

Brittan Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Brittan Elementary School
Street	2340 Pepper St.
City, State, Zip	Sutter, CA 95982
Phone Number	(530) 822-5155
Principal	Heather Azevedo
Email Address	heathera@brittan.k12.ca.us
School Website	www.brittan.k12.ca.us
County-District-School (CDS) Code	51 71357 6053235

2022-23 District Contact Information

District Name	Brittan School District
Phone Number	(530) 822-5155
Superintendent	Heather Azevedo
Email Address	heathera@brittan.k12.ca.us
District Website Address	www.brittan.k12.ca.us

2022-23 School Overview

Brittan School is a rural Pre-K-8 school providing services for approximately 455 students, 55% of who participate in the free or reduced lunch program. Brittan has an attendance rate of approximately 91.90%.

All students in Jump Start to Kindergarten through eighth grade are using State adopted mathematics and reading/language arts instructional programs. Our philosophy that guides the reading and math curriculum is based on 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 standards strongly supported by the entire staff and the School Board. Budget, staffing and program decisions reflect these priorities. The student-teacher ration does not exceed 25 to 1 in grades Jump Start To Kindergarten through third and an average of 27 to 1 in grades four through eight. All students in grades 7-8 have 6 periods taught by teachers with either a single subject credential or a supplemental credential. The school has an extensive on-site library; a computer lab/technology coordinator; and a full-time clerical aide who services all grades.

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 in all subjects. The Brittan School Board has established teacher professional development programs as a priority to improve teacher effectiveness.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	48
Grade 2	61
Grade 3	45
Grade 4	50
Grade 5	39
Grade 6	40
Grade 7	45
Grade 8	45
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	0

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
Non-Binary	0
English Learners	4.40
Foster Youth	.40
Homeless	0

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.02	95%	19.02	95%		
Intern Credential Holders Properly Assigned	1	5%	1	5%		
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0				
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0				
Unknown	0	0				
Total Teaching Positions	20.02	100%	20.02	100%		

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.22	96%	23.22	96%		
Intern Credential Holders Properly Assigned	1	4%	1	4%		
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0				
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0				
Unknown	0	0				
Total Teaching Positions	24.22	100	24.22	100%		

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillian/McGraw Hill (2016)	Yes	0
Mathematics	Saxon (2017), McMillian/McGraw Hill (2015), CPM (2012)	Yes	0
Science	Amplify (2020-2021)	Yes	0
History-Social Science	Pearson grades 4-8 (2019) Scholastic Reader (2019)	Yes	0
Foreign Language			
Health			

Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Brittan Elementary provides a safe, clean environment for students, staff and volunteers. All classrooms are up to date and provide adequate space for students and staff. A team of three full-time and two part-time custodians ensures classrooms; rest rooms and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Brittan Elementary School District to ensure that all classrooms and facilities are maintained to provide a quality learning environment. The Administration has aggressively pursued grants and other funding for modernization of the school.

Year and month of the most recent FIT report 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC Units need to be replaced; ESSER Funds will be utilized
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	39.63%	N/A	39.63%	N/A	
Mathematics (grades 3-8 and 11)	N/A	30.74%	N/A	30.74%	N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	270	99.63%	.37%	39.63%
Female	132	132	100%	0	42.42%
Male	139	138	99.28%	.72%	36.96%
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	59	59	100%	0	30.51%
Native Hawaiian or Pacific Islander					
Two or More Races	22	22	100%	0	45.45%
White	190	189	99.47%	.53%	41.80%
English Learners	11	11	100%	0	0
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	107	107	100%	0	26.17%
Students Receiving Migrant Education Services					
Students with Disabilities	39	38	97.44%	2.56%	15.79%

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	270	99.63%	.37%	30.74%
Female	132	132	100%	0	26.52%
Male	139	138	99.28%	.72%	34.78%
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	59	59	100%	0	28.81%
Native Hawaiian or Pacific Islander					
Two or More Races	22	22	100%	0	27.27%
White	190	189	99.47%	.53%	31.75%
English Learners	11	11	100%	0	0
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	107	107	100%	0	22.43%
Students Receiving Migrant Education Services					
Students with Disabilities	39	38	97.44%	2.56%	15.79%7.89

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	17.86	34.34	17.86	34.34	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	99	100%	0	34.34%
Female	47	47	100%	0	31.91%
Male	52	52	100%	0	36.54%
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	20	20	100%	0	20%
Native Hawaiian or Pacific Islander					
Two or More Races	11	11	100%	0	45.45%
White	68	68	100%	0	36.76%
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	42	42	100%	0	26.19%
Students Receiving Migrant Education Services					
Students with Disabilities	19	19	100%	0	21.05%

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and the community are very supportive of the education program at Brittan Elementary. Parents and community members assist the school with participation in school activities including the following:

- Classroom assistance
- Room parents
- Multi-cultural activities
- Outdoor educational program
- Library assistance
- Assisting with computers
- Special class programs
- Carnival
- Fine Arts
- Visual Arts

Numerous programs and activities are enriched through funds generated by the Brittan Parents Activity Club (BPAC) sponsored events and fund raisers. All parents are encouraged to become members. Parents or community members who wish to participate in Brittan Elementary leadership teams, school committees, school activities, or become volunteers may contact the school at 530-822-5155

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	473	468	180	38.5
Female	216	215	74	34.4
Male	257	253	106	41.9
American Indian or Alaska Native				
Asian	1	1	0	0
Black or African American				
Filipino				
Hispanic or Latino	116	115	46	40
Native Hawaiian or Pacific Islander				
Two or More Races	36	36	7	19.40
White	320	316	127	40.2
English Learners	23	22	7	31.8
Foster Youth	2	2	0	0
Homeless				
Socioeconomically Disadvantaged	190	190	86	45.3
Students Receiving Migrant Education Services				
Students with Disabilities	87	86	48	55.80

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	.21%	.21%	2.45%
Expulsions	0%	0%	.05%

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.08%	1.06%	1.08%	1.06%	.20%	3.17%
Expulsions	0%	0%	0%	0%	0%	.07%

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.06	0
Female	.93	0
Male	1.17	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	.86	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.25	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.11	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.15	0

2022-23 School Safety Plan

Safety of students and staff is a primary concern of Brittan Elementary. The school is always in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is reviewed and updated annually by members of the School Site Council. All revisions are communicated to the staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. The Catapult program is now the districts primary safety communication system.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	0	0
1	20.5	2	0	0
2	23	0	2	0
3	23.5	0	2	0
4	21	0	2	0
5	22.5	0	2	0
6	24.5	0	2	0
Other	0	0	0	0

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2	0	0
1	19.34	3	0	0
2	20.5	1	1	0
3	19	1	1	0
4	25	0	2	0
5	20	2	0	0
6	20	2	0	0
Other	0	0	0	0

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19.67	3	0	0
1	19	2	0	0
2	20.34	2	1	0
3	22.5	0	2	0
4	20	2	0	0
5	25.5	0	2	0
6	20	2	0	0
Other	0	0	0	0

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.40
Library Media Teacher (Librarian)	.75
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.60
Social Worker	0
Speech/Language/Hearing Specialist	.80
Resource Specialist (non-teaching)	0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9570	1708	6273	63,415
District	N/A	N/A	7862	0
Percent Difference - School Site and District	N/A	N/A	-22.5	-5.5
State	N/A	N/A	0	0
Percent Difference - School Site and State	N/A	N/A	-29.5	-13.2

2021-22 Types of Services Funded

Most of our funds cover salaries, benefits and instructional materials. General fund money contributes to the transportation program. Our childcare program is self-supporting. Class size Reduction funds support smaller class sizes. We receive funds from State and Federal programs, grants, donations, and BPAC (Parents Club).

Brittan School is a school-wide Title 1 school and all services are provided to all students in order to meet the challenging State Standards. Title I services are provided to all highly-qualified teachers and paraprofessionals.

The District utilizes traditional testing (standardized tests) and non-traditional (benchmark assessments) to identify students areas of need and growth. Additional programs offered at Brittan School include art, science and , technology.

Brittan offers county operated Resource Specialist Program (RSP) and Speech and Language Services. Additional special education services are offered at other school sites through county operated programs. The district strives to meet the needs of all school aged children within the district.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,841	\$46,844
Mid-Range Teacher Salary	\$65,923	\$73,398
Highest Teacher Salary	\$90,655	\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$153,407	\$136,296
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	6.20%	6%

Professional Development

Brittan School has developed a Professional Development Plan so that all staff members are provided time for training. The ongoing training is provided on pre-service days and monthly minimum days.

- Trainings included the following topics:
- Professional Learning Communities
- Common Core Standards
- Alignment of the English Language Development Standards to English Language Arts standards
- Vertical and horizontal alignment of curriculum
- Creating both summative and formative assessments

Frequent data collection was done and used to monitor growth and change instruction as needed.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	15	18	16