

Briggs Elementary School District

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

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

2022-23 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

2022-23 School Overview

The 2021 -2022 school year signaled a huge change back to a normal school environment. There were still COVID -19 protocols in place however, students were brought back to in person learning at the start of the academic school year. Teachers, parents and students were back in school and were happy to be back to regular classroom instruction. Students continued to have access to school issued Chromebooks and Hot Spots as needed, these devices were allowed to be used at home and school for internet access. Students also received school supplies to support student learning at school. The district continued to provide support in Zoom so that teachers could continue to meet with parents as needed. This gave parents the choice of meeting in person or via Zoom. Students at Briggs have access to classroom material via Google Classroom. Teachers are able to assign material to students in 5th through 8th grade. Students can communicate with teachers regularly and consistently via online platforms.

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 had access to our school counselor and teachers recognized that instruction would include social emotional support. There is a big push for social awareness and a strong focus on mental health. Students have continual access to an onsite 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 and we celebrate student accomplishments.

Students have access to MyOn for access to online reading books. We have also partnered with the Ventura County Mobile Library services to provide access to reading material on a check out basis. Students use Accelerated Reader to check reading and math 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	42
Grade 6	61
Grade 7	54
Grade 8	67
Total Enrollment	224

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	53.1
American Indian or Alaska Native	0.0
Asian	0.4
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	97.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.9
White	0.9
English Learners	36.2
Foster Youth	0.0
Homeless	2.2
Migrant	4.9
Socioeconomically Disadvantaged	68.3
Students with Disabilities	10.7

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.90	82.94	25.50	90.56	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	6.41	1.00	3.55	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.60	10.65	1.60	5.89	18854.30	6.86
Total Teaching Positions	15.50	100.00	28.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

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 School 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.

Student technology includes a Chromebook issued to every student. Classroom technology includes a teacher laptop, a printer, a Newline TruTouch Interactive Flat Panel, and document camera.

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
Foreign Language	N/A		

Health	The Great Body Shop 2016 Positive Prevention Sexual Health Education for America's Youth	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

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.

School Facility Conditions and Planned Improvements

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		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	33	N/A	31	N/A	47
Mathematics (grades 3-8 and 11)	N/A	14	N/A	18	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	225	225	100.00	0.00	32.89
Female	106	106	100.00	0.00	42.45
Male	119	119	100.00	0.00	24.37
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	219	219	100.00	0.00	32.42
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	81	81	100.00	0.00	17.28
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	152	152	100.00	0.00	28.95
Students Receiving Migrant Education Services	11	11	100.00	0.00	36.36
Students with Disabilities	24	24	100.00	0.00	8.33

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	225	225	100.00	0.00	14.22
Female	106	106	100.00	0.00	13.21
Male	119	119	100.00	0.00	15.13
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	219	219	100.00	0.00	13.70
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	81	81	100.00	0.00	3.70
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	152	152	100.00	0.00	13.16
Students Receiving Migrant Education Services	11	11	100.00	0.00	18.18
Students with Disabilities	24	24	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	13.22	22.02	13.22	22.02	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	109	100	0	22.02
Female	46	46	100	0	15.22
Male	63	63	100	0	26.98
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	108	108	100	0	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	39	39	100	0	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	82	82	100	0	17.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	98%	98%	98%
Grade 7	98%	98%	98%	98%	98%
Grade 9	N/A	N/A	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.

2022-23 Opportunities for Parental Involvement

The beginning of the 2022 - 2023 school year brought about the change to allow visitors back on campus. As Covid-19 restrictions have changed, the school has begun the process of reviewing existing COVID-19 restrictions. Visitors are now allowed in classrooms for volunteer purposes and parents are now able to attend in-person functions like award ceremonies and parent events and meetings. The district continues to strictly adhere to the guidelines from Cal-Osha, the California Department of Public Health, and the Ventura County Department of Public. All grade levels returned to campus by the end of April 2021 and all students during the 2022 - 2023 school year are currently receiving in-person instruction. Parents are able to participate in PFO, SSC, DELAC, classroom volunteers, parent events, and field trips. Parent conferences are now offered in person and via Zoom to best meet the needs of each parent. Our participation rate for parent conferences remains very high at 97%. Our online parent communication system – Parent Square is an effective tool that we use throughout the academic year to reach the majority of our families on a timely basis. This system automatically translates messages to the language of their choice making communication with the families very easy and effective.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	231	229	60	26.2
Female	110	108	26	24.1
Male	121	121	34	28.1
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	226	224	59	26.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	2	2	1	50.0
English Learners	88	88	19	21.6
Foster Youth	0	0	0	0.0
Homeless	7	7	3	42.9
Socioeconomically Disadvantaged	160	158	42	26.6
Students Receiving Migrant Education Services	11	11	0	0.0
Students with Disabilities	27	27	10	37.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.80	8.66	0.39	5.41	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.66	0.00
Female	7.27	0.00
Male	9.92	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	8.85	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	12.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.00	0.00
Students Receiving Migrant Education Services	9.09	0.00
Students with Disabilities	14.81	0.00

2022-23 School Safety Plan

The School Safety Plan was last reviewed, updated, and approved by the Board of Trustees on March 10, 2022. The district superintendent in conjunction with the school site council and site principal updates the School Safety Plan annually. This school year, the SSC met on Nov 15, 2022 to discuss the current School Safety Plan. After discussion and a lengthy review, it was shared that we are going to revamp the Safety Plan and that the SSC could delegate the responsibility to update the new plan. The SSC voted to delegate the revision responsibility to the Superintendent, maintenance supervisor, and the two admins of each site. Once the new plan is in place all staff members will be provided with regular in-service training regarding the plan and methods to provide a safe learning environment. The goal of Briggs School is to create this environment as outlined through the School Safety Plan and by addressing the two components of school climate and the physical environment of the school.

The District Superintendent and site principals 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. Some staff members have 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. An electronic gate was installed in the staff parking lot, 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.

Briggs School uses CHAMPS, a proactive, school-wide management approach that helps provide structures for positive student outcomes in school settings. CHAMPS allows teachers to positively reinforce, thus creating an established rapport with their students. The overall goal of the CHAMPS classroom management system is to develop an instructional system in which students are responsible, motivated, and highly engaged in the specific task-at-hand. Briggs School expanded the use of CHAMPS this year by creating a tiered system of infractions and interventions that streamlines how all staff needs to respond to student actions. Briggs School also implemented a Positive Behavior Program that supported student attendance and behavior. Briggs School is dedicated to fostering student success in reading and math and monitors student progress closely.

In regards to addressing the physical environment and safety of the school, course of action have been prepared for instance of fire, earthquake, intruder, and disaster. School uniforms are not required at this time and we have a no-tolerance policy for weapons, drugs and violence. The staff annually received first aid and CPR training as part of the safety program.

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	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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	15	9	1	
Mathematics	15	8		
Science	15	8		
Social Science	15	8		

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,879	\$2,461	\$9,418	\$62,462
District	N/A	N/A	\$9,125	\$68,920
Percent Difference - School Site and District	N/A	N/A	3.2	-9.8
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	35.3	-17.0

2021-22 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
- Awards Presentations
- Eighth Grade Promotion
- Science Fair/Book Fair
- Tutoring
- LCAP in Action Services
- Robotics

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,834	\$46,844
Mid-Range Teacher Salary	\$76,367	\$73,398
Highest Teacher Salary	\$100,573	\$93,345
Average Principal Salary (Elementary)	\$131,637	\$116,457
Average Principal Salary (Middle)	\$131,637	\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$174,186	\$136,296
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	7%	6%

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.

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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3