

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The unprecedented COVID-19 pandemic has affected the Brittan School District and our community. It has drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

Brittan School District is a small country school situated in Sutter, California. The district currently serves approximately 450 students from TK-8th Grade. Our 2019-2020 school population demographics are 23.1% Hispanic/Latino, 68.81% White, .66% Asian, and 7.3% Multi-racial. In developing the Learning Continuity and Attendance Plan, Brittan School District has acknowledged the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include English Learners, Students with Disabilities, Foster Youth, and Homeless Youth.

The impacts of the COVID-19 pandemic, are affecting all students and families on a daily basis. Brittan School's Motto is "Every Student, Every Day." As we provide Distance Learning and in the future transition to students returning to campus, we have planned safety measures to ensure the health of the students and staff, systems for social distancing, and addressing learning loss during the spring and over the summer. This is especially critical for the student groups experiencing disproportionate impacts from the pandemic. Brittan School District has devised detailed plans to address inequity due to social economic factors and to meet the academic, social and emotional needs of all our students, especially our most vulnerable students. The guiding principles for realizing this vision include:

- 1. Health, Safety and Well-being: Our actions are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
- 2. Academics and Instruction: High quality instruction anchored in standards-aligned materials is at the core of achieving equity, and access.
- 3. Agility: Due to the fluctuating public health crisis, we will remain flexible to balance educational needs with public health and safety. Our learning environment and strategies are designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.
- 4. Needs-based and Care Given: Human and capital resource allocations will be informed by the academic, social, emotional and physical needs of our students and employees, as well as school communities.
- 5. Engagement & Communication: Our community will have the information and resources they need to be safe, well and heard. We will provide consistent, clear, and routine communications and engagement through phone calls and emails to our Brittan Families.

In sharing preliminary plans with the public and Board of Education, staff have noted that significant improvement was needed in instructional coherence and consistency after the rapid transition to distance learning and all the accompanying challenges. The staff recognized the increased need for ensuring fidelity of implementation of district programs and practices. Brittan School has outlined ten specific expectations that parents/guardians and students should have of the district for distance learning:

- 1. Consistent, direct, live instruction for every student:
Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
- 2. Access and availability:
Teacher availability to students outside of direct, live instruction.
- 3. Symmetry and Cohesion in learning and delivery:
Google Classroom and Seesaw as the learning management system to allow for symmetry and cohesion in instruction and learning.
- 4. Collaboration:
Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels to improve outcomes for students based on data and student need.
- 5. Professional development and supports for educators:
Professional development for all educators on strategies needed to deliver high-quality instruction, AERIES, Google Classroom, and SeeSaw that ensures students access to learning grounded in the essential standards.
- 6. Appropriate supports for students receiving Special Education:

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

7. Targeted student support and intervention:

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

8. Communication and feedback:

Regular communication to students and parents on learning goals and student progress, including teacher-student, parent/guardian, communication and report of student progress consistent with the District’s grading policies to maintain the home-to-school connection.

9. Assessments and accountability:

Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

10. 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.

The implementation of distance learning and design of rigorous and flexible modes of instruction during this pandemic have presented a unique opportunity to do things differently. As a District we have responded to the challenges of this pandemic and are not only surviving, but laying a strong foundation in new areas that will allow students to thrive in 2020-21 and the years beyond.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Brittan School promoted stakeholder engagement through parent surveys, staff meetings, and public board meetings. Due to the challenges of COVID-19, all meetings were conducted through Zoom. The general public had access on how to join the board meetings through the Brittan School Website.

Brittan School District believes that collaboration and consultation with all stakeholders improves outcomes for the whole community. Throughout the pandemic the district has been maintaining open channels of communications with community members, parents, pupils, teachers, and other school personnel, and bargaining units. – Two surveys were conducted in May, and June requesting parent input

regarding the topic of returning to school. The survey focused on the how parents and families would like to see their children return to school and if we were able to return to school, would they want Distance Learning or in-person learning. The survey also gave parents the opportunity to share ideas for improvements in the 2020-21 school year. –

The District will post the draft Learning Continuity Plan (LCP) on its website and invite feedback regarding specific actions, and the opportunity to submit written comments. The LCP plan will be presented to Bargaining groups, School Site Council, and be available on our website for comments. The LCP will be presented at a Public Hearing of the School Board for review and comment on: September 8, 2020. The LCP will be presented to the School Board for adoption on: September 29, 2020.

[A description of the options provided for remote participation in public meetings and public hearings.]

Due to the risk of Covid-19 and the challenges of social distancing, Remote participation in public hearings took place through Zoom conferencing. Executive Order N-29-20 allows flexibility authorizing the local governing board/body to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public.

[A summary of the feedback provided by specific stakeholder groups.]

Survey data provided insight from staff and students on the strengths and struggles of last spring’s distance learning experience as well as reopening and the Learning Continuity Plan. Seventy-five students responded to an online survey sent by Brittan School District. Students reported they were almost always able to access their packets (73%) last spring. In terms of how much effort they put into their school-work students reported: a great deal 36%, quite a bit 43%, some 16%, a little 4%, and no effort 1%. When asked what teachers were doing well, students responded that they were still teaching, were available for help, were communicating and trying to keep this as normal as possible, but most of all they were showing students that they cared. Twenty staff members responded to an online survey. Of the respondents 56% had no barriers to working from home 100% had the connectivity they needed to work at home. Teachers had the technology they needed to complete their work and 80% felt confident using the technology to support distance learning. Teachers accessed professional development offered by the district (90%), the county (70%), and 94% sought professional development on their own. Staff connection and support remained strong through distance learning in the spring. When school reopens teachers think students will need support in: feeling safe, coping with new requirements of safety guidelines, and reconnecting with the school. In May 2020 parents were asked to respond to an online survey on fall reopening, 215 parents/guardians responded. When asked how concerned they were about sending their child back to school in the fall: 76% were not concerned and planned to send their child, 14% were somewhat concerned and wanted to know the school was closely following guidelines, 8% were very concerned and wanted strict prevention strategies in place, and 2% were extremely concerned and didn’t plan to send their child to school in the fall. When given the choice between having their child attend school with social distancing in place and distance learning, overwhelmingly, parents wanted their child to be in school even if that meant strict social distancing. Parents expressed concerns for their child’s physical and emotional well-being if they had to experience school with mandatory mask wearing and social distancing and the associated requirements. The second most voiced concern was for safety. Parents feared that safety guidelines would not be followed and their child would contract COVID-19 or infect a family member. California Department of Education, July 2020. Parents and staff were all given the opportunity to give input in the development of the Learning Continuity Plan. The common theme among all groups providing input is the desire to return to in-person instruction even if it has to be a hybrid model and the concern about students’ social emotional well-being.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The Learning Continuity Plan was developed based on State requirements and stakeholder input. Input from all stakeholder groups made it clear the goal is to return to classroom-based instruction as quickly and safely as possible. All students, every day is preferred but a hybrid model would be acceptable instead of distance learning. In response, Brittan School District will apply for a waiver from the county health department once they are being accepted. In addition, based on feedback, the In-Person Instructional Offerings section allows for all students to return fulltime with the exception of kindergarten which would have am/pm sessions. Stakeholders expressed concerns about the social-emotional impacts social distancing and masks have on students. Keeping those concerns in mind, the Learning Continuity Plan was developed to maximize social distancing and minimize the need for masks. Other aspects of the plan influenced by stakeholder feedback is the ability to borrow devices and hotspots from the district and additional social emotional supports for students. Teachers and students both desired live interactions, therefore, frequent synchronous (live) classes are scheduled throughout the day. In addition, times for intervention and office hours give students optional times to engage with their teacher and supplemental programs and resources are in place to support virtual classroom instruction.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Through mid-July, the district was moving forward with plans to reopen school with students attending on campus through social distancing, and extensive safety measures, and planning. On July 17th Governor Newsom mandated that Sutter County would begin the 2020-21 school year with full distance learning. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening. While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan learning models so it will be prepared to bring students back once it is safe to do so.

Brittan School will continue to align decision-making to public health experts at the state and county level, and to orders and guidance provided by Governor Newsom. Included below is the district’s current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is tentative and will continue to be responsive to state and county guidance and the district’s own monitoring of community conditions and needs.

Tentative planning includes:

When Brittan School District closed schools in the spring and launched Distance Learning, the goal was to provide flexibility as the District, community, and families learned how to navigate the COVID-19 crisis. For the fall, the goal has changed. Brittan will be providing a learning situation that is as close as possible to the typical school schedule. Teachers will be covering the same content, student work will be graded and attendance will be required. Distance learning must be rigorous and include daily, live interaction with teachers and other students. Schools must ensure all students have access to devices and internet access. The reopening plan for schools is designed to adapt to changing public health conditions and easily transition to face-to-face learning, distance learning, or a hybrid model. Brittan School will be developing a three phase process to reopening schools. The following descriptions are a starting point to this phase in process and will be more fully developed as we incorporate stakeholder input.

EVERYONE

Phase One - Distance Learning: Due to the public health order and Governor Newsom’s announcement, Brittan School District will begin the school year with distance learning.

FULL DISTANCE LEARNING OR HYBRID MODEL

Phase Two - Hybrid Model: When students are able to return to in-person instruction, Brittan School will implement an A/B Day Hybrid model as a transition to being fully back on campus. Under this model, students will attend school in person two days a week (Monday and Tuesday or Wednesday and Thursday) and Friday will participate in distance learning. The district will ensure that siblings are placed on the same schedule. The Hybrid model schedules cohorts of students so that only 1/2 of all students are on campus at one time.

During Phase Two parents and students will also have the option to continue to participate in Distance Learning and will receive daily “virtual classroom learning” from their homes. A Distance Learning teacher or teachers will provide instruction via rigorous live and recorded lessons, offline learning, and rich learning opportunities for students to collaborate online, small groups and 1:1 support. Students will be following a virtual bell schedule and will be encouraged to dress appropriately for school. A school/family agreement will be shared that outlines expectations.

M-F IN PERSON OR FULL DISTANCE LEARNING (NO HYBRID)

Phase Three - Full Return to School: A return to face-to-face instruction, with students being on campus Monday through Friday. Students will retain their pre-existing schedules. Daily rigorous and engaging instruction will be provided by the teachers to meet the needs of the students.

During Phase Three parents and students will also have the option to continue to participate in Distance Learning and will receive daily “virtual classroom learning” from their homes. A Distance Learning teacher or teachers will provide instruction via rigorous live and recorded lessons, offline learning, and rich learning opportunities for students to collaborate online, small groups and 1:1 support. Students will be

following a virtual bell schedule and will be encouraged to dress appropriately for school. A school/family agreement will be shared that outlines expectations.

No matter what the format, all learning will be standards based and use District adopted curriculum and content. Lessons will be designed to be reasonable and meaningful to promote student engagement. Google Classrooms and Seesaw will be used by teachers in all learning scenarios. The District aims to maintain or improve the 90+% attendance rate achieved since distance learning began. The transition to other delivery models and formats, to meet the needs of all students and families, will require additional planning and resources, and will include input from staff and parents as much as possible.

Cohorts

- To effectively coordinate with Sutter County Public Health efforts to conduct contact tracing, students will be placed in cohorts, or kept in designated clusters, as much as possible. TK-6 Grade will stay with the same cohort and teacher throughout the day. Junior high students will continue with the same cohort, but change teachers. Specific plans for travel from class to class have been created in order to maintain social distancing in the hallways. Classes will be sanitized between each student cohort.
- Cohorts of students participating in in-person instruction will be on the school site at designated times, with disinfection occurring between those times.
- Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction (not teaching at a physical school site).
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using Zoom breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping recommended spacing between students within classrooms. Current analyses of the district's physical space and classrooms have determined that most classrooms can accommodate up to 25 students.

Junior High Scheduling

- In the event that students can return to the school site, seventh and eighth grade students will utilize a five period day, with the four core classes they are involved in through Distance Learning, and the addition of physical education taught by one of the junior high teachers. This will maintain continuity with the existing scheduling model and teachers.
- As students are allowed to return to the school site, they will continue to receive RTI and EL services with their ELA teacher. As students return to the school, students with special needs can begin to receive their service on site in small groups.

- Most of the District's related service providers are able to provide their services in a virtual setting. ELD Students, Students with special needs, RTI, and counseling will be provided through Google Classroom or Zoom Conferencing.

The district's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures.

Key measures include:

- **Physical distancing:** Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- **Face Coverings:** Wearing a cloth face covering is required for all Brittan School District staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- **Ventilation and Air Flow:** The District shall ensure all HVAC systems operate on the mode which delivers the most fresh air changes per hour, including disabling demand-controlled ventilation, and open outdoor air dampers to 100% as indoor and outdoor conditions safely permit. Air filters shall be MERV-13 or higher and changed at the recommended intervals. Portables and/or other rooms without adequate central HVAC shall be equipped with low noise HEPA air filters with a large enough capacity and flow rate for the square footage of the room.
- **Entrances and Exits:** Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
Designated 'Isolation Room': Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- **Classrooms:** Classrooms will be arranged to allow for recommended distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- **Common Areas:** Signage, cones, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- **Recess and Play spaces:** Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.

- Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient.

Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary.

Staff will work with Sutter County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed. The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs.

Brittan School District recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in late June- August . This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed the district's efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	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	Yes
Health Materials: Additional thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$1931.00	Yes

Description	Total Funds	Contributing
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	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	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	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	Yes
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	\$3974.00	Yes
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	\$7,226.00	Yes
Handwashing Stations: Additional handwashing stations for locations where sink access is insufficient.	\$300.00	Yes

Distance Learning Program

Continuity of Instruction

A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Brittan School will provide a continuity of instruction and learning to ensure that pupils have access to the same curriculum and instructional resources that they would have if they attended at the school site. The district will provide a rigorous curriculum that meets the California state standards. If students transition from distance learning to attending on-site they will continue with the same curriculum as they had during distance learning.

Teachers will use Google Classroom, SeeSaw, and Google Meets as their on-line learning platforms.

Teachers will provide synchronous instruction through Google Meets in which students engage together with the teacher and their classmates.

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

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

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

Teachers will use 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.

Distance learning will be the only learning platform until the end of the first trimester. If students are allowed to return to the classroom, this allows for time to prepare to transition to in-school instruction.

Families will have advanced notice via email, phone calls, and virtual platforms to plan for the transition back to school.

Families will have the option to continue with distance learning if they are uncomfortable returning to school.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Brittan School District will ensure 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.

Based on the challenges some families had last year engaging in on-line learning, the District has purchased chromebooks and laptops to provide devices to all students who request one.

The Brittan School Board approved the purchase of devices to ensure that all students have access to technology.

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.

Chromebook/ Laptops and other school supplies were passed out August 24th-26th. Students were scheduled to come according to grade level and teachers met them in the parking lot with their device, books, and other supplies.

Teachers will continually monitor student progress and engagement. If a student is not engaged, a teacher will check in with the student and family and address any connectivity or access issues that they may be having.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Brittan School District will assess student progress through synchronous and asynchronous instructional minutes. Teachers will use Google Classroom for their distance learning classroom.

Teachers will collaborate and provide consistent instruction as grade level teams.

Teachers will meet as a class daily through Google Meets.

Teachers will take attendance, provide instruction, and provide time to assist students and answer their questions daily.

Single subject teachers will meet with all of their classes daily through Google Classroom and Google Meets.

Multiple subject teachers will meet with their students daily for additional reading, math, science, and social studies.

Teachers will be available through Google Meets daily to provide one on one and small group instruction.

Teachers will create and assign daily asynchronous assignments.

Teachers will complete a daily student log that records student/parent contact, synchronous instruction, asynchronous instruction, and completion of assignments.

Teachers are required to provide synchronous/asynchronous instructional minutes daily.

Tk-K180

1-3 230

4-8 240

Teachers will monitor and record student progress based on goals toward standards and assigning grades on assignments, progress reports, and final report cards.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

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

Teachers were given an additional 12 paid professional development days to learn how to use the technology, prepare lessons and presentations and create their Google Classroom.

A survey will be given to teachers monthly to discover their needs for professional development, technological support, and materials to facilitate distance learning.

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

The technology specialist has been working closely with grade level teams to help teachers troubleshoot and prepare to launch their Google Classroom.

The District has 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, a calendar of future professional development opportunities, and all forms necessary for Distance Learning.

The District will continue to assess teacher’s needs in regards to professional development as the year moves forward and needs arise.

The District will be working with the SCOE to provide counseling services and provide training for teachers in the use of social and emotional health curriculum.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Members of Brittan School Staff have taken on new roles and responsibilities as a result of COVID-19.

Junior high teachers have assumed the role of PE teacher during remote learning.

Some teachers such as 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.

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.

The Brittan School District administration has listened to the needs of the teachers and responded by purchasing technology and providing adequate time and training.

Brittan School District will continue to monitor and assess the needs of the teachers and respond by providing training and addressing their technology needs.

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

The District is in the planning phases of bringing back some paraprofessionals to assist teachers with small group instruction.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist 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.]

Brittan School District's motto is "Every student, Every day." This means that we need to maintain the inclusion of each and every learner.

Appropriate supports for students receiving Special Education:

- Ensure 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:

- Supports and instruction 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.

The COVID-19 School Closures that took place last March impacted all students. Unfortunately, those students such as ELL's, students with disabilities, economically disadvantaged students, homeless students and students in foster care were affected disproportionately by the unanticipated rush to distance learning.

Brittan School District is committed to ensuring equitable access to engaging, grade-level content and instructional rigor for all students.

To make grade-level content accessible for all students.

At this time Brittan School District does not have any Homeless or Foster Youth, but we are including this so processes are in place for these youth.

Distance Learning supports specific to Homeless Youth will include:

1. Coordination & communication with shelters to engage students in distance learning.

2. Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
3. Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services.
4. Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
5. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
6. Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer.

Distance Learning supports specific to Foster Youth will include:

1. Case management to support all eligible foster youth.
2. Weekly and/or bi-weekly check-ins with students and foster parents via phone, Zoom, and e-mail.
3. Monitoring of attendance/engagement and communication with teachers and administrators when needed.
4. Referrals to both district and community agencies for additional support/resources as needed.
5. Online tutoring services will be offered to eligible foster youth.
6. Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

English Learners:

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

- Kindergarten: 40 minutes/week
- Grades 1-8: 60 minutes/week

Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson.

Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

Students with Disabilities:

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- 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.
- 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) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply 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 will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

Additionally to support all students, including students with exceptional need, foster youth and students experiencing homelessness 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, students are assessed three times per year using STAR Math and STAR Reader. Additionally, special education staff provide instructional support for students in accordance with their Individualized Education Plan (IEP). Brittan School's English language development teacher meets with students by grade level band/EL level for half an hour each day on Zoom for designated ELD instruction using the ELD materials in the adopted ELA program, Wonders for K-3, and Academic Vocabulary Toolkit for grades 4-8. The EL teacher works with classroom teachers to support lessons in the classroom, makes sure all EL students have computers and connectivity, meets with students when they come to get materials to assess needs of parents and students, checks in with students, and reaches out to students if they aren't participating in distance learning. In addition, the EL teacher works with teachers to scaffold directions and lessons for students. EL students are further supported through the use of language support tools embedded in the online learning platforms, such as translation, dictionary, and read aloud features, as well as through the use of Google Translate. Students experiencing

homelessness are provided referrals in securing housing and food options. Technology devices and connectivity are provided to students in need, including all student groups. In addition, students having no access to internet may work at the school in the multi-use room. This is for a limited number of students and they must practice social distancing and wear face coverings. Teacher led office hours are offered to all students with an emphasis on meeting with foster youth, English learners, and low-income students. This provides students additional time for reteach and/or reassessments or a little more time with the teacher. During office hours teachers check-in with students and their parents to assess the needs of the family and determine if there are barriers to distance learning. Students with unique needs and their families do not usually feel comfortable asking for help in large groups so these smaller scheduled.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Devices: Chromebooks and laptops were made available for all students who need a device to access distance learning at home.	\$152,298.00	Yes
Additional Technology to Support Distance Learning: headsets, television monitors, and laptops/devices for staff. Software programs and additional technology times.	\$66,737.00	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	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	Yes

Pupil Learning Loss

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Brittan School District has created plans to identify and address gaps in learning that came with school closures last March and over the summer. This plan includes monitoring students' progress on grade level appropriate assessments and adjusting supports based on student results.

School sites are being provided a full month of time in which to administer the initial assessment to allow teachers to effectively establish a safe learning environment and re-engage students in school. Teachers need time to focus on creating learning environments that feel both physically and psychologically safe for students (and adults). Educators need to work to re-engage students in school, emphasizing the importance of the school community and the joy of learning. Administering tests too soon undermines both of these objectives. It is therefore entirely appropriate to employ assessments as a broad temperature check a few weeks into the school year—which is when they are typically administered in a normal school year.

It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills.

Understanding learning loss may have occurred, Brittan School District has taken steps to ensure learning opportunities are available and meaningful to all students, including economically disadvantaged, English learners, foster youth, homeless, and students with disabilities. In supporting California Department of Education, students of special populations, teachers use multiple methods of providing instruction to meet students' needs such as whole group, small group, or one to one. English learners focus on the same grade-level academic standards that are expected of all students. All English learners receive a program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. During distance learning, this instruction may include instruction via Zoom, supplemental physical and virtual resources, instructional packets, or projects. Students with disabilities are included in all offerings by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. Through parent feedback, special education staff determines what is working for each student in distance learning as well as what accommodations and modality of learning allow the greatest access. Special education teachers collaborate with general education teachers to ensure appropriate accommodations, modifications, and support are provided during distance learning instruction. Brittan School District ensures that students experiencing homelessness and foster youth have equitable access to all school activities, whether online or in-person. During distance learning, teachers reached out to, and supported students who are not engaged and participating. Students are supported with access to mental health providers to support students virtually and/or on-site. Families are provided with information, resources, and/or support for social and emotional well-being and trauma informed approaches. Students who are low income may not have access to the technology or connectivity necessary for distance learning. Brittan School District has purchased devices and internet hotspots to ensure the technological needs of students are met. Food insecurities often contribute to a decline in a student's academic performance; therefore, all students five breakfasts and five lunches are provided each week for students participating in the free and reduced meal program.

Eligible Foster Youth will be provided online tutoring services based upon needs identified in the case management support process.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

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 students can be recorded and appropriate instruction is given to the students learning needs. Additional digital curriculum is being purchased to support students across the TK- 8 grade level continuum.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	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	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

During difficult times, the priority for creating an effective learning environment is to first focus on student and family safety and well-being. Only when students feel safe will they be able to successfully tackle learning. The Brittan staff will work together with Sutter County Office of Education , Intervention and Prevention Programs Department to coordinate a District-Wide plan to support students and staff to address trauma and other impacts of COVID-19. All staff are working together to integrate positive behavior support, social-emotional learning and response to intervention strategies in the new working environment. Maintaining existing relationships, and building new ones, is the key to building a positive school climate that promotes success. Schools will be offering services to transition back to campus as seamlessly as possible. Now more than ever, families and school staff will need to work together to remain flexible and collaborative in assessing individual student needs. Resources and strategies will include: Daily social and emotional lessons across all grade levels. COVID-19 training for all students in hygiene and prevention. Virtual 504 meetings, counseling and referral services. Virtual special education services and IEP meetings - Guidance for students who are English Language Learner - Teacher office hours for additional support and services. Our District website will provide with resources for parents and community. Homeless Liaison will work with students from families experiencing homelessness. While planning for the implementation of distance learning Brittan School District acknowledges the unique needs of its most at-risk students. Supports for the social emotional needs of the students who are Socioeconomically Disadvantaged, English Learners, or Foster Youth will continue during this time with resources posted on the website for families and personal contact with students by teachers, administrators, and the school psychologist. Bilingual services and staff are available as needed.

Tier 1: Community and Family Engagement and Support
Brittan School District will collaborate with stakeholders, such as the bi-county behavioral health department, to promote staff wellness and provide workshops and supports regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience.
Brittan School District will include information and links on our website to increase access to mental health and wellness resources.

Provide a link to CDE’s Resources for Students in Crisis.

Tier 1: Universal Supports: Staff Wellness

Brittan School District will promote mindfulness techniques and staff social supports.
Brittan School District will provide routine communication (in-person or virtual) to staff members to encourage self-care, including examples, and examples of wellness (e.g., saying no, accepting oneself and others, and not being at 100% all the time).
Provide a monthly informational insert in staff checks about mental wellness and local resources.

Tier 1: Classroom Strategies

Brittan School Educators will establish and implement daily routines for both in-person and remote delivery.
Brittan School Educators will include stress management or mindfulness practices in daily classroom routine.
Brittan School Educators will consider the impact of stress and trauma when assessing and supporting students.

TIER 2/3: Early and Targeted Intervention for Students and Staff

Brittan School District will align district funding, policies, and programs to fully support mental wellness for students and staff.
Brittan School District will maintain or expand student mental health services using LCFF, ESSA Title II and IV funds, or other leveraged resources.
Brittan School District will coordinate with mental health partners to ensure confidentiality.
Brittan School Staff will assess what supports are currently in place to assist students with mental health issues.
Brittan School Staff will encourage students to use counseling services as needed. Promote messaging to remove stigma.
Provide information about and access to tele-behavioral health services for counseling services.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Brittan School District has developed a plan to monitor pupil engagement and outreach through tiered re-engagement strategies for those who are absent. The District has created a Daily Student Engagement Log for all students.

1. Teachers fill out a daily student engagement log which monitors synchronous and asynchronous participation, student contact, and assignments completed.
2. Teachers report this information weekly to the front office through daily student engagement reports. It is then transferred into AERIES.
3. Front office and teachers utilize new codes for engagement within AERIES.
4. The District developed a Multi-Tiered System of Support in reaching out to families of students who are absent and not engaged.
5. Teachers monitor student engagement and follow a Multi-Tiered System of Support in reaching out to students and parents who are absent, or not engaged.
6. The District provided training to teachers on attendance and engagement monitoring and tier one support.

Tier Definition Re-engagement Strategies:

1. Students attending school regularly (% TBD):Positive relationships, engaging school climate, clear and consistent communication between school and families.
2. Students who attend/engage moderately (% TBD): Phone calls home, informational postcards, training with technology, provide device for distance learning (as needed).
3. Students who attend 40% or less Action Plan created with student and family, School Attendance Review Team (SART) meeting.
4. Unreachable students: No contact or engagement,home visits, referral to SARB, referral to outside agencies

To support implementation of the above strategies, site-level attendance and engagement teams will conduct weekly data reviews, to identify issues and students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind. When a student is unable to attend/engage daily, either virtually or in person, schools may need to implement Short Term Independent Studies contracts. This option would not be distinct from the full distance learning model for all students. Students on Short Term Independent Studies contracts are required to work independently without synchronous learning time. We will provide consistent, clear and routine communications and engagement in multiple modalities.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Considerations for Changes in Food Service Operations Health and Hygiene Promotion
Our Food Services Coordinator will serve as our district’s designated Food Services COVID-19 Coordinator.
All food services employees will practice vigorous handwashing and use of a cloth face covering when near other employees or students.
Adequate supplies for both employees and students will be provided including soap, hand sanitizer, and tissues.
Signs on how to stop the spread of COVID-19 will be clearly posted.

Cleaning and Sanitation:
Standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens will be updated.
All employees will be trained on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.
Surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads will be cleaned and disinfected regularly. Timers for cleaning reminders will be utilized.

Meal Preparation:
Gloves, masks, disposable aprons, and other supplies will be made readily available.
Food Services staff will promote fresh healthy menu options that are individually plated meals and pre-portioned and pre-wrapped produce.
Food Services staff will use disposable trays and wrap cold items in plastic and hot food with foil.
Consideration will be made for how work stations can be reorganized for proper physical distancing during meal preparation and meal service.
Adjustments to employee shifts will be considered in order to minimize the number of staff in the kitchen.

Onsite Meal Service:
Food Services staff will serve meals in the classroom, or will use outdoor seating, in order to limit the number of students congregating in one place.
If allowed to use the cafeteria, Food Services staff will encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible. Meal times will be staggered to allow for cleaning between meal services and to serve students in smaller groups.
Groups or tables will be at least six feet apart by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
Physical guides will be installed, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least six feet apart in lines or while waiting for seating.
“Share tables” and self-service buffets for food and condiments will be removed and disallowed.
Food Services staff will wear masks and gloves while using point of service (POS) touch pads, replace touch pads with a scanner, or have hand sanitizer available.

Physical barriers, such as sneeze guards and partitions, will be installed at POS and other areas where maintaining physical distance of six feet is difficult.
If possible, access points for providing meal service will be increased.
Food Services staff will clean every table between groups of students or meal service times.

Offsite Meal Service: (with approved USDA waivers)
Brittan School District will offer grab-and-go student meals for consumption at home, including curbside pick-up options.
Brittan School District will assess whether there are students who are unable to access school meal distribution sites and identify ways to address these gaps.
Brittan School District will evaluate data regarding student participation in meal services to help ensure all students in need of meals are being served.

Communication with Students and Families:
Brittan School District will notify parents and the school community about school meal service and options.
Brittan School District will use a variety of communication methods such as social media, newsletters, and school websites.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	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	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	\$5,000.00	Yes

Section	Description	Total Funds	Contributing
	initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing.		
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	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	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.95%	\$354,702.00

Required Descriptions

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

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context.

Two actions related to device and connectivity access are being applied across the district, but are primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed laptops and chromebooks to any student who requested one and will continue to distribute devices to incoming Kindergarten students, new students at grades 1-8 , and any continuing students who still need a device. Targeted outreach is being developed to make contact with 'unreachable students' and determine technology needs.

Several actions from the existing LCAP that are both (a) being implemented district wide and (b) increasing or improving services for unduplicated students are being maintained in the 2020-21 school year.

These actions include: Providing Standard Based Curriculum to students through distance learning and keeping the same curriculum as students move back into the classroom. The district has provided a range of professional development to learn the technology necessary to keep students engaged in distance learning. One of one, small group instruction, recorded lessons, and RTI will meet the needs of unduplicated students, as well as all students. Students will receive synchronous and asynchronous instruction through Google Classroom, Google Meets, and Zoom.

Teacher Collaboration Time:

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to demonstrate inequitable outcomes in our district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the year will include Designated and Integrated ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small group and 1 on 1 synchronous instruction can be used most effectively. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

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

The Brittan Elementary School District receives approximately \$ 359,677.00 in supplemental and concentration funding for the 2020/21 school year. A review of the district's needs, along with stakeholder input, determined that utilizing the funds for the following services and programs would be the most effective use of funds to meet the goals for unduplicated pupils. Programs and services support the academic achievement and engagement needs of our students with unique needs. Programs and services principally directed for these student groups include: purchasing devices and hotspots; English language development services; benchmark testing, progress monitoring, and pre-referral supports for academic needs; Tier II intervention; supplemental literacy and English development materials; home to school transportation, and additional personnel focused on supporting students and engaging their families.