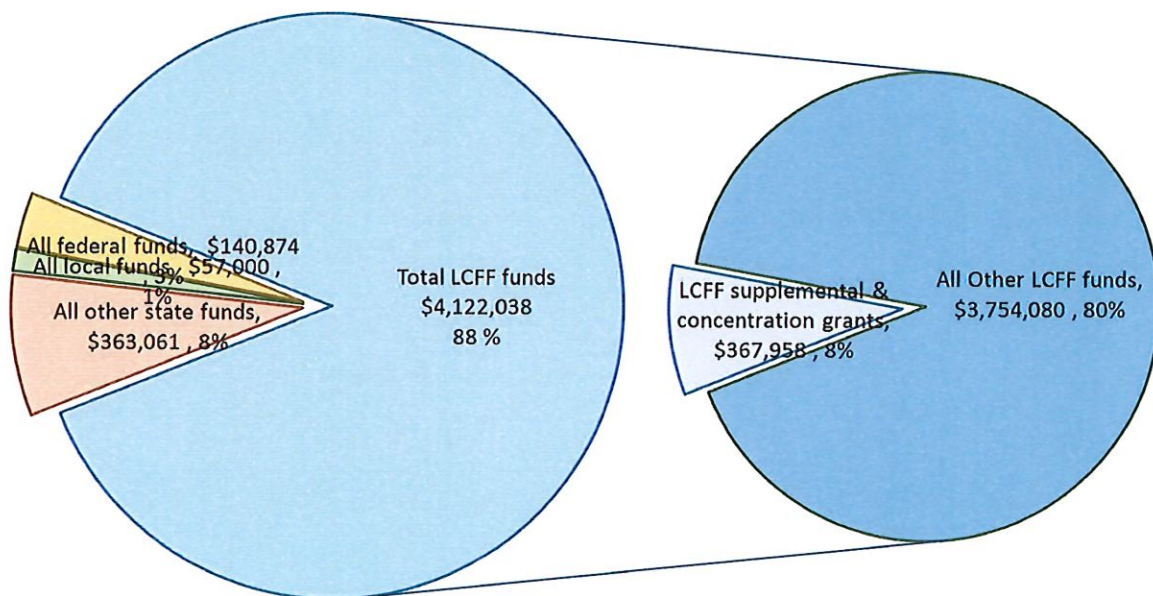
Superintendent

(530)822-5155

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

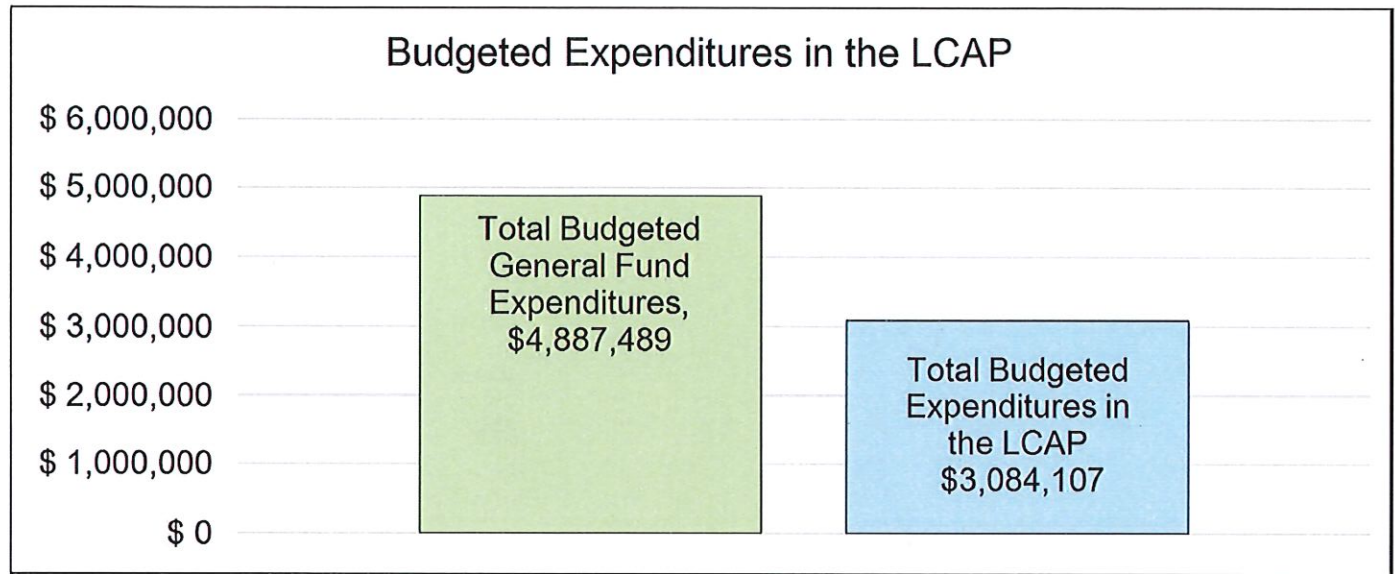


This chart shows the total general purpose revenue Brittan School District expects to receive in the coming year from all sources.

The total revenue projected for Brittan School District is \$4,682,973, of which \$4,122,038 is Local Control Funding Formula (LCFF), \$363,061 is other state funds, \$57,000 is local funds, and \$140,874 is federal funds. Of the \$4,122,038 in LCFF Funds, \$367,958 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Brittan School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Brittan School District plans to spend \$4,887,489 for the 2021-22 school year. Of that amount, \$3,084,107 is tied to actions/services in the LCAP and \$1,803,382 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

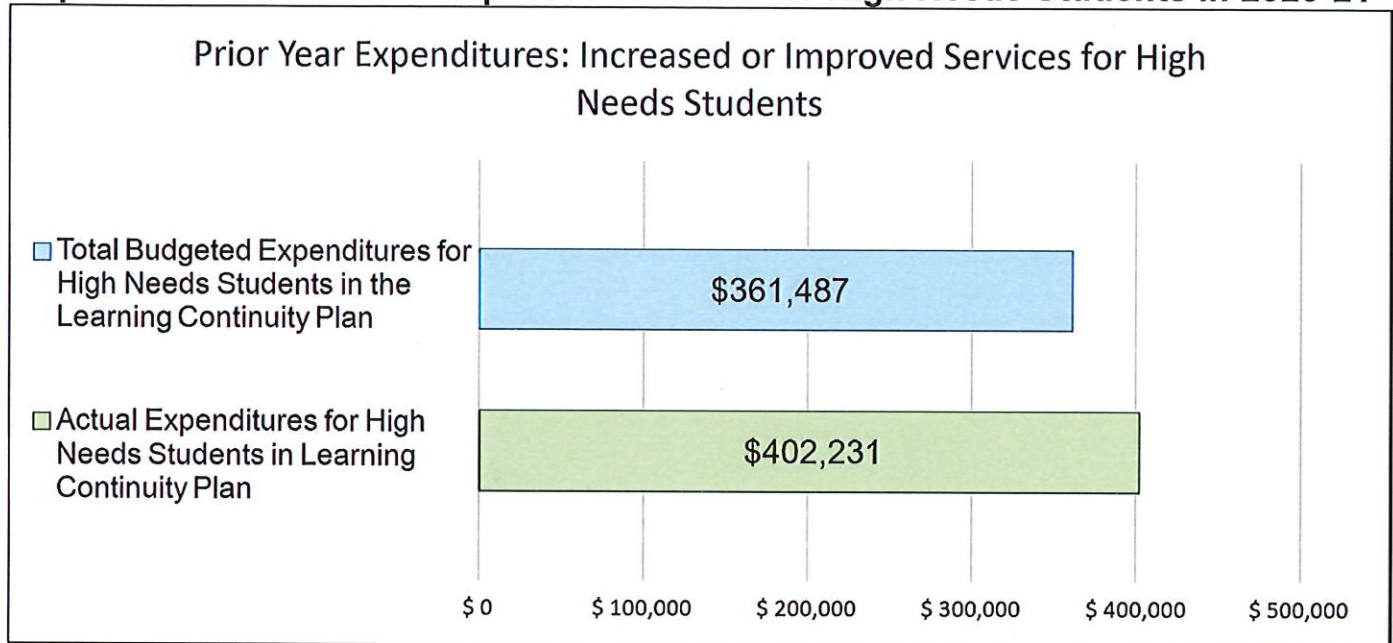
The General Fund Budget Expenditures for the 21-22 school year that are not included in the LCAP will be in the budget areas of school facilities, salaries and supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Brittan School District is projecting it will receive \$367,958 based on the enrollment of foster youth, English learner, and low-income students. Brittan School District must describe how it intends to increase or improve services for high needs students in the LCAP. Brittan School District plans to spend \$629,461.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Brittan School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Brittan School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Brittan School District's Learning Continuity Plan budgeted \$361,487 for planned actions to increase or improve services for high needs students. Brittan School District actually spent \$402,231 for actions to increase or improve services for high needs students in 2020-21.

Local Control 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	Staci Kaelin Superintendent	stacik@brittan.k12.ca.us (530)822-5155

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Brittan Elementary School District is a rural Transitional Kindergarten (Jump Start) through Grade 8 school providing services for approximately 460 students of which 56% are socio- economically disadvantaged. Brittan has an attendance rate of approximately 91%. All students in Jumpstart to Kindergarten through Grade 5 are using the state- adopted English Language Arts (ELA/ELD) instructional program by McMillian/McGraw Hill, Wonders. The sixth through eighth grades are using the state- adopted ELA/ELD instructional program by McMillian/McGraw Hill, Study/Sync. Our philosophy guiding the reading curriculum is that children learn to read in different ways, so our approach emphasizes teaching reading through differentiated instruction. Teaching the same concepts and skills in many different ways provides both reinforcement and allows the curriculum to correspond to the learning strengths of each child. Academic performance and a safe and orderly environment are conditions strongly supported by the entire staff and the Board of Trustees. Budget, staffing and program decisions reflect these priorities. The student teacher ratio does not exceed 22 to 1 in Jump Start to Kindergarten through third grade, and an average of no more than 25 to 1 in grade four through grade six. Students in grades 6 are in a self contained class, while grades 7-8 have 5 class periods taught by teachers with either a single subject credential or a supplemental credential. The school has an extensive on site library. All students have one to one Chromebooks. We are in the process of implementing virtual desktops. Brittan has a Technology Coordinator. All technology changes and purchases are outlined in the Districts 5 year technology plan. 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. The Brittan Elementary School District Board of Trustees has established teacher professional development programs as a priority to improve teacher effectiveness. Teachers have been participating in PLC groups and have received additional minimum days for PLC collaboration.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The last year has been difficult for schools nationwide, but despite challenges from Covid-19 Brittan staff has had many successes. Although we do not have the most current information on our school dashboard, we have made significant progress toward former LCAP goals. Teachers have worked together through PLC groups to continue to analyze data. Currently, teachers are working toward choosing essential standards in math and ELA and aligning those most essential standards with their curriculum in order to facilitate learning recovery. This will continue to be maintained throughout this LCAP through the PLC process, data collection and analyzation, and targeting specific standards through classroom RTI and intervention from the district intervention specialists in math and ELA.

All stakeholders agree that Brittan School has worked hard to better incorporate technology into the classroom. All students now have access to their own chromebook or laptop. The school has provided hotspots for socioeconomically disadvantaged families who did not have access to the internet. We plan to maintain our technology and improve upon it through the next three years by creating a technology plan, continuing to provide hotspots, and continuing to provide devices for students in grades 1-8. Teachers have also advanced in their technology skills through learning google classroom and other technology programs and stakeholders have much appreciated the success we had transitioning to distance learning through technology. We plan to continue the use of many of these programs, including other ones as part of our technology plan for the next three years.

Stakeholders also agree that the way we handled our breakfast and lunch program during the past year was a success. We gave free lunch and breakfast to all students everyday throughout the year. We also provided snacks for all students on campus to help make sure that our socioeconomically disadvantaged students were not hungry and could focus on learning. We plan to continue to provide free and reduced lunch for those students who are socioeconomically disadvantaged.

We also have successfully implemented a new standard aligned curriculum in social studies in grades 4-8. We have piloted science programs in k-8 and are planning on implementing "Amplify" next year. The new programs are standard aligned and will help us progress in raising test scores. We also plan on piloting and implementing new social studies curriculum in grades k-3 and a new math standards aligned curriculum in grades k-8. This will continue to help students improve on reaching their standards and improving individual and schoolwide test scores.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California State Dashboard did not indicate performance for the 2020 school year due to the nationwide pandemic. Going back to the 2019 Dashboard, there are two areas of concern. Chronic Absenteeism is one indicator in which Brittan School is in the "orange" with 14.5% chronically absent which increased 1.4% from the previous year. The most pressing concern is students who are socioeconomically disadvantaged and chronically absent because they are in the "red". In the 2019-2020 school year a PLC group was held to address this specific issue and recommended an attendance incentive program that would target students who are socioeconomically disadvantaged, but appeal to all students. Brittan is planning on implementing a new attendance incentive for the 2021-2022 school year. The California State Dashboard also indicated an "orange" for mathematics at 36.9 points below standard. To address this issue, we have hired a math

intervention specialist who will provide intervention to struggling students and help teachers analyze the data to implement a math RTI program for the 2021-2022 school year.

Even though we don't have current data for the California State Dashboard, we can safely assume that one of our most significant needs is to address learning recovery due to loss of time in the classroom during the COVID-19 pandemic. Teachers will receive training on how to implement learning recovery strategies. Teachers will also collaborate amongst themselves and through the county to determine the most essential standards to address. Additional aids in the classroom, reading and math intervention specialists, and collaboration time for teachers within grade levels will help in the learning recovery process. Reopening our afterschool day care will benefit families and provide additional instruction and tutoring to also aid in learning recovery. Students have also suffered socially and emotionally from the pandemic. Teachers will receive training and curriculum for social emotional learning. An onsite counselor will help address the most pressing social and emotional needs for individual students. All of these actions should also improve not only attendance, but should improve student performance in math and ELA.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

There are many items on the LCAP that will continue from our past goals. We will continue to maintain credentialed and appropriately assigned teachers. Emphasis on PLC group collaboration within grade levels and vertically to analyze data, choose essential standards, and implement RTI in order to improve test scores will continue. In addition to having an intervention specialist for ELA, we are also looking forward to hiring a math intervention specialist to help target specific kids in order to help improve test scores. We plan to maintain our standards aligned curriculum in ELA, and social studies. We will implement a new standards aligned program in science through grades k-8. In the next few years we plan to pilot and implement a new standards aligned math program in grades k-8. Many of our programs at Brittan have been highly successful and popular. We will continue with the art docent program three times a year, History Days, and Family Literacy Night. We have planned to gain support and inform parents of our new science program and the NGSS standards by beginning to host a science night. We also hope to expand our school performances, using the new stage in our new gym. We are exploring a new drama program called "The Missoula Project." We also plan to continue providing students with their own chromebooks or laptops and are excited about creating a new technology plan. In order to improve attendance we also are beginning a schoolwide attendance program to help improve our chronic absenteeism and motivate students to come to school. We will continue to provide bussing in order to help support socioeconomically disadvantaged students and to help students come to school. Maintaining a school counselor on site is something that we will continue to provide, however, we are hoping to be able to make the counselor available more days a week for students. We also are planning to implement a social emotional learning program to help students with their social and emotional skills, especially as many students have experienced trauma as a result of COVID-19. We also are planning to help aid learning recovery by providing after school tutoring and more para-professionals in the classroom. Teachers are working hard on selecting essential standards and aligning them with their curriculum. This process will continue next year through collaboration and daily instruction.

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder Engagement was integral to the process of development of the LCAP. Here is a timeline of the stakeholder engagement process.

Classified Staff: A survey was conducted on April 14, 2021

Certificated Staff: A survey was conducted on April 14, 2021

Students: A survey was conducted on May 10, 2021

Parents: A survey was conducted on April 14, 2021

Brittan Education Association: A survey was conducted on April 14, 2021

SELPA: May 24, 2021

Site Council: May 25, 2021

Public Hearing: June 8, 2021

Initial Approval: June 22, 2021

Public Hearing: August 10, 2021

Approval : September 7, 2021

There was an opportunity for all stakeholders to offer input during this process. Brittan school values democracy and believes that collaboration and giving all stakeholders a voice is integral for creating a healthy climate and fulfilling our school vision of helping all students reach their potential.

A summary of the feedback provided by specific stakeholder groups.

Teachers and staff were satisfied with the curriculum and 92 % felt that it was aligned with the state standards, though 20% wanted to see a change in the math curriculum. One hundred percent of teachers and staff were satisfied with many of the programs that we offer such as Family Literacy Night, The Art Docent Program, school performances, and History Days. Seventy percent of teachers and staff indicated that they would like to see a science night offered. One of the most pressing concerns from teachers and staff is learning recovery. They would like to see more collaboration time, more training in RTI, SEL curriculum, and more paraprofessionals in the classroom.

The Site Council had similar results to teachers and staff. One hundred percent were satisfied with all of the curriculum. 100 % were satisfied with the Art Docent Program, school performances, and History Days. Each member indicated they would like to see a science night. Their biggest concerns were that we get more art into the school, plant more trees and add seating, and provide more counseling and paraprofessionals in the classroom.

Parents were also 92 % satisfied with the curriculum. 86% like the Art Docent Program and 76% would like to see a science night. Some of their suggestions were to improve the parking lot, add more drinking fountains, include more music and art, and provide after school tutoring.

Students were most satisfied with the ELA curriculum at 89%, 59% were satisfied with math, and 45% were satisfied with science. The majority of students surveyed were satisfied with all programs including sports, ASB, CJSF, Student of the Month, History Day's and Family Literacy Night. Some of their suggestions for improvement included vending machines, more electives, more art, more shade and benches, and more access to social emotional support.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input played an integral part in the creation of this LCAP. We used data from surveys given to all stakeholders, the Healthy Kids Survey, California State Dashboard, and local indicators. We chose to eliminate an action from last year's LCAP because interest and attendance at parent workshops were low. Based on the input from all stakeholders we will be focusing many of our actions on learning recovery and meeting the social emotional needs of the students. Last year's pandemic caused learning loss and emotional stress for our students and all stakeholders agree that meeting those needs should be our priority. To meet those needs we have planned actions to hire a math intervention specialist, create math benchmark assessments, increase paraprofessionals in the classroom, and explore after school instruction and tutoring programs. We also are increasing our opportunities for professional learning communities to collaborate over intervention and learning recovery. In order to meet our students emotional needs, we planned actions to implement social emotional learning school wide. We also intend to continue to provide on-site counseling to meet the emotional needs of students and hope to be able to expand the counseling opportunities within the course of this LCAP. In addition, our school has transitioned to using much more technology. All stakeholders agree that maintaining one to one technology and creating a technology plan should also be a priority, and that was integral to our creating actions toward a technology plan. We have also made plans to add filling stations for students' water bottles and improve the parking lot to make it safer and more convenient for families. Based on the data from the California State Dashboard, we have piloted and plan to implement a school wide attendance incentive program to motivate students to come to school. This program was specifically targeted to meet the needs of our high socioeconomically disadvantaged population, though it benefits the whole school. We finally have completed our new gym and stage. Brittan is looking forward to incorporating more school and grade level performances for the Brittan families and the community. Many actions remain from the past LCAP. We will continue to provide ELD training and coordination for our ELD/Intervention specialist. We also will continue to provide home to school transportation, school surveys, and ELA intervention.

Goals and Actions

Goal

Goal #	Description
1	Brittan Elementary School District will provide conditions of learning that will develop College and Career Ready students. Priority 1, 2 and 7

An explanation of why the LEA has developed this goal.

Brittan School's Mission Statement states that, "...It is the mission of Brittan School to encourage, guide, and support all students to reach their highest potential and become successful lifelong learners." The first step to becoming a successful life longer is to be prepared for high school and to become college and career ready students. Stakeholder input also led to the development of this goal because making sure students are ready for the next grade and high school is part of helping students to eventually become college and career ready. We plan to accomplish this by continually ensuring properly credentialed and appropriately assigned teachers, implementing a new science curriculum in grades k-8, providing professional development for teachers in all subject areas, providing access to devices, creating a new technology plan, improving our campus by adding filling stations and improving our parking lot. We plan to explore drama programs to increase our access to VAPA, and will address students' SEL needs by providing SEL curriculum and increasing access to a school counselor.

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	100%				Maintain 100%
1B- Access to standards aligned instructional materials Source: SARC	100%				Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1C- Facilities maintained in good repair Source: Facilities Inspection Tool (FIT)	Good Repair				Maintain Good Repair
2A- Implementation of State Standards Source: Local Indicator Tool Priority 2	Beginning Development (2) on instructional materials in science (3-5) on providing professional learning in math				Full Implementation and Sustainability (5) Full Implementation and Sustainability (5)
2B- How programs and service will enable English Learners to access CCSS. Source: CAASPP Data 2019	40% of the EL students meet or exceed the standards on the ELA CAASPP				55%
7A- Access to and enrolled in a Broad Course of Study Source: Daily Instructional Schedule	0% of students have access to comprehensive Health Education Program				100% of students will have access to comprehensive Health Education Program
					d ELA

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Staff	Additional teachers were hired in order to provide smaller class sizes. Teachers sharing a contract are both working on Wednesdays in order to provide additional assessment services for all grade levels.	\$215,492.00	Yes
2	Standards Aligned Instructional Materials	Purchase consumables for ELA/ELD k-8, and social studies 4-8. Preview k-3 social studies curriculum with the goal of piloting a new curriculum in the next few years. Implement "Amplify" NGSS curriculum in grades k-8.	\$4,000.00	No
3	Increase engagement and awareness of NGSS	Host a Science Night for families to increase engagement and awareness of NGSS Evaluate opportunities for cross curricular connections to NGSS	\$700.00	No
4	Technology	Maintain a 1 to 1 ratio with devices. Create and Implement a technology plan including infrastructure, licensing, and computer programs	\$231,700.00	No
5	Internet Access	Purchase hot spots for student without internet access	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
6	Professional Development for Science and Math	Professional development will be provided for implementation of the new NGSS Science curriculum "Amplify" and Math standards aligned curriculum.	\$0.00	No
7	Support and professional development for teachers	<p>Teachers will participate in PLC groups within the district. They will have vertical planning time to refine prerequisite skills for essential standards. They will match curriculum with prerequisite skills and develop scope and sequence. There will be ongoing identifying and implementing essential standards for technology.</p> <p>This action will will improve services for our specific student groups of EL,Foster Youth and Low income.</p> <p>They will also benefit from other countywide professional development opportunities offered through Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science. Professional Development will focus on additional access for our EL, Low income and Foster Youth.</p> <p>Additionally, Sutter County Superintendent of Schools will provide site support teachers in all content areas. Outside vendors will also provide professional development and support for teachers in teaching standards based curriculum.</p>	\$19,534.00	Yes
8	Using data to meet student needs	Re-evaluate the need based on the next dashboard release to determine what progress has been made, or if this student group continues to need more intensive support. Analysis of this data will take place within grade levels and within our professional learning communities and increase and improve service for our student groups of EL,Foster Youth, and low income.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	VAPA	<p>Explore Kindergarten–5th Grade classroom music grants through Sutter/Yuba Arts Council</p> <p>Maintain Art Docent program 3 times per year</p> <p>Continue to recruit a credentialed music teacher.</p> <p>Maintain Transitional Kindergarten–8th Grade student participation in the annual Christmas Program, Patriotic Program, and 6th–8th Grade student participation in History Day.</p> <p>Incorporate more school and grade level performances for the Brittan families and community with the use of the newly built gym and stage.</p> <p>Investigate scheduling the drama program “Missoula Children’s Theater”</p>	\$500.00	No
10	Counseling Support	Fund 2 day/week counselor to provide SEL support to all students and increase services to our low socioeconomic, EL and foster youth students	\$20,000.00	Yes
11	SEL Curriculum	Provide SEL curriculum to support all students and increase case management to low socioeconomic, EL and foster youth students.	\$1,000.00	Yes
12	Family Literacy Night	Maintain Family Literacy Night and Scholastic Bookfair to provide free books for socioeconomically disadvantaged students and increase enthusiasm for reading.	\$700.00	No

Action #	Title	Description	Total Funds	Contributing
13	Facilities	Maintained facilities in good repair as per the Facilities Inspection Tool Purchase more filling stations Reconfigure back parking lot to provide a safe drop off in the morning for students and a designated bus drop off and pick up	\$434,428.00	No
14	Certificated Staff	Maintain highly qualified teachers	\$1,779,118.00	No

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Brittan Elementary School District will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes. Priority 4 and 8

An explanation of why the LEA has developed this goal.

Research shows that data driven instruction leads to improved student achievement and progress toward California state standards. Based on stakeholder input and current research, Brittan Elementary developed this goal. In order to reach our desired outcome for 2023-24 teachers will continue to give benchmark assessments to students three times a year and analyze data within grade levels and with the data coordinator to improve student achievement toward California state standards. The ELA student intervention specialist will continue to provide intervention for struggling students and EL's in order to improve student performance. We will hire a math specialist to help teachers create a math district assessment, analyze data, and work with individual struggling students. Teachers will work within PLC groups to analyze the data from district benchmarks in order to provide RTI for students in reaching the California State Standards. Our ELD specialist will continue to analyze data, share it with classroom teachers, provide additional support and work toward reclassifying at least five additional students in the next few years. Teachers will receive collaboration time, and professional development in order to bring students closer to reaching the standards in ELA and math.

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				ELA 1.4 points below standard Math: 11.4 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4E - EL's who make progress toward English proficiency Source: ELPAC	25% of EL students moved from 2A to 2B				Increase 40% EL's moving levels
4F - EL Reclassification Rate Source: Reclassification Policy	15% of students were reclassified				20% students reclassified
8 - Local Data Source: ELA District Benchmark Assessments k-5 Wonders, 6-8 StudySync Math: Star Math	Benchmark assessment ELA 40% met or exceeds standards Benchmark assessments for math 30% met or exceeds standards				60% ELA students met or exceeded standard on district wide benchmark 50% Math students met or exceeded standard on district wide benchmark

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessment Data Analyzation	Teachers will analyze assessment data both individually and within grade level groups and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions ELA specialist and math specialist will help teachers analyze data within grade level groups and drive instruction to aid in learning recovery	\$0.00	No
2	District wide benchmark plan and schedule for ELA.	Kindergarten–5th Grade teachers will administer identified assessments (Unit 1, 3, and 5) and performance tasks (Unit 2 and 4) in Wonders 6th–8th Grade teachers will administer district created StudySync assessments three times a year In all grades continue to look at additional assessments Common testing protocol will be established and followed Teachers will track baseline data on a common tracking sheet	\$0.00	No
3	District wide benchmark assessment plan and schedule for math	Teachers will analyze all assessment opportunities in the math programs and create a comprehensive assessment plan. Common testing protocol will be established and followed.	\$0.00	No
4	Intervention Specialists	Hire a Math and ELA Intervention Specialist to provide Professional Development, Intervention and data analysis of assessments	\$186,611.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	ELA Intervention	Continue to evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times Teachers will continue to work with the district's data coordinator to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment. To provide additional supports for our EL and low income students.	\$3,792.00	Yes
6	Math Intervention	Intervention data coordinator for the district. will create an intervention program for struggling math students. Evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times.	\$3,792.00	Yes
7	Additional Classroom Support	Provide more paraprofessionals within classrooms to provide more one on one support and help aid in learning recovery.	\$50,638.00	Yes
8	Professional Development and CASSPP analysis for math	Teachers will work with the data coordinator, analyze math CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.	\$0.00	No
9	ELD Support	Students will continue to receive improved Designated ELD services from a credentialed teacher 30 minutes per day, 5 days per week. Teachers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Long Term English Learner (LTEL) students and students at risk of becoming LTEL will be identified.</p> <p>A plan of support will be created, the student monitored, and data shared among the classroom teacher and ELD teacher.</p> <p>Maintain ELD/Intervention teacher in order to provide improved Designated ELD services</p> <p>The ELD teacher will collaborate with the Sutter County Superintendent of Schools Title III Coordinator and other ELD teachers in Sutter County on best practices and lesson design.</p> <p>Reclassification Policy will be updated to include data from local assessments</p>		

Goal Analysis [2021-22]

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.

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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.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Brittan Elementary School District will promote student engagement and a school culture conducive to learning Priority 3, 5, and 6

An explanation of why the LEA has developed this goal.

Student engagement is necessary for student success. Brittan School Mission statement is, "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. Stakeholders also agree that promoting student engagement and a school culture conducive to learning is a top priority for Brittan School. Our school provides free bus transportation within the school bus route to help students get to school. We plan to provide tutoring services, after school daycare, and additional paraprofessionals to help improve student engagement and a culture conducive to learning. We have created a school wide incentive program that targets our socioeconomically disadvantaged population by recognizing small improvements, and providing incentives that will motivate students to attend school. We also will continually solicit feedback from all stakeholders.

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 thru surveys Source: Parent, student, and staff surveys Local Indicator 3	75 % participation in Google form surveys.				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3B - Efforts to seek parent input of unduplicated pupils Source: Surveys	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	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	91.2%				95%
5B - Chronic Absenteeism Rates Source: Dashboard - Chronic Absenteeism Rate Indicator	15.5% Chronically absent Socioeconomically disadvantaged 20.6% chronic absenteeism rate				5 % Chronically absent 10.6% Socioeconomically disadvantaged chronically absent
5C - Middle School Drop Out Rate Source: CALPADS	0 students				Maintain 0 students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6A - Suspension Rates Source: Dashboard-Suspension Rate Indicator	1.2% Percent Suspended in the 2019 Dashboard				Maintain 1.2% Suspended
6b - Expulsion Rates Source: CALPADS	0 students				Maintain 0 students
6c - sense of school safety and connectedness Source: Local Survey CHKS	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				75% of Parents believe school is safe 75% of 5th grade students feel school is safe 75% of 7th grade students feel school is safe 75% of parents feel connected to the school. 95% of 5th grade students feel connected to school 80% of 8th grade students feel connected to school
5 After School Program	Restart After School Daycare for our families				100%of parents would like to have After School Daycare

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student/Parent Engagement Surveys	Continue to administer a parent, student, staff survey in the spring. Analyze results and share with stakeholder groups. Administer Healthy Kids Survey and share results with stakeholders		No
2	Suspension	Analyze suspension data on the dashboard and plan as needed based on results Continue utilizing in-house suspension for students when appropriate	\$7,704.00	Yes
3	Whole School Attendance /Tardy incentives	Implement a school wide attendance incentive to recognize improvement in attendance and tardiness. This incentive includes a monthly raffle for all students with no unexcused absences or tardies, recognition by sending letters home to parents of students who improve their attendance each month, and a monthly treat for each class per grade who has the best attendance.	\$1,000.00	No
4	Home to School Transportation	Provide home to school bus transportation within the school bus route to help students be able to attend school and avoid transportation costs being placed on the families	\$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	After School Programs	Restart the After School Daycare program to provide safe daycare for our families. This program would give priority to unduplicated students with special needs Explore tutoring programs to promote learning recovery	\$40,898.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.94%	\$367,958 increase of \$15,110

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Brittan Elementary School District is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL, and foster youth in the district. All requests in expending funds go through an approval process through the Superintendent/CBO to ensure that the funds are spent to benefit these subgroups of students. Furthermore, funds expended at the district level be used in response to the Community/Stakeholder Engagement surveys.

Our actions for each goal are best served school-wide, but will be especially effective for our unduplicated students.

Goal 1, Actions 3,5,7,8,10,11 After assessing the needs, conditions and circumstances, related to the academic performance of our SED students we learned the 75% of our SED students are below the 25th % percentile on the 20/21 STAR Test in ELA and 50% are below the 25th percentile in Math. Our certificated staff expressed the need for continued professional development in PLC support and additional diagnostic assessments in ELA and math. In addition our stakeholder feedback from our certificated and classified staff as well as parents showed a desire to prioritize and continue the low teacher to student ratio. Training and dedicated time for collaboration allows for instructional planning to address the significant challenges of our specific population of students. Staff will have designated time for vertical planning to refine the prerequisite skills for the essential standards at each grade level. Improvements in the Healthy Kids Survey responses validate the need for counseling support services and SEL K-8 curriculum as addressed in actions 10 and 11.

Goal 2, Actions 4, 5,6 and 7 address the efforts to close the learning gaps through increased professional learning, data analysis, and increased opportunities for students to receive additional support in ELA and Math. Through stakeholder input and the analysis of CAASPP testing and STAR ELA and Math assessments we found that a 45% of our SED students would benefit from additional support in a smaller setting in the areas of ELA and Math. The addition of our ELA and Math specialists we believe will lead to improved academic performance,

a reduction in the identified learning gaps and increased English language proficiency measured by the CA Dashboard. Our ELA and Math Data Coordinators will analyze the assessment data and monitor the progress of our students. They will provide the data needed to our teachers so that their instruction will focus on the targeted student level and will provide students opportunities for more individualized support. In addition, we have redesigning our schedules so that our paraprofessional will be in the classrooms assisting students in small groups, this will provide multiple opportunities to narrow the learning gap for our low income, English learners, and students with disabilities.

These actions are being provided on a LEA-wide basis and we expect all students performing below the 25th percentile to benefit. However, because the actions were designed to address our SED students need for more intensive instruction we expect that the academic performance of our SED students on the STAR assessment and ultimately on the CAASPP will increase significantly. Additionally, we anticipate the feedback from our stakeholders regarding these services will be positive and will help contribute to inform our academic supports.

Goal 3, Action 2,4,5 addresses actions identified in the new LCAP by providing attendance incentives to increase daily attendance and decrease tardies. After assessing the needs, and circumstances of our students, we learned that attendance rates of our low income students are 20% lower than our attendance rate for all students. In monitoring the attendance progress of this student subgroups over the past two years there has been no decrease in the rates. Although, our SED students are the catalyst for this action, supporting positive attendance for all students is especially important considering the impact of COVID-19 and the disengagement of students.

These actions are being provided on a LEA-wide basis and we expect all students attendance rates to increase. However, because the actions were designed to address our SED students low attendance rates we anticipate that with additional parent communication and transportation supports our SED student's attendance rates will be positively affected. Additionally, we anticipate the feedback from our stakeholders regarding these services will be positive and will help contribute to inform our engagement and attendance supports.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Based on the goals and actions as well as the district-wide actions described above, Brittan School District is meeting the minimum percentage requirement.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$363,061.00	\$190,954.00	\$2,239,046.00	\$291,046.00	\$3,084,107.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,329,279.00	\$754,828.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Certificated Staff	\$215,492.00				\$215,492.00
1	2	All	Standards Aligned Instructional Materials				\$4,000.00	\$4,000.00
1	3	All	Increase engagement and awarenesss of NGSS				\$700.00	\$700.00
1	4	All	Technology				\$231,700.00	\$231,700.00
1	5	All	Internet Access		\$2,500.00			\$2,500.00
1	6	All	Professional Development for Science and Math					\$0.00
1	7	English Learners Foster Youth Low Income	Support and professional development for teachers	\$10,000.00	\$9,534.00			\$19,534.00
1	8	English Learners Foster Youth Low Income	Using data to meet student needs					\$0.00
1	9	All	VAPA				\$500.00	\$500.00
1	10	English Learners Foster Youth	Counseling Support	\$20,000.00				\$20,000.00
1	11	English Learners Foster Youth Low Income	SEL Curriculum	\$500.00	\$500.00			\$1,000.00
1	12	All	Family Literacy Night				\$700.00	\$700.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	All	Facilities		\$12,000.00	\$422,428.00		\$434,428.00
1	14	All	Certificated Staff			\$1,779,118.00		\$1,779,118.00
2	1	All	Assessment Data Analyzation					\$0.00
2	2	All	District wide benchmark plan and schedule for ELA.					\$0.00
2	3	All	District wide benchmark assessment plan and schedule for math					\$0.00
2	4	English Learners Foster Youth Low Income	Intervention Specialists	\$3,000.00	\$130,165.00		\$53,446.00	\$186,611.00
2	5	English Learners Foster Youth Low Income	ELA Intervention	\$3,792.00				\$3,792.00
2	6	English Learners Foster Youth Low Income	Math Intervention	\$3,792.00				\$3,792.00
2	7	English Learners Foster Youth Low Income	Additional Classroom Support	\$22,087.00	\$28,551.00			\$50,638.00
2	8	All	Professional Development and CASSPP analysis for math					\$0.00
2	9	All	ELD Support					\$0.00
3	1	All	Student/Parent Engagement Surveys					
3	2	English Learners Foster Youth Low Income	Suspension		\$7,704.00			\$7,704.00
3	3	All	Whole School Attendance /Tardy incentives	\$1,000.00				\$1,000.00
3	4	English Learners Foster Youth Low Income	Home to School Transportation	\$42,500.00		\$37,500.00		\$80,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	English Learners Foster Youth Low Income	After School Programs	\$40,898.00				\$40,898.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$362,061.00	\$629,461.00
LEA-wide Total:	\$362,061.00	\$629,461.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Certificated Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$215,492.00	\$215,492.00
1	7	Support and professional development for teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$19,534.00
1	8	Using data to meet student needs	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
1	10	Counseling Support	LEA-wide	English Learners Foster Youth	All Schools	\$20,000.00	\$20,000.00
1	11	SEL Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	\$1,000.00
2	4	Intervention Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$186,611.00
2	5	ELA Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,792.00	\$3,792.00
2	6	Math Intervention	LEA-wide	English Learners	All Schools	\$3,792.00	\$3,792.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	7	Additional Classroom Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,087.00	\$50,638.00
3	2	Suspension	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$7,704.00
3	4	Home to School Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,500.00	\$80,000.00
3	5	After School Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,898.00	\$40,898.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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.

- 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Brittan School District	Staci Kaelin Superintendent	stacik@brittan.k12.ca.us (530)822-5155

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students will receive high quality classroom instruction and curriculum to promote college and career readiness by providing rigorous, relevant, and high quality instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Maintain standards--aligned instructional materials in ELA/ELD and math	Maintained standards aligned materials in ELA/ELD and math
Metric/Indicator Pilot comprehensive, yearlong instructional materials in all grades	Staff continued site level planning time dedicated to science and the implementation of piloted instructional materials in grades K-8. Two programs have been piloted and adoption will take place in April 2021.
Metric/Indicator Review available instructional materials in Kindergarten -Grade 3 Implement instructional materials in Grades 4--8	Review of next required instructional materials adoption for Grades K--3 and 4-8 have been extended to the 2021-22 school year.
Metric/Indicator Continue to provide ongoing professional development for teachers in ELA/ELD, Math, Science, and History/Social Science	Professional Development opportunities were offered both in person and virtually. Professional development in the areas of ELD and math were the main focus for the 19-20 school year
Metric/Indicator Maintain fully credentialed and appropriately assigned teachers	Maintained fully credentialed and appropriately assigned teachers

Expected	Actual
Metric/Indicator Continue to maintain increased VAPA courses	VAPA activities were maintained in Transitional Kindergarten–8th Grade. Students participated in the annual Christmas Program, Patriotic Program, and 6th–8th Grade student participation in History Day. Our Parent Club provided 2 art projects for grades TK-6th.
Metric/Indicator Expected Annual Measurable Outcome has been combined with 1.1b	N/A
Metric/Indicator Maintain facilities in good repair as per Facilities Inspection Tool	Maintained facilities in good repair as per Facilities Inspection Tool

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain standards--aligned instructional materials in ELA/ELD, math, science and social science Continued site level planning time dedicated to science and the implementation of piloted instructional materials. Continued support on NGSS implementation and evaluation tools to be used in classroom walkthroughs. Host a science night for families to increase engagement and awareness of NGSS. Continue to evaluate opportunities for cross-curricular connections to NGSS.	\$11,300	\$4,808
Implement newly adopted instructional materials in Grades 4--8		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Review available instructional materials for Grades K--3 in the Spring of 2020 for implementation in 2020--21</p> <p>Ensure alignment of HSS connections in Wonders to the Framework/standards</p>		
<p>Administer Local Indicator Tool to determine the effectiveness of standards--aligned instruction</p> <p>Teachers will participate in county--wide professional development opportunities offered through the Sutter County Superintendent of Schools that focus on ELA/ELD, math, science, and history/social science.</p> <p>Customized professional development from Sutter County Superintendent of Schools will be provided on-site to support teachers in math, HSS, and science.</p> <p>Continue PLC implementation efforts school wide.</p>	\$21,576	\$2,713
<p>Maintain fully credentialed and appropriately assigned teachers</p>	\$1,401,701	\$1,677,653
<p>Maintain broad course access for all students</p>	\$36,558	\$31,691
<p>Explore Kindergarten--5th Grade classroom music grants through Sutter/Yuba Arts Council</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain Art Docent program 3 times per year		
Maintain Transitional Kindergarten–8th Grade student participation in the annual Christmas Program, Patriotic Program, and 6th–8th Grade student participation in History Day		
Action 7 embedded with Action 2		
Maintain facilities in good repair as per Facilities Inspection Tool	\$243,448	\$222,720
Finalize gym/classroom expansion if funds are approved	- \$109,782	\$76,839

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted were not reallocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The successes included:

All students in grades Jumpstart Kindergarten–8th Grade are receiving instruction with standards aligned instructional materials.
Staff is receiving ongoing staff development to fully implement the new strategies in all subject areas with an emphasis on technology based programs.
Grade level planning time for science occurred.

The challenges included:

Efforts to increase VAPA opportunities for students were limited.

Actions not implemented because of COVID:

Continued PLC implementation efforts school-wide.

Due to COVID the patriotic program and history day were not able to be completed.

Goal 2

2.0 Utilize a broad course of study that academically challenges all students and develops citizenship, leadership, and innovative thinking

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Establish baseline data reflective of an identified assessment plan	In 19-20 assessment plans were established and data analysis from the results were shared with staff in order to adjust instruction. Baseline data in all grade levels was collected and results were provided to staff. Assessments included STAR reading and math, Wonders Unit Assessments, and Saxon and McMillan/Mcgraw Hill end of unit math assessments.
Metric/Indicator Reevaluate assessment plans and update as needed	Established assessment plans from 18-19 were reevaluated and revised. Analysis of the data was used to establish the 19-20 plan.
Metric/Indicator Use identified instructional materials in math to create a baseline, measuring the number of students meeting grade level standards	Created a baseline of students meeting grade level standards using grade level assessment in math.
Metric/Indicator	PLC groups are establishing a comprehensive assessment plan for grade level math assessments.

Expected	Actual
Evaluate the assessment opportunities in current math materials and establish a comprehensive assessment plan	
Metric/Indicator Adjust 2020-21 based on November 2019 release of the Dashboard and/or guidance from the state on what is determined to be adequate growth	Due to COVID the Dashboard was not available to determine growth or provide guidance
Metric/Indicator API has been eliminated and replaced with an updated accountability system, the California Schools Dashboard	API has been eliminated and replaced with an updated accountability system, the California Schools Dashboard.
Metric/Indicator Reclassify an additional 4 students	Reclassification of 5 students in the 19-20 school year.
Metric/Indicator Level 1 - 1 student Level 2 - 3 students Level 3 - 5 students Level 4 - 5 students	From 18/19 Level 1 -1 student Level 2 - 7 students Level - 3 students Level 4 - - 0 students
Metric/Indicator	Students received daily Designated EL services via Google classroom and small group in person instruction

Expected	Actual
Students received daily Designated EL services from a credentialed teacher. Reevaluate and update the current Reclassification Policy as needed	
Metric/Indicator Teachers will analyze all available assessment data at the student, grade level, and cohort level and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions. A common tracking sheet for teacher use will be developed in order to easily track student needs	
Metric/Indicator Teachers will analyze all assessment opportunities in the math programs and create a comprehensive assessment plan Common testing protocol will be established and followed	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a. Teachers will analyze all available assessment data at the student, grade level, and cohort level and use the results to guide classroom instruction, monitor student needs, and plan for appropriate interventions.	a. \$5,478 b. \$170,554 c. \$0	a.\$4,368 b.\$251,693 c.\$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>b. Students receive daily intervention based on data.</p> <p>c. A common tracking sheet for teacher use will be developed in order to easily track student needs</p>		
<p>Assessment plan reflects the following: Kinder -Embedded Diagnostic Assessments from Wonders, STAR Early Literacy, and Wonders Unit 9</p> <p>1st--2nd Grade - Units, 1, 3, and 5 in Wonders</p> <p>3rd--5th Grade - Unit 1, Benchmark 1 and Benchmark 2 in Wonders</p> <p>6th--8th Grade - Unit 1 (StudySync) and 1 IAB (CAASPP)</p> <p>Common testing protocol will be established and followed</p> <p>Teachers will track data</p>	\$0	\$0
<p>Continue to evaluate the daily schedule to ensure students are receiving pull out intervention at optimal times</p> <p>Teachers will continue to work with site assessment coordinator, grade level teams, and SCSOS Educational Services to analyze ELA CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state assessment.</p> <p>Maintain ELA assessment coordinator/intervention specialist position</p>	See Goal 2, Action 8	N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Teachers will receive professional development from Sutter County Superintendent of Schools on the current math Framework, standards, and current curriculum: Saxon (K-2), McGrawHill (3-5), and CPM (6-8)</p> <p>Teachers will work with SCSOS Educational Services to analyze math CAASPP data, determine growth targets (if available), identify trends, and plan for instruction that matches the rigor and demands of the state matches the rigor and demands of the state assessment.</p> <p>Maintain math assessment coordinator/intervention specialist position</p>	See Goal 2, Action 8	N/A
<p>API was replaced with an updated accountability system, the California Schools Dashboard</p>	\$0	\$0
<p>Students will continue to receive improved Designated ELD services from a credentialed teacher 30 minutes per day, 5 days per week</p> <p>3rd-8th grade EL students will use the Academic Vocabulary Toolkit as a supplemental support during Designated ELD</p> <p>Teachers will be provided EL data for every EL in their class in order to provide improved Integrated and Designated ELD services</p>	\$104,026	\$105,446
<p>Long Term English Learner (LTEL) students and students at risk of becoming LTEL will be identified. A plan of support will be created, the</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>student monitored, and data shared among the classroom teacher and ELD teacher</p> <p>Maintain ELD/Intervention teacher in order to provide improved Designated ELD services</p> <p>ELD teacher will collaborate with Sutter County Superintendent of Schools Title III Coordinator and other ELD teachers in Sutter County on best practices and lesson design</p> <p>All teachers will be provided information as it pertains to the ELPAC and the implications for ELD instruction during core instruction.</p> <p>Reclassification Policy will be updated as needed</p>		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds budgeted were not reallocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes

Assessment plans were established in ELA and Math.

PLC groups met on a regular schedule to discuss student achievement and concerns.

Our English learners were provided with weekly support with the ELD teacher who provided work and communicated with families through email and phone calls.

Challenges:

It was difficult to collect data because we did not administer all assessments and data analysis.

Actions not implemented because of COVID:

Benchmark assessments were not given according to the district assessment calendar.

Goal 3

3.0 Brittan Elementary School District will promote student engagement and a school culture conducive to learning

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Continue to administer Parent, Student, and Staff Survey in the Fall and Spring	Annual Parent and staff surveys were given to evaluate the needs in programs in the Fall of 2019.
Metric/Indicator Parent and student attendance at workshops and/or school events will continue to increase	Parent workshops were not offered
Metric/Indicator Status will decline by an additional 0.5% 2019-20 – 4 students suspended	No students were suspended in the 19/20 school year
Metric/Indicator Monitor suspension rates of "Hispanic" students on the Fall 2019 Dashboard to ensure results have maintained.	Since Dashboard information was not available monitoring of suspension recorded in Aries.

Expected	Actual
Metric/Indicator Maintain 0 expelled students	Since Dashboard information was not available monitoring of expulsion rates were recorded in Aries.
Metric/Indicator Maintain at 97% or increase attendance rate	This action was met from August 2019 thru December of 2019 with a 97% attendance rate. From January 2020-March 2020 due to COVID this action was not met.
Metric/Indicator Decrease the number of students identified as chronically absent by 5 students	This action was met from August 2019-December 2019 with a decrease in the number of chronically absent students From January 2020-March 2020 due to COVID this action was not measured.
Metric/Indicator Decrease the number of students identified as chronically tardy by 5 students	This action was met until December of 2019. From January 2020-March 2020 due to COVID this action was not measured.
Metric/Indicator Increase the number of students recognized by 5 students	This action was met.
Metric/Indicator Maintain 0 middle school dropout students	Maintained 0 middle school dropout students

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to administer a parent, student, staff survey in the fall and spring. Analyze results and share with stakeholder groups.	\$29,672	\$24,639
Maintain the After School Program. Increase tutoring services for students.		
Explore a cycle of additional NGSS activities such as engineering and robotics in the After School Program		
Evaluate workshop opportunities for parents and adjust as needed. Disseminate information to parents electronically.	\$2,500	\$2,013
Continue to advertise parent workshop opportunities and school events by announcing in the newsletter, posting on the website, and utilizing the auto dialer	\$0	\$0
Host a Family Literacy Night		
Extend the hours of the computer lab to all students and give families access in order to support technology-based curriculum across content areas.		
Reevaluate the need based on the next dashboard release to determine what	\$20,000	\$20,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>progress has been made or if this student groups continues to need more intensive support</p> <p>Continue to refine MTSS based on student need</p> <p>Provide school-based mental health counselor one day per week</p>		
<p>Action has been eliminated based on performance on the Fall 2018 Dashboard and local data from 2018-19</p> <p>Monitor the Fall 2019 Dashboard to ensure growth has been sustained</p>	\$0	\$0
<p>a. Continue recognizing students in the newsletter and website</p> <p>b. Continue recognizing and rewarding students for never being late, leaving early or being absent between October 1st–May 1st.</p> <p>c. Supplement school to home transportation costs in order to increase student attendance</p>	<p>b. \$1,550 c. \$70,000</p>	<p>b.\$1,158 c.\$55,749</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions and Services for this goal were met prior to January 2020 and funds were not reallocated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

We provided a school-based mental health counselor one day per week. This helped students prior COVID and during the implementation of Distance Learning.

We were able to provide Family Literacy Night and the Book Fair.

We continued to recognize students in the newsletter and on our school website.

Challenges:

We did not have the ability to reevaluate the needs of students based on the Dashboard release to help us determine what progress has been made or if a specific student group or student groups continues to need more intensive support.

Actions not implemented due to COVID:

When COVID shut down our school we were not able to provide an afterschool program for our families. Our Afterschool Program provided our families with a safe place for their children.

We were unable to offer families access to the computer lab during COVID.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$3,923.00	\$6,352	Yes
Health Materials: Additional thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$1,931.00	\$1,931	Yes
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, masks, and disinfecting fogging machines.	\$5,837.00	\$9,246	Yes
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$500.00	\$1,405	Yes
Custodians: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$11,589.00	\$14,123	Yes
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	\$2,000.00	\$2,805	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	\$3,974.00	\$13,223	Yes
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	\$7,226.00	\$8,629	Yes
Handwashing Stations: Additional handwashing stations for locations where sink access is insufficient.	\$300.00	\$0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The substantive differences between planned actions and budgeted expenditures were due to additional amounts of items needing to be purchased.

Action 1 - Personal Protective Equipment: Items cost more than budgeted.

Action 3 - Disinfecting Materials - More items were needed than budgeted.

Action 4 - Signage, Posters, etc - Additional items were needed.

Action 5 - Custodians - Additional maintenance time and staff were needed

Action 8 - Plexiglass - Additional items were needed.

Action 9 - Individual Supplies-Additional supplies to limit the number of individuals using shared objects.

Action 10 - Handwashing Stations - items not purchased

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The success and challenges were great during the 20-21 school years.

Successes

Our staff and families have been patient and flexible through this COVID time.

We collected feedback from all of our stakeholders and used it to guide our decisions with our distance learning program, pupil learning loss, the need for mental health and social emotional needs, and families and student engagement and outreach.

As a school district team we have developed a strong Distance Learning program that provided full use of the Google Classroom platform, Clever, and all of our online curriculums.

Our teachers provided interactive lessons in addition to daily office hours. As a staff we have made communication one of our top priorities.

In October of 2020 we were able to return to in-person learning in a Phase I, AM/PM model. Grades TK-6 attend on Monday-Thursday with Friday as Distance Learning and M/W for grades 8th grade, T/TH for grades 7th grade with Friday as Distance Learning.

During the hybrid model we scheduled families in the same model and we were able to provide transportation for those students within our bus area.

All students were also provided a school meal each day.

Families that did not feel comfortable sending their students back to in-person learning were offered the district's on-line independent study program.

Our Phase II in-person learning began on February 1, 2021. This phase has all of the students in each classroom with all of the required safety protocols in place.

Grades TK-3 attended school from 8:20-12:00 and grades 4-8 attended from 8:20-1:00 5 days a week.

Through stakeholder input we will continue in our Phase II model until at least after Easter Break. Should the positive trends continue within our county we will offer full day in-person learning for grades 4-8 from April-June.

Grade TK-3 would remain in Phase II and additional paraprofessional in class time will be provided. In addition the district's on-line Independent Study program is available for those families that do not feel comfortable sending their student back to in-person learning.

Our district is also able to provide Social Emotional Learning for all of our students with our 2 day a week school counselor. This service will continue for the 21-22 school year.

Challenges

Providing an Independent Study program for families not wanting to return to in-person learning.

Incorporating the needed components in the Independent Study program to provide useful checks and balances on work completed and a reasonable re-engagement plan.

Keeping current with state and local requirements to open to in-person learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks and laptops were made available for all students who need a device to access distance learning at home.	\$152,298.00	\$195,510	Yes
Additional Technology to Support Distance Learning: headsets, television monitors, and laptops/devices for staff. Software programs and additional technology times.	\$66,737.00	\$39,565	Yes
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	\$15,000.00	\$15,000	Yes
Collaboration Time: Twelve additional paid working days were provided for teachers. Those days were used for professional development, planning, and collaboration with peers on approaches to improving student achievement. While in distance learning, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	\$75,139.00	\$72,730	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

<p>Action 1 - Chromebooks - More chromebooks were needed for grades 6-8 than we additionally anticipated.</p> <p>Action 2 - Additional Technology - In order to provide a comprehensive online learning environment for our students, additional technology such as headsets, television monitors and staff laptops needed to be purchased</p>
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Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:

Successes:

Teachers used Google Classroom, Seesaw, and Google Meets as their on-line learning platforms.

Teachers provided synchronous instruction through Google Meets to engage students in instruction with their classmates.

Teachers provided asynchronous instruction through instructional videos, assignments, and learning projects.

Teachers were available daily for one on one and small group instruction and as necessary.

Teachers kept consistent office hours to ensure communication with parents and students.

Teachers used the same curriculum as they use in their on site classrooms to ensure a smooth transition should students be able to come back to the school site.

Challenges:

Keeping students engaged in daily lessons.

Access to Devices

Successes:

Brittan School District ensured access to devices and connectivity for all pupils to support distance learning.

A device checkout form is located on our website to ensure that all students had internet access and resources to the internet.

The District has purchased chromebooks and laptops to provide devices to all students who request one.

Teachers sent home a letter to students directing them to the Brittan School Website to request a device.

Teachers followed up through phone calls and emails to make sure each student had access to their own Chromebook/laptop or that they requested one.

Teachers also made sure families had access to the internet.

Challenges:

Troubleshooting errors for students was difficult.

Pupil participation and progress was difficult to measure and to ensure.

Providing an online option that met state standards for those families not wanting to return to in-person learning.

Successes:

Brittan School District teachers assessed student progress through synchronous and asynchronous instructional minutes.

Teachers used Google Classroom for their distance learning classroom.

Teachers collaborated and provided consistent instruction as grade level teams.

Teachers met as a class daily through Google Meets.

Teachers took attendance, provided instruction, and provided time to assist students and answer their questions daily.

Challenges:

Keeping students engaged and connected with their peers was difficult.

Distance Learning Professional Development

Successes:

Brittan School District staff was provided multiple opportunities for the professional development and technological support necessary to facilitate distance learning.

Teachers were given an additional twelve paid professional development days to learn how to use the technology, prepare lessons and presentations and create their Google Classroom.

Professional development on Google Classroom has been available to our staff through Sutter County.

The District purchased G-Suite, teacher laptops, microphones, Screen Castify, GoGuardian, Seesaw, television monitors, and Clever to facilitate smoother online instruction.

Teachers have access to a Google Site that contains recorded professional development on Google Classroom, and to a calendar of future professional development opportunities, and all forms necessary for Distance Learning.

Challenges:

Making time to continue expanding our knowledge of distance learning practices was a challenge.

Staff Roles and Responsibilities

Successes:

All teachers have been required to learn new technology including Google Classroom, See Saw, ScreenCastify, and Go Guardian to enhance distance learning.

Teachers completed a survey to identify their technology needs and need for additional training.

Brittan School administration continued to monitor and assess the needs of the teachers and respond by providing training and addressing their technology needs.

Challenges:

Classified staff such as yard duty, library, and paraprofessionals were laid off until the time when students can return to in-school learning or other needs arise on campus.

The Junior High Physical Education teacher and the Reading Specialist have taken on new classroom assignments because their assignments were not feasible for remote learning.

Supports for Students with Unique Needs

Successes:

Appropriate supports for students receiving Special Education:

We ensured that students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.

Targeted student support and intervention:

Support and instruction were provided for small groups of students who need additional instructional and/or social and emotional attention.

Support for English Learners:

Designated and integrated instruction in English Language Development including assessment of progress toward language proficiency and targeted support to access curriculum were provided.

English Learners received both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. English Learners received regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction met or exceeded the following amounts:

Kindergarten: 40 minutes/week

Grades 1-8: 60 minutes/week

Students with Disabilities:

Individualized Education Program (IEP) Addenda: The district has current IEP Addenda on file for students that outline the services to be provided during distance learning. These will remain in effect until school resumes in a face to face model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.

Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided. I resumes in a face to face model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.

Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) guided the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments were utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This applied to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students were provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Challenges:

Although Brittan School did not have any homeless or foster youth during this time, we worked to support all students, including students with exceptional needs. Brittan School District will continue to meet the academic needs of students with unique needs in the areas of English language arts, English language development, and math.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Data Dashboard and Software Tools: Maintain AERIES data systems to support implementation of the district's common assessment system and school closure dashboard.	\$2,420.00	\$2,420.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between planned actions and budgeted expenditure.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes:

The effectiveness of the services and supports to address specific student academic needs is measured through benchmark assessments (STAR Math and Reading), formative assessments, portfolios, publisher assessments, grades, and engagement in distance learning.

Grade level teams meet weekly to review each individual student's progress and track changes.

Common formative assessments are monitored during this review and intervention groups are formed.

Supports and/or staffing is reallocated to address the needs of students.

Benchmarks and targets will be determined, and students monitored for attainment.

Assessments will be given by teachers within the first weeks of school so that baseline information on each student can be recorded and appropriate instruction is given to the student learning needs.

Additional digital curriculum is being purchased to support students across the TK- 8 grade level continuum

Challenges:

Addressing Learning Recovery rather than Learning Loss.

Accelerating learning for where the students are while continuing to teach grade level materials.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Our priority for creating an effective learning environment and addressing mental health and social emotional well-being was to first focus on student and family safety and well-being. Only when students felt safe would they be able to successfully tackle learning. The Brittan staff Benchmarks and targets will be determined, and students monitored for attainment. Assessments will be given by teachers within the first weeks of school so that baseline information on each student can be recorded and appropriate instruction is given to the student learning needs. Additional digital curriculum is being purchased to support students across the TK- 8 grade level continuum

Challenges:

Addressing Learning Recovery rather than Learning Loss.

Accelerating learning for where the students are while continuing to teach grade level materials.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

The District has created a Daily Student Engagement Log for all students

Teachers fill out a daily student engagement log which monitors synchronous and asynchronous participation, student contact, and assignments completed.

Teachers report this information weekly to the front office through daily student engagement reports. It is then transferred into AERIES.

Front office and teachers utilize new codes for engagement within AERIES..

Teachers monitor student engagement and reached out to students and parents who are absent, or not engaged.

The District provided training to teachers on attendance and re engagement monitoring.

The District designed a comprehensive multi tiered re engagement plan.

The multi re engagement plan addressed the needs of a majority of our students.

Challenges

The Brittan School District developed a plan to monitor pupil engagement and outreach through a Multi- tiered re-engagement strategies for those who are absent, but full implementation was challenging.

Some students were not successful with the re engagement plan and additional resources were needed.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

Being able to provide all students free school meals.

Challenges

Delivery of meals to children unable to get to the school site.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	\$3,000.00	\$2,104	Yes
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing.	\$5,000.00	\$5,500	Yes
Pupil Engagement and Outreach	Brittan School District will continue to maintain constant communication through multiple modalities in order to keep students and families engaged and informed. Within the school closure context, home visits and other outreach efforts will be made to make contact with 'unreachable ' students.	\$1,613.00	\$7,938	Yes
Mental Health and Social and Emotional Well-Being	Administrators, teachers, school counselor, and support staff will provide counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. Collaborate in the district wide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic.	\$3,000.00	\$3,750	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

School Nutrition - The amount budgeted was reflective of having paid and reduced status for students. When free meals for all students were established the costs were reduced.

Pupil Engagement and Outreach - The district found the need to provide additional Hotspots for students were purchased to provide students to receive better connectivity for distance learning

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The success and challenges were great during the 19-20 and 20-21 school years. We are pleased with the way our staff and families have been patient and flexible through this COVID time. Throughout the time we have collected feedback from all of our stakeholders that has guided our decisions with our distance learning program, pupil learning loss, the need for mental health and social emotional needs, and families and student engagement and outreach.

From the stakeholder feedback we have designed our goals and action in our 21-24 LCAP to meet the needs of all of our students and families. The goals include providing intervention specialists in ELA and Math, providing counseling services 2 days per week, and SEL curriculum program in all grades with the assistance of our counselor and developing an attendance incentive program to re-engage all of our students

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Brittan School is addressing pupil learning loss by providing the use of our paraprofessionals in the classroom to help meet the needs of our pupils with unique needs. We will be implementing the use of I-ready assessments (3 times per year), STAR Math and Reading assessments (Every trimester) and ESGI assessments. We will be adding an RTI/Intervention teacher in both ELA and Math for the 21-22 school year. Our data coordinators will provide assessment data to provide the best intervention to close the gap created in pupil learning loss for all students with and emphasis on our student with unique needs for the 20-21 school year.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The substantive differences related to the increased and improved services are explained in each of the sections above.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The success and challenges were great during the 19-20 and 20-21 school years. We are pleased with the way our staff and families have been patient and flexible through this COVID time. Throughout the time we have collected feedback from all of our stakeholders that has guided our decisions with our distance learning program, pupil learning loss, the need for mental health and social emotional needs, and families and student engagement and outreach.

From the stakeholder feedback we will be providing intervention specialists in ELA and Math and providing counseling services 2 days per week. In addition we will be including an SEL program in all grades.

Brittan School is addressing pupil learning loss by providing the use of our paraprofessionals in the classroom to help meet the needs of our pupils with unique needs. Our goal for the 21-22 school year we will be adding an RTI/Intervention teacher in both ELA and Math. Our data coordinators will provide assessment data to provide the best intervention to close the gap created in pupil learning loss in the 20-21 school year.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$37,280.00	\$57,714.00
Distance Learning Program	\$309,174.00	\$322,805.00
Pupil Learning Loss	\$2,420.00	\$2,420.00
Additional Actions and Plan Requirements	\$12,613.00	\$19,292.00
All Expenditures in Learning Continuity and Attendance Plan	\$361,487.00	\$402,231.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$37,280.00	\$57,714.00
Distance Learning Program	\$309,174.00	\$322,805.00
Pupil Learning Loss	\$2,420.00	\$2,420.00
Additional Actions and Plan Requirements	\$12,613.00	\$19,292.00
All Expenditures in Learning Continuity and Attendance Plan	\$361,487.00	\$402,231.00