

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

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

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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
<b>Metric/Indicator</b> Maintain standards--aligned instructional materials in ELA/ELD and math	Maintained standards aligned materials in ELA/ELD and math
<b>Metric/Indicator</b> 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.
<b>Metric/Indicator</b> 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.
<b>Metric/Indicator</b> 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
<b>Metric/Indicator</b> Maintain fully credentialed and appropriately assigned teachers	Maintained fully credentialed and appropriately assigned teachers

Expected	Actual
<b>Metric/Indicator</b> 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.
<b>Metric/Indicator</b> Expected Annual Measurable Outcome has been combined with 1.1b	N/A
<b>Metric/Indicator</b> 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
<p>Maintain standards--aligned instructional materials in ELA/ELD, math, science and social science</p> <p>Continued site level planning time dedicated to science and the implementation of piloted instructional materials.</p> <p>Continued support on NGSS implementation and evaluation tools to be used in classroom walkthroughs.</p> <p>Host a science night for families to increase engagement and awareness of NGSS.</p> <p>Continue to evaluate opportunities for cross-curricular connections to NGSS.</p>	\$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  Finalize gym/classroom expansion if funds are approved	\$243,448 - \$109,782	\$222,720 \$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
<p><b>Metric/Indicator</b>            Establish baseline data reflective of an identified assessment plan</p>	<p>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.</p>
<p><b>Metric/Indicator</b>            Reevaluate assessment plans and update as needed</p>	<p>Established assessment plans from 18-19 were reevaluated and revised. Analysis of the data was used to establish the 19-20 plan.</p>
<p><b>Metric/Indicator</b>            Use identified instructional materials in math to create a baseline, measuring the number of students meeting grade level standards</p>	<p>Created a baseline of students meeting grade level standards using grade level assessment in math.</p>
<p><b>Metric/Indicator</b></p>	<p>PLC groups are establishing a comprehensive assessment plan for grade level math assessments.</p>

Expected	Actual
Evaluate the assessment opportunities in current math materials and establish a comprehensive assessment plan	
<b>Metric/Indicator</b> 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
<b>Metric/Indicator</b> 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.
<b>Metric/Indicator</b> Reclassify an additional 4 students	Reclassification of 5 students in the 19-20 school year.
<b>Metric/Indicator</b> 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
<b>Metric/Indicator</b>	Students received daily Designated EL services via Google classroom and small group in person instruction

Expected	Actual
<p>Students received daily Designated EL services from a credentialed teacher. Reevaluate and update the current Reclassification Policy as needed</p>	
<p><b>Metric/Indicator</b>            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.</p> <p>A common tracking sheet for teacher use will be developed in order to easily track student needs</p>	
<p><b>Metric/Indicator</b>            Teachers will analyze all assessment opportunities in the math programs and create a comprehensive assessment plan</p> <p>Common testing protocol will be established and followed</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p>	<p>a. \$5,478            b. \$170,554            c. \$0</p>	<p>a.\$4,368            b.\$251,693            c.\$0</p>

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

Expected	Actual
<b>Metric/Indicator</b> Maintain 0 expelled students	Since Dashboard information was not available monitoring of expulsion rates were recorded in Aries.
<b>Metric/Indicator</b> 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.
<b>Metric/Indicator</b> 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.
<b>Metric/Indicator</b> 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.
<b>Metric/Indicator</b> Increase the number of students recognized by 5 students	This action was met. .
<b>Metric/Indicator</b> Maintain 0 middle school dropout students	Maintained 0 middle school dropout students

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to administer a parent, student, staff survey in the fall and spring. Analyze results and share with stakeholder groups.</p> <p>Maintain the After School Program. Increase tutoring services for students.</p> <p>Explore a cycle of additional NGSS activities such as engineering and robotics in the After School Program</p>	\$29,672	\$24,639
<p>Evaluate workshop opportunities for parents and adjust as needed. Disseminate information to parents electronically.</p>	\$2,500	\$2,013
<p>Continue to advertise parent workshop opportunities and school events by announcing in the newsletter, posting on the website, and utilizing the auto dialer</p> <p>Host a Family Literacy Night</p> <p>Extend the hours of the computer lab to all students and give families access in order to support technology-based curriculum across content areas.</p>	\$0	\$0
<p>Reevaluate the need based on the next dashboard release to determine what</p>	\$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</p> <p>c. \$70,000</p>	<p>b.\$1,158</p> <p>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.

Action 1 - Chromebooks - More chromebooks were needed for grades 6-8 than we additionally anticipated.  
 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

## 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 switch uniques 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](mailto: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.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types		

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

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

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>

\* 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
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$361,487.00</b>	<b>\$402,231.00</b>

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		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>		

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
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$361,487.00</b>	<b>\$402,231.00</b>