

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Briggs Elementary

Contact Name and Title

Deborah Cuevas

Superintendent

Email and Phone

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Briggs School District is located in the rural, agricultural community of Santa Paula, California. It is approximately 65 miles west of Los Angeles in Ventura County at a midway point between the cities of Ventura and Santa Paula. Within the school boundaries there are no sidewalks which require all students at both sites to enter via bus transportation or parent drop off. There are two schools. Olivelihoods School (TK-4) and Briggs School (5-8). Five hundred and seventy-five students are in the district. The demographics of the district student population are 94.5% Hispanic/Latino, 5% White and 0.5% Other. Briggs' English Learner population represent 51%, Special Education represent 6%, low socioeconomic represent 76%, and foster care/homeless represent 6% of our district population. The district personnel is composed of one superintendent, two principals, 21 teachers, three teachers on special assignment, two response to intervention teachers, one resource teacher, one music teacher, 20 classified personnel and 10 After School Program activity assistants.

Speech and Language services are outsourced through Ventura County SELPA and VCOE

The district continues to use research based strategies to address the achievement gap in under performing student sub-groups. This year the district was affected by the Thomas Fire and its proximity to the sites. Both Olivelihoods and Briggs were closed for twelve instructional days in December due to Thomas Fire and two instructional days in March due to the rain and possible mudslides. In our small community we had fourteen families affected. Six families had homes that were uninhabitable and eight were displaced for several weeks.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Briggs School District Local Control Accountability Plan focused on three key areas.

- Increase student achievement

As a result of the Districts' focus on increasing student achievement, the students have received an increase in technology support and grades 3-8 are now 1 to 1 ratio. Subgroup populations received support after school with their classroom teacher and through content specific Rti during the school day. Increased access to intervention, access to technology, and supplementary materials supported our subgroup population to close the achievement gap.

Teachers were provided with professional development with an emphasis on at-risk learner intervention strategies. Extra teachers hired this year created more core course offerings at the middle school and smaller core class sizes. New teachers were supported through a BTSA and provided a mentor within the district.

- Promote student maintenance of a responsible, respectful, safe and healthy lifestyle

Safe school supports, counseling services for subgroup populations, incentives, fieldtrips and extra-curricular activities all were implemented to promote increased participation in school events. Nurse services, educational health updates, and digital citizenship all supported a responsible, safe and healthy lifestyle for students.

- Improve parent engagement

Increased efforts to seek and improve parent engagement include providing positive parenting classes designed to increase home to school connectedness, parent nights by grade level to increase parental involvement in school and student success and multiple forms of communications such as newsletters, marquee announcements, emails, texts, phone calls. Subgroup populations received support in the areas of childcare for all school events, transportation to and from school for evening events at Oliveland, school vans to support parents unable to get to school events during the day, translations in a language parents can easily understand, Latino Family Literacy classes for families to build their home to school relationship and to support increased student literacy. Lastly, ESL classes were offered to parents in the evenings. Childcare was provided for these events.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved

performance for these students.

Greatest Progress

One of the areas that the district believes has shown the greatest progress is with our English Learners. The district improved from Red to Orange and Low to Medium status in English Learner progress on the Dashboard this year. Our reclassified students, or RFEPs, are maintaining above Level 3 on the ELA assessment and our English Learners are Increasing in points towards Level 3. We are going to remain dedicated to designated ELD at both school sites to continue the great progress in this area. Another area of progress was with our Homeless subgroup. Their progress on the ELA and Math assessment exceeded all students by Increasing Significantly on both. The district plans to continue to provide this subgroup with intervention, after school support and access to school through transportation and childcare when needed.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

CA Dashboard performance data was analyzed for the entire Briggs School District. The district scored in Red for Suspension Rate. However, improvement is anticipated on next year's dashboard as the suspension rate for the 2017-18 school year dramatically dropped district-wide. Restorative justice techniques were utilized and character building was a focus at both sites. This will continue next school year as well. The district scored in Orange for English Learner Progress, but this was an improvement from Red on last year's Dashboard. Improvement is anticipated as designated ELD was implemented at both school sites for English Learners and will continue to be implemented next school year. The district scored in Orange for mathematics. Further analysis showed the elementary site scored in Green and the middle school site scored in Orange. Last year, the expenditures within the actions and services of Goal #1 focused on ELA. This next year, the expenditures will be focused on improving mathematics, especially at the middle school level.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The subgroups in Briggs School District are performing at the same level as all students, thus no performance gaps were evident on this year's Dashboard. In ELA, English Learners, Socioeconomically Disadvantaged and Hispanic students performed at the same status and change level as all students (Low/Yellow and Increased). Homeless students actually performed better than all students by Increasing Significantly in the Low/Yellow status. In Math, English Learners, Socioeconomically Disadvantaged and Hispanic students performed at the same status and change level as all students (Low/Orange and

Maintained.) Homeless students again performed better than all students by Increasing Significantly in the Low/Yellow status.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

Briggs School District will continue to offer the actions and services already in place for our low-income students, English Learners and foster youth. This includes intervention, after school support, systems of support to implement designated ELD and counseling and on-site principals to support students and staff and monitor student achievement.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$6,571,157
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	The total funds budgeted for planned actions/services to meet the goals in the LCAP for LCAP year are: \$1,488,476.

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The LCAP does not include expenditures for administrative and support staff salaries, maintenance and operations, special education, or most classroom teachers.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$5,511,362

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal # 1 District will increase student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

STAR Reading Assessment K-4th

55% of all K-4th students reading at grade level

STAR Reading Assessment K-4th

Kindergarten - 47% are reading at grade level
Grade 1 - 29% are reading at grade level
Grade 2 - 67% are reading at grade level
Grade 3 - 56% are reading at grade level
Grade 4 - 48% are reading at grade level

STAR Reading Assessment 5th-8th

35% of all 5th-8th students reading at grade level

STAR Reading Assessment 5th-8th

Grade 5 - 71% are reading at grade level
Grade 6 - 32% are reading at grade level
Grade 7 - 14% are reading at grade level
Grade 8 - 25% are reading at grade level

CAASPP ELA
Overall

Districtwide: 45% Standards Met or Above
11 points below Level 3

CAASPP ELA
Overall

Districtwide: 42% Standards Met or Above
15.5. points below Level 3

CAASPP Math Overall

Districtwide: 30% Standards Met or Above
45 points below Level 3

CAASPP Math Overall

Districtwide: 27% Standards Met or Above
56.3 pts. below Level 3

Expected

CAASPP ELA
English Learner - EL Only

46 Points below level 3

District Reclassification Rate

16% of students reclassified

Attendance Rate

Maintain 97% attendance rate

Chronic absenteeism

14 students district wide

Facilities

Maintain in good repair

Actual

CAASPP ELA
English Learner - EL Only

58.9 pts. below Level 3

District Reclassification Rate

TBD upon receiving 2017-18 ELPAC results

Attendance Rate

Maintained at 97%.

Chronic absenteeism

22 students district wide (3.4%)

Facilities

After Thomas Fire the district facilities were professionally cleaned. All Facilities in good repair as measured by FIT.

Expected

Fully credentialed teachers

Maintain teachers with appropriate credentials

High School Drop- out, Graduation Rate, A-G, AP, EAP and API

N/A

Actual

Hired one math teacher as intern. Credential will be completed by May 2018.

Hired one Rtl teacher as intern.

High School Drop-Out, Graduation Rate, A-G, AP, EAP and API

N/A

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.1 Continuous Professional Development learning for educators on: Common Core State Standards, NGSS, project-based learning strategies, integrating technology and best instructional practices.

1.1 Teachers participated in a variety of professional development learning opportunities to specifically address at-risk student populations in the areas of CCSS, NGSS, project-based learning strategies, Daily 5, CHAMPs trainings (classified staff), and ELA/ELD curriculum training.

\$10,000
Unrestricted, Certificated Salaries Travel and Conferences

\$4,982 - Unrestricted, Travel and Conferences
\$200 - Restricted, ASES, Travel and Conferences
\$2,950 - Restricted, Educator Effectiveness, Professional Services
\$5,089 - Restricted, Educator Effectiveness, Travel and Conferences

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.2 Continue Technology - staying current on timeline for 1 to 1 student to device ratio, update technology equipment and software as necessary

1.2
 Document cameras 1
 iPads - 6
 Projectors - 5
 Laptop carts - 8
 Headphones - 50
 2 piece speaker system - 5
 Multimedia USB audio adapters - 41
 Laptops -100

\$155,000
 Restricted Federal
 Unrestricted, Materials and
 Supplies Professional Services

\$12,000, Unrestricted,
 Professional Services
 \$30,000, Unrestricted,
 Supplemental/Concentration,
 Materials and Supplies
 \$50,000, Unrestricted,
 Supplemental/Concentration,
 Non-capitalized Equipment
 \$38,000, Unrestricted,
 Supplemental/Concentration,
 Professional Services
 \$26,090, Restricted, Title I, Non-
 capitalized Equipment

Action 3

Planned Actions/Services

1.3 Provide extra duty pay to either new or existing participating staff, and/or professional services to support rapid increase of achievement and course access

Actual Actions/Services

1.3 Three teachers at Briggs provided extra support to increase student achievement through after school tutoring. Four teachers at Oliveland's provided extra support in the area of English Language Arts and mathematics.

Budgeted Expenditures

\$30,000
 Unrestricted, Certificated
 Salaries, Materials, and
 Supplies

Estimated Actual Expenditures

\$12,643, Unrestricted,
 Supplemental/Concentration, Certificated
 Salaries

Action 4

Planned Actions/Services

1.4 Provide systems of support for English learners, Socio-Economic Disadvantaged, Foster Homeless, and Special Education students to support their academic success. Support is principally directed to serve our unduplicated students by determining their areas of need through assessment and provide intervention as needed

Actual Actions/Services

1.4 Response to Intervention teacher provided support to 29 students at Briggs. During the 2017/2018 school year, the program supported six, fifth and sixth grade teachers, while working with 34 students in small groups of 4-6 students for 30-40 minute sessions. Currently, the program is providing intervention for 29 students.

Students exit the program based on classroom teacher/RTI teacher recommendation, recent AR levels, and STAR assessments. Current success (increase in GE score) rate at Briggs is .7. During the 2017/18 school year, while most have increased their reading level by at least .5, 3 students have shown little or no progress in scores.

At Olivelihoods, 55 students

Budgeted Expenditures

\$105,000
Unrestricted, Certificated Salaries, Classified Salaries, and Materials and Supplies

Estimated Actual Expenditures

\$25,211 Unrestricted, Supplemental Concentration, Certificated Salaries
\$46,155 Unrestricted, Supplemental Concentration, Classified Salaries
\$1,325 Unrestricted, Supplemental Concentration
Materials and Supplies
\$3,557 Restricted, REAP, Classified Salaries

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

received support and intervention in both English Language Arts and Mathematics. Results indicate that 88% of students made progress from the pretest to the their post-test.

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.5 Continue Teacher(s) on Special Assignment
Two .60 FTE Teacher(s) on Special assignment and one 1.0 FTE Teacher on Special Assignment to support academic intervention K -8. In addition, 4 single subject teachers will be hired to accommodate fluctuating class sizes in 6-8 grades.

1.5 Continue Teacher(s) on Special Assignment
Two .60 FTE Teacher(s) on Special assignment and one 1.0 FTE Teacher on Special Assignment to support academic intervention K-8. In addition, 4 single subject teachers were hired.

\$498,037
Unrestricted, Certificated Salaries

\$576,315 Unrestricted, Supplemental/Concentration, Certificated Salaries

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.6 Purchase Common Core curriculum in ELA/ELD.

1.6 ELA/ELD State adopted curriculum was purchased K-8.

\$87,002
Unrestricted and Restricted
State, Textbooks

\$33,059 Unrestricted, Textbooks
\$63,110 Restricted, Lottery

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.7 Provide BTSA program costs and Support Provider Stipend as needed to support classroom quality instruction

1.7 BTSA program costs and Support Provider stipend was provided to support classroom quality instruction.

\$20,900
Restricted, Federal and State,
Certificated Salaries

\$6,222 Restricted, Title II,
Certificated Salaries
\$17,500 Restricted, Educator
Effectiveness, Professional
Services

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

1.8 Purchase NGSS, ELA/ELD and mathematics Common Core State Standards aligned supplementary materials, hard-copy/online subscription, books, and supplies and technology

1.8 Pearson education textbooks Solar eclipse glasses for viewing of solar eclipse, California mission books for 4th, Accelerated Reader, STAR, Reading Connections subscriptions, Math Seeds subscription, VCOE prof. develop. LEGO educational instructional materials, screen replacements, books for BOOST class, and classroom supplies.

\$35,000 Unrestricted, Materials and Supplies, Professional Services

\$22,133 Unrestricted, Professional Services
\$16,650 Unrestricted, Materials and Supplies
\$3,217 Unrestricted, Textbooks

Action 9

Planned Actions/Services

1.9 Administer an annual, online staff survey to determine district priorities which include; school climate, student achievement, Common Core preparedness, safety and school connectedness, parental engagement, and student access

Actual Actions/Services

1.9 An annual online staff survey was issued to all certificated and classified staff to get input on district priorities.

Budgeted Expenditures

\$812 Unrestricted, Professional Services, Communication

Estimated Actual Expenditures

\$312 Unrestricted, Professional Services

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services for Goal #1 "District will increase student achievement" were fully implemented. Professional development occurred both on-site and off-site for certificated and classified staff. Technology purchases were made to keep devices current and bring more classes to a 1:1 ratio. Extra duty pay resulted in teachers tutoring students after school. Intervention teachers, Teachers on Special Assignment and classified aides were hired as systems of support for students. New ELA/ELD curriculum was piloted, adopted and purchased by the district. Beginning teachers were provided an induction program of support. A variety of supplemental materials and online subscriptions were purchased to enhance learning. District staff completed an online survey to help determine district priorities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

After analyzing the actual annual measurable outcomes and the CA Dashboard, the district as a whole is maintaining outcomes and making slow progress in student achievement. On the Dashboard, the district maintained a status of Low/Yellow in English Language Arts. In Mathematics, the district decreased status from Low/Yellow to Low/Orange. In English Learner Progress, the district improved their status from Low/Red to Medium/Orange. The actions and services seem to have more effect on progress in Language Arts than Mathematics. This analysis led the district to change the identified need for this goal in 2018-19 to be more focused on improving Mathematics progress.

In order to fully understand the effectiveness of the actions and services of Goal #1, deeper analysis was done on the individual school sites and student subgroups on the Dashboard. District-wide English Learners, Socioeconomically Disadvantaged and Hispanic students increased points towards Level 3 in ELA and Homeless students increased significantly. Students with Disabilities declined significantly and strategies to assist this subgroup will need to be looked at. At Olivelihoods (3rd and 4th), although all students were in the Low category, they increased significantly. At Briggs (5th-8th), students also scored in the Low category and maintained from the previous year. In Math, district-wide English Learners, Socioeconomically Disadvantaged and Hispanic students maintained while Homeless students increased significantly. Again, students with disabilities declined and White

students declined significantly. At Oliveland, all students improved their status to Medium and increased in change. At Briggs, all students declined and moved their status from Low/Yellow to Low/Orange. In conclusion, the English Learner, Socioeconomically Disadvantaged, Hispanic and Homeless students district-wide are being positively effected by these actions and services. Students in 3rd and 4th grade at Oliveland are also showing positive progress from these actions and services. The students in further need are the district's students with disabilities and the students in 5th-8th grade at Briggs. Mathematics is also showing as the subject that needs more focus and assistance.

English Learner Progress on the Dashboard showed great progress, thus gaining the most benefit from the actions and services of this goal. District-wide students moved from Low/Red to Medium/Orange. Students at Briggs moved their status from Low to High and students at Oliveland moved from Low to Medium. The action that effected English Learners the most was the continued implementation of designated ELD at Oliveland and the newly implemented designated ELD at Briggs made possible by the hiring of Teachers on Special Assignment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Costs for certificated staff were higher than anticipated along with textbook adoption. Costs for enrichment opportunities exceeded projections as did the costs in hiring additional staff to provide smaller class sizes and more course offerings in the junior high classrooms.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes in Goal:

This goal, "District will increase student achievement" remains the same.

Changes in Expected Outcomes/Metrics:

After analyzing the district performance data in the CA Dashboard, the outcomes in years 2018-19 and 2019-20 were adjusted for our CAASPP ELA, CAASPP Math and CAASPP ELA English Learner Progress metrics due to our performance in 2017-18. The Chronic Absenteeism outcome in years 2018-19 and 2019-20 was changed from a specific student number to a percentage. This was due to the fact that the Chronic Absenteeism data being reported to CA Dashboard through Dataquest was done as a percentage and the district wanted to remain consistent. After analyzing the district's actual outcome for CAASPP Math, it was determined a new metric needed to be added to closely monitor Math expected measurable actual outcomes throughout the school year. The metric "Math Facts Fluency" was added as the district will purchase a program that will monitor students' mastery of math facts. A baseline will be established in 2018-19.

Changes in Actions and Services:

Very few changes needed to happen with this goal in regards to actions and services. In Action 1.6 for 2018-19, it was changed from piloting NGSS to piloting History/Social Science due to the state not having any NGSS curriculum ready to pilot. The survey administered in Action 1.9 will still be administered each year, but will not be reported as an action starting in 2018-19. The results will be reported in Stakeholder Engagement. Any other modifications were monetary changes and not changes to the actual action and service.

Goal 2

Goal # 2 District will promote student maintenance of a responsible, respectful, safe and healthy lifestyle

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Maintain Low Suspension Level on Dashboard (less than 2.0%) as a district

2.0% or less suspension rate

Actual

Briggs School District was able to implement strategies that focus on Restorative Justice practices. As a result the total amount of suspendable offenses went down significantly this school year. The total number of students suspended district wide for this school year was a total of five. The percentage of students that were suspended was 0.9% The district met the goal of maintaining low suspension levels and it will be reflected on next year's dashboard.

Expected

Decrease percentage of referrals given to students who have multiple infractions

50% of total referrals

Monitor middle school expulsion, drop-out rates

Maintain a rate lower than Ventura County average

Provide school events focusing on character building

3 events a year per site

Actual

The total number of student referrals in the Briggs School District this year were 84. Oliveland's accounted for 43 of that total and Briggs accounted for 41. At Oliveland's, 9 students account for 22 of the 43 student referrals and at Briggs, 7 students account for 26 of the referrals. At Oliveland's, 7 students and at Briggs 3 of the students that have received multiple referrals are participating in school based counseling services provided by the school district. The school district met the expected outcome of decreasing percentage of referrals given to students who have multiple infractions to well below the goal of 50% of total referrals. District total is 19%.

Briggs School District had zero expulsions this academic school year. There have been no students that have dropped out of our schools. We met the expected outcome.

Briggs School District promotes positive character development by focusing on one attribute monthly throughout the course of the year. This year we were able to bring in three assemblies per school site to continue to support students in this area. Oliveland's and Briggs School provided school wide assemblies that focus on building positive character traits, and are motivational in nature. Some of the assemblies that were provided were the Ned Show, Mr. Peace, Be the Impact, Lets Go Online, One Revolution and Mad Science. There was also a week long project that was called Kindness Week which focused on students being kind to one another.

Expected

Provide middle school connectedness and opportunities for meaningful participation

5 opportunities

Maintain a 90% approval rating for a positive school climate as determined by students, parents and staff

Maintain at least a 90% approval rating

Maintain a healthy lifestyle using the Physical Fitness Testing tool.
Maintain percent of students meeting 5 out of 6 standards on the Physical Fitness test in 5th and 7th

Maintain 60% of students meeting 5 out of 6 standards on the Physical Fitness test

Actual

Five opportunities for middle school connectedness and opportunities for meaningful participation were provided. They include: Robotics program, student clubs Panther 7 and United Panthers Dream which afford the students the opportunity to provide public service to the community and the school. Kindness Week energized students by providing learning opportunities on how to promote kindness within our student environment and beyond. A DJ Dance Day allowed all students to dance and connect with friends in a fun-filled, positive atmosphere.

Briggs School District has three distinct stakeholders that provide school ratings on positive school climate. The Briggs School District elicited student, parent and staff responses. The students responded with an approval rating of 78.5%. The staff responded with an approval rating of 72%. The parents had an approval rating of 85%. There needs to be a focus on this outcome.

The Briggs School District has a rigorous Physical Education program that promotes a healthy lifestyle through participation in an active lifestyle. The results of the PFT in 5th grade show that 50% of students are meeting 5 out of 6 standards on the Physical Fitness test. The results of the PFT also show that in 7th grade 54.7% of students are meeting 5 out of 6 standards on the Physical Fitness test. The physical education program at Briggs school continues to provide a rich program however we did not reach the expected outcome. We have increased by 20.4% in 5th grade from last year and maintained in 7th grade.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

2.1 Administer an annual online student survey (grade 4 and 7) to measure effective social emotional supports, safety at school, ways to seek out help when necessary, and school promotion of a healthy lifestyle

Actual Actions/Services

2.1 An annual online student survey was administered to measure effective social emotional supports, safety at school, ways to seek out help when necessary, and school promotion of a healthy lifestyle.

Budgeted Expenditures

\$0
See Goal 1, Action 1.9

Estimated Actual Expenditures

\$0

Action 2

Planned Actions/Services

2.2 Provide enrichment activities that include incentives, field trips, sports and extracurricular activities that support and promote increased participation in school events

Actual Actions/Services

2.2 Briggs Students were able to participate in VEX robotics program. This is an after school program that allows students to build, design, and plan for student competitions at various events throughout California. Briggs School provides supplies for robotics and registration fees

Budgeted Expenditures

\$22,200
Unrestricted, Certificated Salaries and Benefits, Materials and Supplies, Professional Services

Estimated Actual Expenditures

\$5287 Unrestricted, Supplemental/Concentration, Certificated Salaries
\$8,476 Unrestricted, Supplemental/Concentration, Professional Services
\$13,232 Unrestricted, Supplemental/Concentration, Materials and Supplies

Planned Actions/Services**Actual Actions/Services**

to enter competitions. Reading and student incentives are provided to support student needs. Tutoring services are offered to students through teachers that volunteer, and when tutoring is offered snacks are provided. There are also supplies for principals incentives purchased to reward students academic achievement. Briggs School also emphasizes and promotes a healthy lifestyle through all day athletic activities at our Olympic Day event. Medals are purchased for the event and students are presented with these awards at the end of the event. Briggs School students participate in many field trips like Art Trek, Science Museum, Santa Barbara Botanical Gardens, High Impact, Arts Plaza, Oak Brook, CA Science Center, Mad Science. Thousand Oaks Arts Center, Tobacco Bus of Horror.

Budgeted Expenditures**Estimated Actual Expenditures**

\$5,638 Unrestricted,
Supplemental/Concentration,
Transfer of Direct Costs

Action 3**Planned Actions/Services**

2.3 Monitor digital citizenship and provide guidance as needed.

Actual Actions/Services

2.3 Briggs School district has implemented digital citizenship modules that teach students about internet safety. There are six modules that are implemented school wide and all students will receive a certificate upon completion of the program

Students at Briggs also participated in "Lets Go Online" assembly that promotes being safe online and discusses ways to reduce social media bullying. Oliveland had zero digital incidences reported to the school and Briggs had a total of two incidences reported.

One Revolution Assembly -- Samantha Bosco, a 2X Paralympic Medalist, hosted an assembly to teach resilience and provide inspiration to students in 6th-8th grades. Samantha

Budgeted Expenditures

\$1,000
Unrestricted, Materials and Supplies

Estimated Actual Expenditures

\$2,550 Unrestricted,
Supplemental/Concentration,
Professional Services

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

shared lessons on finding success in the face of adversity, using antidotes from her journey and from a scholarship to earning her collegiate rower position and becoming a competitive cyclist and Paralympic Medalist.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.4 Administer the PFT (Physical Fitness Test) in grades 5th and 7th to measure student physical fitness.

2.4 Briggs School has a rigorous Physical Education program that focuses on educating students on how to live a healthy lifestyle. All students at Briggs School participate in the PFT and results are reported to the state in grades 5 and 7.

\$0

\$0

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.5 Provide counseling services three days a week to increase social-emotional support for students

2.5 Counseling services was provided three days a week at Briggs and Olivelihoods School and social emotional support for students was utilized as needed.

\$52,600
Unrestricted, Classified Salaries

\$52,525 Unrestricted,
Supplemental/Concentration,
Classified Salaries

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.6 Purchase Health Ed curriculum updates

2.6 Briggs School provides students with health education. Health Ed curriculum updates were purchased to continue to promote a healthy lifestyle.

\$1,000. Unrestricted, Materials and Supplies

\$1,653 Unrestricted, Materials and Supplies

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.7 Maintain P.E. teacher as 1.0 FTE; add PE aide if needed

2.7 P.E. teacher was maintained as 1.0 FTE; PE aide was added this year.

\$107,366
Unrestricted, Certificated Salaries, Classified Salaries

\$72,140 Unrestricted,
Supplemental/Concentration,
Certificated Salaries
\$25,384 Unrestricted,
Supplemental/Concentration,
Classified Salaries

Action 8

Planned Actions/Services

2.8 Provide school nurse 2 days a week for 35 week provide teacher training as required and support healthy lifestyle choices of students and families

Actual Actions/Services

2.8 School nurse was utilized 2 days a week for 35 weeks and provided the following teacher training and student support:

- 16 Triennial or initial IEP assessments and written reports
- 3 504 assessments and written reports
- 1 504 update, accommodations and team participation
- 21 vision and hearing assessments for annual IEPs
- 15 Health and Emergency Care Plans, writing and training of staff
- 20 Medication orders, documentation, storage, administration and training
- Vision screenings grades K, 2, 5, 8, students receiving special education services and teacher request
- Color vision screening for grades K and 1st boys
- Hearing screenings grades K, 2,

Budgeted Expenditures

\$45,000
Unrestricted, Professional Services

Estimated Actual Expenditures

\$63,095 Unrestricted, Supplemental/Concentration, Professional Services

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

5, 8, students receiving special education services and teacher request

Dental Screening compliance and report to VCOE for state reporting grade K

Referrals and follow up for all failed screenings

CHDP School Entry Examination compliance grades K and 1st

Immunization compliance grades K, 7 and new enrollees

Siras update for all students with IEPS

Q updates for all student health information including immunizations for all grades, kindergarten oral health and CHDP examinations, and all vision and hearing results.

Maintain health file documentation and documents

5 Nurse career presentations to 7th/8th grade science classes for VC innovates grant

District representative to VCOE's Health Services Standards and Practices

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Committee
 District representative to
 VCOE's School Nurse team
 Type 2 diabetes letter to
 incoming 7th grade students per
 ed. code guidelines
 Collaborate with community
 health providers including
 Clinicas dental bus, Lion's club
 vision screening
 Provide health and insurance
 referrals to parents as needed
 Provide individual health
 counseling to students as
 needed
 Assist with disaster planning

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.9 Increase student safety and security on school grounds and in the classroom by one hour.

2.9 Briggs School District has employed a campus assistant to make sure students and staff feel safe on campus. The campus assistant monitors student movement, ensures student tardies are minimal and deals with student incidents with a focus on implementing Restorative Justice procedures. The campus assistant also communicates with parents and staff as needed to promote a safe school environment. School radios were purchased this year to facilitate communication across our campuses. These radios were placed strategically on our campus and allow teachers to communicate with other teachers, administration and our other school in case of an emergency.

\$39,200
Unrestricted, Classified Salaries, Materials and Supplies, Professional Services

\$26,112 Unrestricted, Supplemental/Concentration, Classified Salaries
\$5,713 Unrestricted, Materials and Supplies

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.10 Project Wisdom updates

2.10 Briggs School District proudly utilizes the Project Wisdom program. Project Wisdom is a collection of thought-provoking messages designed to be read over the PA system. The messages encourage everyone on campus. These messages inspire staff and students to be and do their best. These messages will continue to be shared out at both school sites on a regular basis. Project Wisdom updates allow us to remain current.

\$1,000
Unrestricted, Materials and Supplies

\$788 Unrestricted, Materials and Supplies

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.11 Review current district discipline policy

2.11 Review of current district discipline policy was put on hold as the District pursues the MTSS State SUMS grant to participate in Technical Assistance that will develop, align, and improve standards-based, universally designed instruction and academic and behavioral interventions using the MTSS framework.

\$0

\$0

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services for this goal were fully implemented. A variety of enrichment activities such as field trips were purchased, along with incentives for students to increase participation. Digital citizenship was monitored and the Physical Fitness Test administered to grades 5 and 7. Counseling continued at three days a week for the district. Health education updates occurred and the 1.0 PE teacher was maintained. The nurse continued for two days a week. Student safety and security was increased by the hiring of additional classified staff. Project Wisdom updates continued to provide character building support. The current discipline policy was not reviewed due to the district now taking part of an MTSS grant, of which guidance for discipline changes will be provided through the process of building multi-tiered support for students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services were found to be effective in achieving this goal. The suspension rate dramatically decreased to 0.9% meeting that outcome of less than 2.0% and there were no expulsions. The number of discipline referrals given to students with multiple infractions decreased from the previous year as well almost meeting our expected outcome. At least three student events were provided to support character building and the middle school site offered at least five opportunities to get connected to school. Overall, this resulted in an average of 78.5% of students, parents and staff feeling there is a positive school climate. This did not meet our expected outcome of 90%, so this will be an area of identified need and focus in the next school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to our small size the district is required to contract for ancillary services such as nursing. The contract for two days a week services was greater this year than anticipated from previous projections.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes to goal:

Goal #2 "District will promote student maintenance of a responsible, respectful, safe and healthy lifestyle" will remain the same.

Changes in expected outcomes/metrics:

The outcome for the suspension level metric changed in 2018-19 and 2019-20 to maintain 1.5% or less to reflect the Low status level on the CA Dashboard. The metric of "Maintain a 90% approval rating for a positive school climate as determined by students, parents and staff" was completely modified. Since this goal is student-driven, the metric is now the California Healthy Kids Survey. Outcomes changed to reflect a new baseline of 78.5% of students feel safe at school, with an outcome to maintain in years 2018-19 and 2019-20.

Changes to actions and services:

Action 2.1 was the student survey. This will continue to be administered, but will no longer be reported as an action and service in 2018-19 and 2019-20. It will be reported in Stakeholder Engagement and in Annual Measurable Outcomes. Action 2.4 was the Physical Fitness Test. This action will continue to be administered, but will no longer be reported as an action in 2018-19 and 2019-20. It will continue to be a metric and will be reported on in Annual Measurable Outcomes. Action 2.11 was the review of the current discipline policy. This will be modified in 2018-19 and 2019-20 per the direction of the MTSS grant that the district is currently participating in. Any other modifications were due to monetary changes and not changes to the actual action and service.

Goal 3

Goal # 3 District will improve parent engagement strategies

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Increase # of parent events and involvement opportunities per year

6 events and involvement opportunities

School committees will reflect parents from subgroup populations

1 parent from at least 2 subgroup populations

Actual

7 events and involvement opportunities for all grade levels were provided this year.

School committees had at least 1 parent from 2 subgroup populations.

Expected

Increase return rate for parent surveys
by 5%; from 22% to 27%

Actual

Return rate for parent surveys was 36%.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

3.1 Positive Parenting - three (3) sessions in English and Spanish will be offered to all parents to increase engagement in the home environment and build a positive relationship between home and school connectedness.

Actual Actions/Services

3.1
Three positive parenting sessions were offered to all parents within the district. The meetings were held in the evening. Childcare was provided and the course offerings were provided in Spanish and English.

Budgeted Expenditures

\$1,200
Unrestricted, Professional Services

Estimated Actual Expenditures

\$1,200 Unrestricted, Supplemental/Concentration, Professional Services

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.2 Parent Nights by grade level to increase parental involvement in schools. Grade level teams will work with parent groups to facilitate acquisition of academic support skills for parents according to the needs of their students

3.2 Three parent nights were held at Olivelihoods School. At each evening event childcare and snacks were provided. Parents participated in activities designed to improve home to school connectedness.

\$2,500
Unrestricted, Certificated Salaries, Materials and Supplies

\$414 Unrestricted, Supplemental/Concentration, Certificated Salaries

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.3 Transportation cost, childcare for meetings as available to promote access to all school events for parents. School vans upkeep.

3.3 Bus transportation was provided to all families for open house events at Olivelihoods School which is located in a remote area of the school boundaries. Childcare was offered at the English classes for parents and at the kindergarten parent nights.

\$8,000
Unrestricted, Classified Salaries, Professional Services, Materials and Supplies

\$1,710 Unrestricted, Supplemental/Concentration, Classified Salaries
\$ 258 Unrestricted, Supplemental/Concentration, Materials and Supplies
\$ 634 Unrestricted, Supplemental/Concentration, Transfer of Costs

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.4 Latino Family Literacy program will be utilized to improve

3.4 Elementary School information:

\$5,000
Unrestricted, Certificated

\$150 Unrestricted, Supplemental/Concentration,

Planned Actions/Services

the home to school relationship and support increased student literacy for families who are low income. Level 1 and 2 will be offered at both the elementary and middle school level.

Actual Actions/Services

Enrollment

16 families
 3% Kindergarten
 6% 1st grade
 3% 2nd grade
 46% 3rd grade
 10% 4th grade
 3% 5th grade
 6% 6th grade
 10% 7th grade
 10% 8th grade

Attendance

85% whole-class average
 30% families had attendance of 70%
 50% families had attendance of 90%
 65% families had attendance of 100%

First Generation

100% student participants will be first generation college students

English Language Learners

70% EL

Budgeted Expenditures

Salaries, Materials and Supplies,
 Professional Services

Estimated Actual Expenditures

Professional Services

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

30% reclassified

Meeting Program Goals

Pre-LFLP:

Family participation in a literacy program: 33% yes & 67% no

Families equipped with knowledge in literacy: 46% yes & 54% no

Post-LFLP

Family participation in a literacy program: 100% yes & 0% no

Families equipped with knowledge in literacy: 100% yes & 0% no

Culminating Activity

14 out of 15 families participated in the graduation ceremony on March 28th, 2018.

Middle School information:

Enrollment

11 families

64% 7th grade

36 % 8th grade

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Attendance

92% whole-class average
 30% families had attendance of 80%
 20% families had attendance of 90%
 50% families had attendance of 100%

First Generation

100% student participants will be first generation college students

English Language Learners

36% EL
 64% reclassified

Meeting Program Goals

Pre-LFLP:

Family participation in a literacy program: 20% yes & 80% no
 Families equipped with knowledge for college: 0% yes & 100% no

Post-LFLP

Family participation in a literacy program: 100% yes & 0% no
 Families equipped with

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

knowledge for college: 100% yes & 0% no

Culminating Activity
10 of 11 families attended the UCSB campus trip on 04/21/18

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.5 To promote parent comfort/engagement in daily school interactions, the district will offer English classes for our English Learner parents.

3.5 ESL classes were offered twice a week for 30 weeks to parents in the Briggs School District. The class average was 18 participants. Childcare was provided. This year the class curriculum was completed using books and not on-line like in previous years. The course curriculum was an added expense.

\$2,360
Unrestricted, Materials and Supplies, Professional Services

\$5,839 Unrestricted, Supplemental/Concentration, Professional Services

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

3.6 Maintain communication to parents by using a variety of methods including using surveys, emails, Parent Connect messages, monthly newsletters, and mail.

3.6 District calendar magnets were purchased for each family in the district. Surveys, monthly newsletters and mail were used throughout the year.

\$15,000
Unrestricted, Materials and Supplies, Professional Services, Communications

\$512 Unrestricted, Materials and Supplies
\$16,604 Unrestricted, Professional Services
\$655 Unrestricted, Communications

Action 7

Planned Actions/Services

3.7 Administer an annual, online parent survey to determine district priorities which include; school climate student achievement, Common Core preparedness, safety and school connectedness, parental engagement, and student access. A paper survey will also be provided. Support will be provided to parents who require assistance with completing the survey.

Actual Actions/Services

3.7 This year both an online and a paper survey was offered to parents to determine district priorities which include, school climate, student achievement, Common Core preparedness, safety and school connectedness, parental engagement, and student access. The District provided 1 on 1 assistance to complete the surveys at Briggs School during parent conferences. Paper copies of the survey were also available at each office site.

Budgeted Expenditures

\$0
See Goal 1, Action 1.9

Estimated Actual Expenditures

\$0
See Goal 1, Action 1.9

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services for this goal were implemented with varying levels of success. Positive parenting classes were offered, but had minimal turnout by parents. Parent nights were offered at kindergarten, but due to the Thomas Fire closure and lack of personnel in the spring, parent nights at the other grade levels were not able to be scheduled. Transportation was offered to parents at school events, such as Back to School Night and Spring Open House. Childcare was available at applicable events, such as the parent nights at kindergarten and the English classes for parents. Latino Family Literacy was offered at both Briggs and Olivelihoods and continues to be a huge success with the parents. English classes for parents was also well-attended. Communication to parents was maintained using a variety of methods using email, phone calls and paper flyers and newsletters. The parent survey was administered to determine district priorities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services were fairly effective in this goal to improve parent engagement. According to the parent survey, 85% of parents felt the schools maintain a positive school climate by being safe and offering school connectedness. Each school site met the expected outcome of offering at least six events and involvement opportunities for parents. School committees did have at least two subgroup populations represented, however, the number of participants attending could still be improved. The district did have an increase in the percentage of parent surveys returned to 36%. An area that can be improved is the number of families participating in the parenting classes. To be more effective, the focus of these classes in the future will be based upon the priorities parents determined in the parent survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted expenditures and estimated actual expenditures. The district utilized all funds as projected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes made to goal:

Goal #3 "District will improve parent engagement" remains the same.

Changes in expected outcomes/metrics:

The only expected outcome that will change is in the return rate of parent surveys. Since we exceeded the outcome of 27% for 2017-18 with an actual 36% returned, we are raising the outcome for 2018-19 and 2019-20 to 40% and 45%.

Changes in actions and services:

There are only a few changes to the actions and services in this goal. In Action 3.1, parenting classes will continue to be offered, but the focus of the classes will change based upon the parent survey results. Action 3.7, the parent survey, will continue to be administered, but will no longer be reported in actions and services for 2018-19. It will be reported in Stakeholder Engagement. Any other modifications were due to monetary changes and not changes to the actual action and service.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The involvement process for the Briggs School District was similar to prior years for maximum involvement across all stakeholders. We found this format to yield higher participation results and to be most effective. The involvement of all stakeholders occurred primarily through meetings, presentations and surveys. Beginning in September 2017, regular LCAP updates were provided to the Briggs Board of Trustees on a monthly basis. These updates included progress on goals and actions as well as information on the process of updating the LCAP. Information on the new state dashboard and how it ties to the LCAP was also presented. The superintendent presented current goals, progress, and up to date dashboard information. Several months teacher members from our bargaining unit also attended Board Meetings. Beginning September 19, 2017 weekly LCAP updates and input was sought at Administrative Cabinet meetings. These updates included progress on goals and actions as well as plans for next steps based on progress made or not made.

Opportunities for parent, community and student involvement were sought out through attendance at monthly board meetings as described above and also through additional meetings scheduled at various times throughout the year. In addition, parent and community involvement was sought through surveys and sharing of information through newsletters, our web site, Blackboard Connect, and school marquee.

Meetings with the School Site Council Committee, were held starting on August 21, 2017 and then held monthly as follows, Sep 18, Oct 16, Nov 27, Jan 22, Feb 26, March 5, and April 10. A review and progress that has been made on LCAP goals and actions were discussed and feedback was sought. We also reached out to parents to share progress on the LCAP and to gather parent input through DELAC meetings that are held after the SSC meetings. Parents are afforded time to discuss progress on goals and actions. They are also trained on how the new dashboard displays results and progress. Topics at these meetings included results of SBAC, ELD reclassification process,

Interim Assessments, STAR reading progress, student incentives, LCFF funding, and the new Accountability Dashboard in addition to the progress on LCAP. These meetings were held on the same schedule as SSC. In February 2018, students in grades 5 and 7, and staff took part in the California Healthy Kids Survey in order to seek input regarding progress towards LCAP goals. Parents were given a district created survey using Survey Monkey to seek input from parents. Surveys were mailed to the home and a self addressed envelope was provided to each family that we serve. Results were available in March and a summary report was shared at regularly scheduled School Site Council, DELAC, board, staff, and Administrative Cabinet meetings. The parent survey was open to all parents throughout the district. The staff survey included input from certificated staff as well as classified staff. Parents were provided the option of completing the survey online or through a hard copy. While updates were provided to staff throughout the year at regular staff meetings, two district-wide staff meeting were held on Nov 8, 2017 and Feb 7, 2018, to get specific feedback from staff on what is working well in our schools based on the LCAP goals and actions. Staff also provided input regarding areas of need for our students. Superintendent provided a clear presentation on the new accountability dashboard and had all staff complete an activity on how to interpret results utilizing the dashboard.

Briggs School allows student participation in leadership roles through United Panthers Dream and Panther Seven. These student leadership teams inform the administration on campus issues, give feedback on assembly choices and provide feedback on what is working in our LCAP goals. Students at Olivelihoods participated on the student leadership team and were also provided the opportunity to share what they would like to see at our schools in the future. Student meetings at Olivelihoods elementary were held on Oct 25, 2017 and Nov 28, 2017. Briggs School students provided input on a monthly basis. These meetings were held informally but provided a platform for student communication to the administration. These students represented a cross section of all student groups.

An updated draft of the LCAP was made available for public review prior to the public hearing held on May 9, 2018. The draft will also be available for review and input online on our website.

The final draft of the LCAP was approved at a regularly scheduled Board Meeting held on June 13, 2018.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Regular presentations to the Board by the superintendent provided opportunities for the Board as well as the public to gain insight and understanding of the LCAP. Those present were able to learn more about the annual update process, and progress toward goals. The Superintendent provided activities

that were strategic in outlining the selection of goals, actions and services that are measured through the new accountability dashboard. The presentations were informative and displayed progress in student academic achievement and displayed growth for all students, looked into closing the gap for subgroups such as English learners, students with special needs, and low income families, as well as other significant sub groups. Briggs will continue to implement our strategic plan and our vision in order to have a successful program.

LCAP Statutory Requirements:

The parent, staff, and student surveys were additional opportunities to seek input from our stakeholder groups. The results of the surveys helped identify any new or emerging themes and priorities. By examining the results of the survey and comparing the data to the prior year's data, goals and actions could be evaluated and necessary changes made. This ongoing collaboration allowed for meaningful discussion around the writing and updating of the goals and action steps in order to better serve the needs of all Briggs School District students.

The DELAC Advisory group was informed about the district priorities especially in the areas of improving academic achievement in ELA and Math. The parent group wanted to know what more they could do to support their children in these academic areas. These district advisory committees have assisted in learning about district goals, metrics to measure goals and were invited to provide feedback toward goals, actions, and services outlined in the plan.

The SSC committee met monthly to go over district goals, action steps, services and student data to measure progress. The Briggs school district has engaged students, local bargaining units, community members and other stakeholders through a variety of meetings during the development process.

The students at Olivelihoods had two opportunities and at Briggs School multiple monthly opportunities were held to provide input for the LCAP through meetings held with the administrators. Completion of the surveys afforded the students another opportunity to connect directly with the administration. Students provided specific information that was pertinent to our culture and climate goal.

Staff meetings were held and teachers were given opportunities to share out progress. Staff were informed on areas of need and LCAP updates were shared out that helped to focus the current LCAP on specific actions and services.

All input received from the various stakeholders on the draft was considered. No written responses were provided to the superintendent.

Superintendent did not receive requests requiring written responses.

The Board approved the 2018-19 LCAP at the regularly scheduled Board meeting held on June 13, 2018. The LCAP will be submitted to the Ventura County Office of Education for approval.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

Goal # 1 District will increase student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities:

Identified Need:

After analyzing the CA Dashboard data in academics, the area of most identified need is in Mathematics. Last year, the district scored in the

Low/Yellow category. This year, the district still scored Low, but in the Orange category which showed a decrease in achievement. Further analysis showed the cause of this decrease came from the scores of students in grades 5-8 at Briggs School. While there is still progress to be made in the areas of ELA and English Learner Progress, both of these areas showed improvement in the CA Dashboard. The district maintained a Low/Yellow status in ELA from last year. The district improved in English Learner Progress on the CA Dashboard from Low/Red status last year to Medium/Orange status this year. Overall, students in grades 3-4 at Oliveland are increasing and/or increasing significantly on the Dashboard while students in grades 5-8 at Briggs School are either maintaining or decreasing, thus becoming an identified need in all academic areas.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
STAR Reading Assessment K-4th	47% of all K-4th students reading at grade level	55% of all K-4th students reading at grade level	60% of all K-4th students reading at grade level	65% of all K-4th students reading at grade level
STAR Reading Assessment 5th-8th	23% of all 5th-8th students reading at grade level	35% of all 5th-8th students reading at grade level	40% of all 5th-8th students reading at grade level	45% of all 5th-8th students reading at grade level
CAASPP ELA Overall	Districtwide: 40% Standards Met or Exceeded 21.3 points below Level 3	Districtwide: 45% Standards Met or Exceeded 11 points below Level 3	Districtwide: 45% Standards Met or Exceeded no lower than 5 points below Level 3	Districtwide: 50% Standards Met or Exceeded no lower than 5 points below Level 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Math Overall	Districtwide: 25% Standards Met or Exceeded 55.7 points below Level 3	Districtwide: 30% Standards Met or Exceeded 45 points below Level 3	Districtwide: 30% Standards Met or Exceeded no more than 45 points below Level 3	Districtwide: 35% Standards Met or Exceeded no more than 35 points below Level 3
CAASPP ELA English Learner - EL Only	66.4 points below Level 3	46 points below Level 3	due to 2016-2017 California DASHBOARD results of 58.9 below level 3 our new outcome is no more than 50 points below Level 3	no more than 42 points below Level 3
District Reclassification Rate	14% of students reclassified	16% of students reclassified	18% of students reclassified	20% of students reclassified
Attendance Rate	Maintain 97% attendance rate	Maintain 97% attendance rate	Maintain 97% attendance rate	Maintain 97% attendance rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic absenteeism	19 students district-wide	14 students district-wide (3.4%)	California Dashboard now measures Chronic Absenteeism as a percentage. We will maintain or decrease the percentage from previous year.	maintain or decrease
Facilities	Maintain in good repair as measured by FIT.	Maintain in good repair as measured by FIT.	Maintain in good repair as measured by FIT.	Maintain in good repair as measured by FIT.
Fully credentialed teachers	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials
High School Drop-out, Graduation Rate, A-G, AP, EAP and API	N/A	N/A	N/A	N/A
Math Facts Fluency	Establishing baseline with purchase of program for 2018-2019 school year.	N/A	Establish Baseline	To be determined after baseline is established.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.1 Continuous Professional Development

1.1 Continuous Professional Development

1.1 Continuous Professional Development

learning for educators on: Common Core State Standards, NGSS, project-based learning strategies, integrating technology and best instructional practices.

learning for educators on: Common Core State Standards, NGSS, project-based learning strategies, integrating technology and best instructional practices in ELA/ELD and mathematics..

learning for educators on: Common Core State Standards, NGSS, project-based learning strategies, integrating technology and best instructional practices in ELA/ELD and mathematics..

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$15,000	\$15,000
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Certificated Salaries, Travel & Conferences	Travel and Conferences	Travel and Conferences

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.2 Continue Technology - staying current on timeline for 1 to 1 student to device ratio, update technology equipment and software as necessary

1.2 Continue Technology - staying current on timeline for 1 to 1 student to device ratio, update technology equipment and software as necessary

1.2 Continue Technology - staying current on timeline for 1 to 1 student to device ratio, update technology equipment and software as necessary

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

\$155,000

\$200,000

\$100,000

Year	2017-18	2018-19	2019-20
Source	Restricted Federal, Unrestricted	Unrestricted, Supplemental Concentration Restricted, Title I	Unrestricted, Supplemental Concentration Restricted, Title I
Budget Reference	Materials and Supplies, Professional Services	Materials and Supplies, Non-capitalized Equipment	Materials and Supplies, Non-capitalized Equipment

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.3 Provide extra duty pay to either new or existing participating staff, and/or professional services to support rapid increase of achievement and course access.

1.3 Provide extra duty pay to either new or existing participating staff, and/or professional services to support rapid increase of achievement and course access.

1.3 Provide extra duty pay to either new or existing participating staff, and/or professional services to support rapid increase of achievement and course access.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,229	\$30,229
Source	Unrestricted	Unrestricted, Supplementary/Concentration	Unrestricted, Supplementary/Concentration
Budget Reference	Certificated Salaries, Materials and Supplies	Certificated Salaries, Materials and Supplies	Certificated Salaries, Materials and Supplies

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.4 Provide systems of support for English learners, Socio-Economic Disadvantaged, Foster Homeless, and Special Education students to support their academic success. Support is principally directed to serve our unduplicated students by determining their areas of need through assesment and provide intervention as needed.

1.4 Provide systems of support for English learners, Socio-Economic Disadvantaged, Foster Homeless, and Special Education students to support their academic success. Support is principally directed to serve our unduplicated students by determining their areas of need through assessment and provide intervention as needed.

1.4 Provide systems of support for English learners, Socio-Economic Disadvantaged, Foster Homeless, and Special Education students to support their academic success. Support is principally directed to serve our unduplicated students by determining their areas of need through assessment and provide intervention as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$105,000	\$83,305	\$83,305
Source	Unrestricted	Unrestricted, Supplementary/Concentration Restricted, Federal, REAP	Unrestricted, Supplementary/Concentration Restricted, Federal, REAP
Budget Reference	Certificated Salaries, Classified Salaries, Materials and Supplies	Certificated Salaries and Benefits Classified Salaries and Benefits Materials and Supplies	Certificated Salaries and Benefits Classified Salaries and Benefits Materials and Supplies

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.5 Continue Teacher(s) on Special Assignment Two
 .60 FTE Teacher(s) on Special assignment and one
 1.0 FTE Teacher on Special Assignment to support academic intervention K -8. In addition, 4 single subject teachers will be hired to accommodate fluctuating class sizes in 6-8 grades.

1.5 Continue Teacher(s) on Special Assignment
 Two .60 FTE Teacher(s) on Special assignment and one 1.0 FTE Teacher on Special assignment to support academic intervention K-8. Five single subject teachers utilized to accommodate fluctuating class sizes in grades 6-8 and on-site principals at each site to monitor and support staff and students towards closing the achievement gap.

1.5 Continue Teacher(s) on Special Assignment
 Two .60 FTE Teacher(s) on Special assignment and one 1.0 FTE Teacher on Special assignment to support academic intervention K-8. Five single subject teachers utilized to accommodate fluctuating class sizes in grades 6-8 and on-site principals at each site to monitor and support staff and students towards closing the achievement gap.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$498,037	\$750,640	\$750,640

Year	2017-18	2018-19	2019-20
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Certificated Salaries	Certificated Salaries and Benefits	Certificated Salaries and Benefits

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

1.6 Purchase Common Core curriculum in ELA/ELD

2018-19 Actions/Services

1.6 Pilot History Social Studies Curriculum and purchase ELA/ELD digital support for teachers in Yr. 2 implementation of ELA/ELD curriculum adoption.

2019-20 Actions/Services

1.6 Purchase History Social Studies Curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$87,002	\$10,000	\$100,000
Source	Unrestricted and Restricted State	Unrestricted	Unrestricted Restricted, State, Lottery
Budget Reference	Textbooks	Professional Services	Textbooks

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.7 Provide BTSA program costs and Support Provider Stipend as needed to support classroom quality instruction

1.7 Provide BTSA program costs and Support Provider Stipend as needed to support classroom quality instruction

1.7 Provide BTSA program costs and Support Provider Stipend as needed to support classroom quality instruction

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$20,900

\$23,722

\$23,722

Year	2017-18	2018-19	2019-20
Source	Resticted, Federal and Sate	Restricted; Federal, Title II	Restricted; Federal, Title II
Budget Reference	Certificated Salaries	Certificated Salaries Professional Services	Certificated Salaries Professional Services

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.8 Purchase NGSS, ELA/ELD and mathematics Common Core State Standards aligned supplementary materials, hard-copy/online subscription, books, and supplies and technology

1.8 Purchase NGSS, ELA/ELD and mathematics Common Core State Standards aligned supplementary materials, hard-copy/online subscription, books, and supplies and technology

1.8 Purchase NGSS, ELA/ELD and mathematics Common Core State Standards aligned supplementary materials, hard-copy/online subscription, books, and supplies and technology

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$40,000.	\$40,000.
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Materials and supplies, Professional Services	Materials and Supplies Textbooks Professional Services	Materials and Supplies Textbooks Professional service

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.9 Administer an annual, online staff survey to determine district priorities which include; school climate, student achievement, Common Core preparedness, safety and school connectedness, parental engagement, and student access

See Stakeholder Engagement for results, no longer an action and service.

See Stakeholder Engagement for results, no longer an action and service.

Budgeted Expenditures

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Goal # 2 District will promote student maintenance of a responsible, respectful, safe and healthy lifestyle.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Local Priorities: N/A

Identified Need:

After analyzing the results from the student survey, students need to feel more connected and safe at school, especially at the middle school level. The district would like to improve upon the 78.5% positive school climate rating.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Maintain Low Suspension Level on Dashboard (less than 1.5%) as a district	3.4% suspension rate	2.0% or less suspension rate	1.5% or less suspension rate	Maintain or decrease suspension rate
Decrease percentage of referrals given to students who have multiple infractions	65% of total referrals	50% of total referrals	40% of total referrals	30% of total referrals
Monitor middle school expulsion, drop-out rates	Maintain a rate lower than Ventura County average	Maintain (0%)	Maintain (0%)	Maintain (0%)
Provide school events focusing on character building	2 events a year per site	3 events a year per site	3 events a year per site	Maintain

Provide middle school connectedness and opportunities for meaningful participation	4 opportunities	5 opportunities	Maintain	Maintain
California Healthy Kids Survey	78.5% of students feel safe at school	Maintain at least a 90% approval rating	Maintain or increase	Maintain or increase
Physical Fitness Testing Tool in grades 5 and 7.	Maintain 60% of students meeting 5 out of 6 standards on the Physical Fitness test.	Maintain 60% of students meeting 5 out of 6 standards on the Physical Fitness test.	Maintain 60% of students meeting 5 out of 6 standards on the Physical Fitness test.	Maintain 60% of students meeting 5 out of 6 standards on the Physical Fitness test.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.1 Administer an annual online student survey (grade 4 and 7) to measure effective social emotional supports, safety at school, ways to seek out help when necessary, and school promotion of a healthy lifestyle

2.1 See stakeholder engagement and annual measurable outcomes for results. No longer an action and service.

2.1 See stakeholder engagement and annual measurable outcomes for results. No longer an action and service.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$0	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	See Goal 1, Action 1.9	N/A	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.2 Provide enrichment activities that include incentives, field trips, sports and extracurricular activities that support and promote increased participation in school events

2.2 Provide enrichment activities that include incentives, field trips, sports and extracurricular activities that support and promote increased participation in school events.

2.2 Provide enrichment activities that include incentives, field trips, sports and extracurricular activities that support and promote increased participation in school events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,200	\$34,037	\$34,037
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Certificated Salaries and Benefits, Materials and Supplies, Professional Services	Certificated Salaries and Benefits Materials and Supplies Direct Transfer of Costs Professional Services	Certificated Salaries and Benefits Materials and Supplies Direct Transfer of Costs Professional Services

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.3 Monitor digital citizenship and provide guidance as needed.

2.3 Monitor digital citizenship and provide guidance as needed.

2.3 Monitor digital citizenship and provide guidance as needed.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$1,000	\$2,550	\$2,550
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Materials and Supplies	Professional Services	Professional Services

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

Specific Schools, Briggs School, Grades 5th & 7th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2.4 Administer the PFT (Physical Fitness Test) in grades 5th and 7th to measure student physical fitness.

2018-19 Actions/Services

This action will be removed as it is already being used as a metric to determine a healthy lifestyle of all students in grades 5 and 7.

2019-20 Actions/Services

This action will be removed as it is already being used as a metric to determine a healthy lifestyle of all students in grades 5 and 7.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.5 Provide counseling services three days a week to increase social-emotional support for students

2.5 Provide counseling services three days a week to increase social-emotional support for students

2.5 Provide counseling services three days a week to increase social-emotional support for students

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$52,600

\$52,525

\$52,525

Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Classified Salaries	Classified Salaries and Benefits	Classified Salaries and Benefits

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.6 Purchase Health Ed curriculum updates.

2.6 Purchase Health Ed curriculum updates.

2.6 Purchase Health Ed curriculum updates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$2,000	\$2,000
Source	N/A	Unrestricted	Unrestricted
Budget Reference	N/A	Materials and Supplies	Materials and Supplies

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2.7 Maintain P.E. teacher as 1.0 FTE; add PE aide if needed

2018-19 Actions/Services

2.7 Maintain P.E. teacher as 1.0 FTE; add PE aide if needed

2019-20 Actions/Services

2.7 Maintain P.E. teacher as 1.0 FTE; add PE aide if needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$107,366	\$101,426	\$101,426
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration

Budget Reference

Certificated Salaries

Certificated Salaries and Benefits
Classified Salaries and Benefits

Certificated Salaries and Benefits
Classified Salaries and Benefits

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.8 Provide school nurse 2 days a week for 35 week provide teacher training as required and support healthy lifestyle choices of students and families

2.8 Provide school nurse 2 days a week for 35 week provide teacher training as required and support healthy lifestyle choices of students and families

2.8 Provide school nurse 2 days a week for 35 week provide teacher training as required and support healthy lifestyle choices of students and families

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000	65,000	66,950
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Professional Services	Professional Services	Professional Services

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.9 Increase student safety and security on school grounds and in the classroom by one hour.

2.9 Increase student safety and security on school grounds and in the classroom.

2.9 Increase student safety and security on school grounds and in the classroom.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$39,200

\$34,108

\$34,108

Source

Unrestricted

Unrestricted,
Supplemental/Concentration

Unrestricted,
Supplemental/Concentration

Budget Reference

Classified Salaries, Materials and Supplies, Professional Services

Classified Salaries and Benefits

Classified Salaries and Benefits

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2.10 Project Wisdom updates

2.10 Project Wisdom updates

2.10 Project Wisdom updates

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Mateirals and Supplies	Mateirals and Supplies	Mateirals and Supplies

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

2.11 Review current district discipline policy

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

2.11 Make and implement changes to district discipline policy

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

2.11 Make and implement changes to district discipline policy

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

Goal # 3 District will improve parent engagement strategies

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities:

Identified Need:

After analyzing participation at district/school parent meetings and committees and the return rate and input from parent surveys, the identified need is to maintain parent participation from our subgroups and offer both paper and online options for surveys.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Increase # of parent events and involvement opportunities per year	5 events and involvement opportunities	6 events and involvement opportunities	Maintain	Maintain
School committees will reflect parents from subgroup populations	1 parent from subgroup population	1 parent from at least 2 subgroup populations	Maintain	Maintain
Increase return rate for parent surveys	by 5%; from 17% to 22%	by 5%; from 22% to 27%	from 36% to 40%	from 40% to 45%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.1 Positive Parenting - three (3) sessions in English and Spanish will be offered to all parents to increase engagement in the home environment and build a positive relationship between home and school connectedness.

3.1 Positive Parenting - three (3) sessions in English and Spanish will be offered to all parents. The topics will be based on the top three priorities determined by parents from the parent survey.

3.1 Positive Parenting - three (3) sessions in English and Spanish will be offered to all parents. The topics will be based on the top three priorities determined by parents from the parent survey.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	\$1,200	\$2,500.	\$2,500.
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Professional Services	Professional Services	Professional Services

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.2 Parent Nights by grade level to increase parental involvement in schools. Grade level teams will work with parent groups to facilitate acquisition of academic support skills for parents according to the needs of their students

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,646.	\$2,646.
Source	Unrestricted	Unrestricted, Supplemental/Concentration Restricted, Title I	Unrestricted, Supplemental/Concentration Restricted, Title I
Budget Reference	Certificated Salaries, Materials and Supplies	Certificated Salaries, Materials and Supplies	Certificated Salaries, Materials and Supplies

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

3.3 Transportation cost, childcare for meetings as available to promote access to all school events for parents. School vans upkeep.

2018-19 Actions/Services

3.3 Transportation cost, childcare for meetings as available to promote access to all school events for parents. School vans upkeep.

2019-20 Actions/Services

3.3 Transportation cost, childcare for meetings as available to promote access to all school events for parents. School vans upkeep.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,277	\$8,277
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Classified Salaries, Professional Services, Materials and Supplies	Classified Salaries Professional Services Materials and Supplies	Classified Salaries Professional Services Materials and Supplies

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

3.4 Latino Family Literacy program will be utilized to improve the home to school relationship and support increased student literacy for families who are low incom. Level 1 and 2 will be offered at both the elementary and middle school level.

2018-19 Actions/Services

3.4 Latino Family Literacy program will be utilized to improve the home to school relationship and support increased student literacy for families who are low incom. Level 1 and 2 will be offered at both the elementary and middle school level.

2019-20 Actions/Services

3.4 Latino Family Literacy program will be utilized to improve the home to school relationship and support increased student literacy for families who are low incom. Level 1 and 2 will be offered at both the elementary and middle school level.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,011	\$5,011
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration

Budget Reference

Certificated Salaries, Materials and Supplies, Professional Services

Certificated Salaries
Materials and Supplies
Professional Services

Certificated Salaries
Materials and Supplies
Professional Services

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.5 To promote parent comfort/engagement in daily school interactions, the district will offer English classes for our English Learner parents

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,360	\$6,750	\$6,750
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Professional Services, Materials and Supplies	Materials and Supplies Professional Services	Materials and Supplies Professional Services

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.6 Maintain communication to parents by using a variety of methods including using surveys, emails, Parent Connect messages, monthly newsletters, and mail.

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Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$15,000

\$17,750

\$17,750

Source	Unrestricted	Unrestricted	Unrestricted
Budget Reference	Materials and Supplies, Professional Services, Communications	Materials and Supplies Professional Services Communications	Materials and Supplies Professional Services Communications

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.7 Administer an annual, online parent survey to determine district priorities which include; school climate student achievement, Common Core preparedness, safety and school connectedness, parental engagement, and student access. A paper survey will also be provided. Support will be provided to parents who require assistance with completing the survey.

See Stakeholder Engagement for results, no longer an action and service

See Stakeholder Engagement for results, no longer an action and service

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	See Goal 1, Action 1.9	N/A	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,201,343.

30.7%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

With over 80% of unduplicated student subgroups enrolled in Briggs School District, the LCFF funds are used to meet the needs of all students, including foster youth, English learners, and low-income students.

The following actions and services are planned for the 2017-2018 school year to increase services to these students:

Goal 1 - Actions 1.3, 1.4 Goal 2 - 2.5, Goal 3: 3.3., 3.4, 3.5

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$1,246,461

Percentage to Increase or Improve Services

29.56%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

With over 80% of unduplicated student subgroups enrolled in Briggs School District, the LCFF funds are used to meet the needs LEA-wide, principally directed to increase or improve services for foster youth, English learners, and low-income students.

The following actions and services are planned for the 2017-2018 school year to increase services to these students:

Goal 1 - Actions 1.2, 1.3, 1.4., 1.5 Goal 2 - 2.2, 2.3, 2.5, 2.7, 2.8 & 2.9 Goal 3: - 3.1, 3.2, 3.3, 3.4, 3.5