

Briggs Elementary School District

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	Briggs Elementary School District
Street	14438 West Telegraph Rd.
City, State, Zip	Santa Paula, CA 93060
Phone Number	(805) 525-7151
Principal	Samuel Pacheco
Email Address	spacheco@briggsesd.org
School Website	www.briggspanthers.org
County-District-School (CDS) Code	56724476054969

2021-22 District Contact Information

District Name	Briggs Elementary School District
Phone Number	(805) 525-7540
Superintendent	Deborah E. Cuevas
Email Address	dcuevas@briggsesd.org
District Website Address	www.briggsesd.org

2021-22 School Overview

The 2020 -2021 school year brought about some changes as we went to 100% Distance Learning due to Covid 19. This created some challenges but the school district was able to implement a plan to ensure that every student had a device and internet access. This was done by providing some households with in home internet and or hot spots. Students also received school supplies to support student learning at home. The district was also able to train all staff in Zoom to deliver synchronous instruction. Asynchronous instruction was also provided to all students by allowing access to Google Classroom and various software and online programs that students have access to. Students returned to in person learning in March of 2021 through a hybrid model. Students were placed into cohorts to bring students in to school on a rotational basis. Cohort A attended school on Mondays and Tuesdays and Cohort B attended on Thursday, and Friday. Wednesdays, were reserved for deep cleaning at the sites and students met with their teachers via Zoom. There was also a third option for those households that wanted to stay in Full Distance Learning. The school day was shortened and students received a school meal in the form of a Grab –N – Go lunch. We transitioned out of hybrid learning to in person learning by bringing all students back on campus by grade levels. All grade levels returned to campus by April 2021. By early May of 2021 students were able to attend school four days a week.

Briggs School teachers and administration understood that students were anxious upon returning to in person learning. There was an immediate need to include social emotional goals into our learning plan. Students have access to Suite 360, an online program that teaches coping skills, social awareness and has a strong focus on mental health. Students have access to an on-site counselor and teachers understand that this transition back to school must also include mindfulness. Teachers will continue to teach the standards to a high level and rigor, however we understand the challenges that this pandemic has created.

We have a strong focus on reading and math.. Students have access to MyOn for access to online reading books. Students use Accelerated Reader to check reading comprehension. Students use Achieve 3000 daily to help build reading Lexile scores. Teachers teach to a high level when it comes to math standards. We will focus on the whole child ensuring success for all students.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	50
Grade 6	56
Grade 7	68
Grade 8	71
Total Enrollment	245

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
Hispanic or Latino	98
Two or More Races	0.8
White	1.2
English Learners	30.6
Homeless	4.9
Socioeconomically Disadvantaged	63.7
Students with Disabilities	8.6

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Briggs School sets a high priority on ensuring that sufficient and current textbooks and materials are available to support the school's instructional programs. Briggs follows the State Instructional Materials Adoption Cycle, which reviews and adopts instructional materials on a seven-year cycle that coincides with the State curriculum adoption cycle. Teachers, administrators, and parents review proposed texts and materials, and then make their recommendations to the School Board for official adoption. New materials were purchased for language arts intervention during the 2009-2010 school year. Houghton Mifflin/Harcourt Language Arts was adopted by the school district during the 2017 - 2018. Mathematics textbooks were adopted in the 2014-15 school year for grades 6-8. A new History Curriculum called TCI was adopted in 2020. This new material meets state standards. Science Curriculum was adopted in 2018 by implementing STEMScopes for all students in grades 5-8. . Currently, students have their own set of textbooks. The district has affirmed that each student has their own textbook to use in class and to take home.

We are well aware that computer literacy is extremely important in our modern society, and have taken steps to ensure that students have access to computers. Every classroom offers access to laptops, a printer, a Newline, TruTouch, Interactive Flat Panel, and document camera on a daily basis.

Classes offered in the visual and performing arts include theater.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Write Source Adopted 2001-02 Language! (4-8) Adopted 2009-2010 McDougal Littell: Grammar for Writing 2012 K-6/Houghton Mifflin Harcourt K-6 Journeys, Houghton Mifflin Harcourt Collections 7-8 Adopted 2017		0
Mathematics	Pearson enVision Math Common Core Adopted 2016 Pearson Connected Math 3 (6-8) Adopted 2014-2015		0
Science	STEM Scopes Accelerate Learning 2016 5 -8		0
History-Social Science	Social Studies Alive! Americas Past (5th Grade) History Alive! Me and My World (6th Grade) History Alive! The Medieval World and Beyond (7th Grade) History Alive! The United States Through Industrialism (8th Grade) Adopted 2019-2020		0
Health	The Great Body Shop 2016 Positive Prevention Sexual Health Education for America's Youth	Yes	0

School Facility Conditions and Planned Improvements

Briggs School, built in 1926, houses the library, five classrooms, school offices, staff lounge, kitchen, and auditorium. In the 1950s, two additional buildings were built, which house six classrooms. The main building (A) and building B went through modernization in 1989. Building C was modernized in the summer of 2004. Additional parking, roofing, and electrical and mechanical infrastructure have been replaced in the last five years. Restrooms in the main building at Briggs Elementary School were remodeled during the summer of 2008, with remodeling to security fencing as described above during spring of 2010 and the secure front entry system was added in 2013.

We strive to maintain a safe, clean, and orderly campus that is conducive to learning. The combined efforts of students and staff help keep the schools clean and litter free. Our custodians take pride in maintaining organized, clean, and safe facilities.

Schoolwide assertive discipline procedures have been implemented. All visitors must sign in at the office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times.

Briggs School, utilizing bond funding, extensively replaced or modernized all existing windows in the main building of the school. In building Wing B, the North facing windows were all replaced to new conditions. This modernization was completed in 2018.

All classrooms retrofitted with energy efficient lighting and thermostats in 2018.

Briggs School Measure K playground project involved a series of projects that involved restoring, adding and modernizing equipment and spaces to meet federal and state regulations. Basketball courts were updated to include one regulation size court new fencing and backboards. A landscaped reading courtyard with reading benches was added to enhance a prior underutilized section of the school. Handwashing stations were added into the project during the COVID pandemic. Enhanced ADA compliant features included new handicapped accessible water fountain, new, sidewalk leading to the front entrance of the school and added parking space that provided more handicapped accessible parking spaces. The project was completed in June of 2020.

Year and month of the most recent FIT report

September 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			Roof repair on building C was completed in 2015.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Window replacement, was completed in the main building. Bond Measure K was the funding source. Playground needs resurfacing.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	248	245	98.79	1.21	36.73
Female	114	113	99.12	0.88	44.25
Male	134	132	98.51	1.49	30.3
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	242	239	98.76	1.24	35.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	74	73	98.65	1.35	19.18
Foster Youth	0	0	0	0	0
Homeless	24	24	100	0	25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	167	165	98.8	1.2	32.12

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	4.76

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	248	245	98.79	1.21	12.65
Female	114	113	99.12	0.88	14.16
Male	134	132	98.51	1.49	11.36
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	242	239	98.76	1.24	12.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	74	73	98.65	1.35	2.74
Foster Youth	0	0	0	0	0
Homeless	24	24	100.00	0.00	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	167	165	98.80	1.20	12.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	13.22	N/A	13.22	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	124	121	97.58	2.42	13.22
Female	52	51	98.08	1.92	13.73
Male	72	70	97.22	2.78	12.86
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	120	117	97.50	2.50	12.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	29	28	96.55	3.45	3.57
Foster Youth	0	0	0	0	0
Homeless	18	18	100.00	0.00	22.22
Military	0	0	0	0	0
Socioeconomically Disadvantaged	86	84	97.67	2.33	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

During the COVID-19 pandemic, no visitors were allowed on campuses. The district strictly adhered to the guidelines from Cal-Osha, the California Department of Public Health, and the Ventura County Department of Public. However, in March of the 20-21 school year, we began a phased return to in-person instruction. All grade levels returned to campus by the end of April of 2021. Families had options to either return their child to in-person instruction or remain in distance learning. Throughout the return, the district adhered to strict COVID-19 guidelines. Parents were not allowed on campus as visitors or volunteers. However, parent involvement for School Site Council continued and thrived. Parent conferences during the spring session remained on-line and participation was high. Our online parent communication system – Qcommunication was an effective tool that was used throughout the pandemic and reached the majority of our families.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	249	248	15	6.0
Female	115	114	7	6.1
Male	134	134	8	6.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	243	242	15	6.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	4	4	0	0.0
English Learners	77	76	6	7.9
Foster Youth	0	0	0	0.0
Homeless	12	12	0	0.0
Socioeconomically Disadvantaged	169	168	12	7.1
Students Receiving Migrant Education Services	8	8	0	0.0
Students with Disabilities	23	22	4	18.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.53	0.80	2.36	0.39	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.52	3.51	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.80	0.00
Female	0.00	0.00
Male	1.49	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.18	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The District superintendent and site principal update the School Site Safety Plan annually. All staff members are provided with regular in-service training regarding the plan and methods to provide a safe learning environment. Courses of action have been prepared for instances of fire, earthquake, intruder, and disaster. School uniforms are currently not required due to COVID-19 and a no-tolerance policy for weapons, drugs, and violence has been adopted. The staff has received first aid training, and an Injury and Illness Prevention Program is in place. Additional parking was added to lessen the congestion during student drop off and pick up. A new electronic gate was installed in the staff parking lot in late spring of 2010, keeping the campus more secure and allowing access to the campus through that gate to only those individuals with the code. To ensure better control of access to the campus, a new front door security system with a camera and coded access was installed in 2013 at Briggs School. The School Safety Plan was last reviewed, updated, and discussed with the school faculty on March 10, 2021.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	4	6	
Mathematics	25	1	5	
Science	22	4	3	
Social Science	25	1	5	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	5	3	1
Mathematics	25	1	5	
Science	21	6		1
Social Science	25	2	4	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	2	6	
Mathematics	23	1	5	
Science	23	1	5	
Social Science	23	1	5	

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,913	\$2,465	\$9,447	\$70,583
District	N/A	N/A	\$18,141	\$69,552
Percent Difference - School Site and District	N/A	N/A	-63.0	1.5
State			\$8,444	\$72,352
Percent Difference - School Site and State	N/A	N/A	11.2	-2.5

2020-21 Types of Services Funded

- Title I, Part A - Educating Disadvantaged Students
- Title II, Part A - Teacher Quality
- Tobacco Prevention Education
- TUPE
- Peer Assistance & Review
- Special Education
- Speech and Language
- Occupational Therapy
- Technology
- Library
- Transportation for all students who live in the district
- Breakfast and Hot Lunch Program
- After School Program
- Student Study Team
- Student Council
- Parent Faculty Organization
- Spelling Bee
- Student of the Month
- Eighth Grade Promotion
- Science Fair/Book Fair
- Tutoring
- LCAP in Action Services
- Robotics

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,353	\$47,265
Mid-Range Teacher Salary	\$74,143	\$69,813
Highest Teacher Salary	\$97,644	\$91,237
Average Principal Salary (Elementary)	\$127,803	\$113,466
Average Principal Salary (Middle)	\$127,803	\$115,186
Average Principal Salary (High)	\$0	\$0
Superintendent Salary	\$169,113	\$131,359
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	6%	7%

Professional Development

The Professional Development Program is guided by the annual improvement goals developed by the LCAP team. The primary focus for staff development has been safety, school climate and Common Core Standards-based curriculum adoption and planning for instruction during COVID-19.

The district devotes three days during the school year for district staff development. However, throughout the year, teachers are encouraged to participate in workshops, conferences, and other training which is tailored to their classroom assignments and which will enhance their instructional practices.

During the COVID-19 pandemic, all staff development training was completed via zoom. Employees worked at their sites in their classrooms. Workgroup sessions included training in STAR Assessment and Reporting, Accelerated Reader and the Ellevation program. The goal was to improve usage of our online programs and enhance the learning of the programs' advanced features. Targeting Solutions, mandatory online coursework, was also completed during professional development days.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Briggs Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Briggs Elementary School District
Phone Number	(805) 525-7540
Superintendent	Deborah E. Cuevas
Email Address	dcuevas@briggsesd.org
District Website Address	www.briggsesd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	347	342	98.56	1.44	33.04
Female	165	163	98.79	1.21	39.88
Male	182	179	98.35	1.65	26.82
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	340	335	98.53	1.47	32.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	129	127	98.45	1.55	19.69
Foster Youth	0	0	0	0	0
Homeless	42	42	100.00	0.00	14.29
Military	0	0	0	0	0
Socioeconomically Disadvantaged	236	232	98.31	1.69	28.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	34	94.44	5.56	5.88

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	347	341	98.27	1.73	12.02
Female	165	162	98.18	1.82	14.81
Male	182	179	98.35	1.65	9.50
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	340	334	98.24	1.76	11.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	129	127	98.45	1.55	4.72
Foster Youth	0	0	0	0	0
Homeless	42	42	100.00	0.00	9.52
Military	0	0	0	0	0
Socioeconomically Disadvantaged	236	231	97.88	2.12	11.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	34	94.44	5.56	0.00