

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Briggs Elementary School District

CDS Code: 56724476054969

School Year: 2021-22

LEA contact information:

Deborah Cuevas

Superintendent

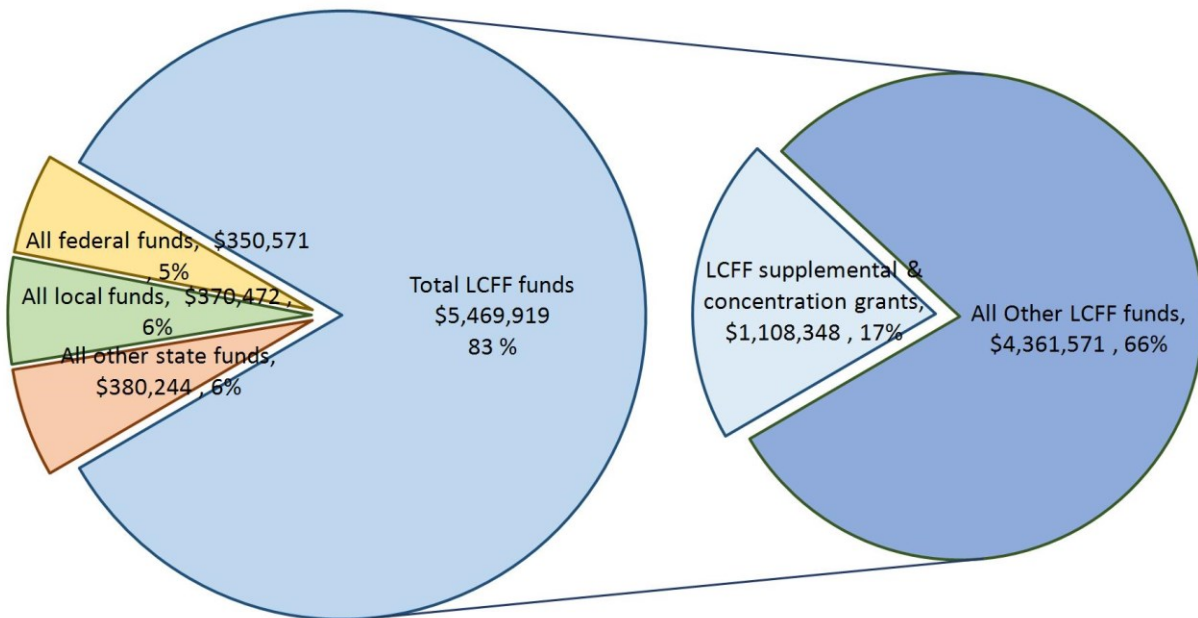
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805 525-7540

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source

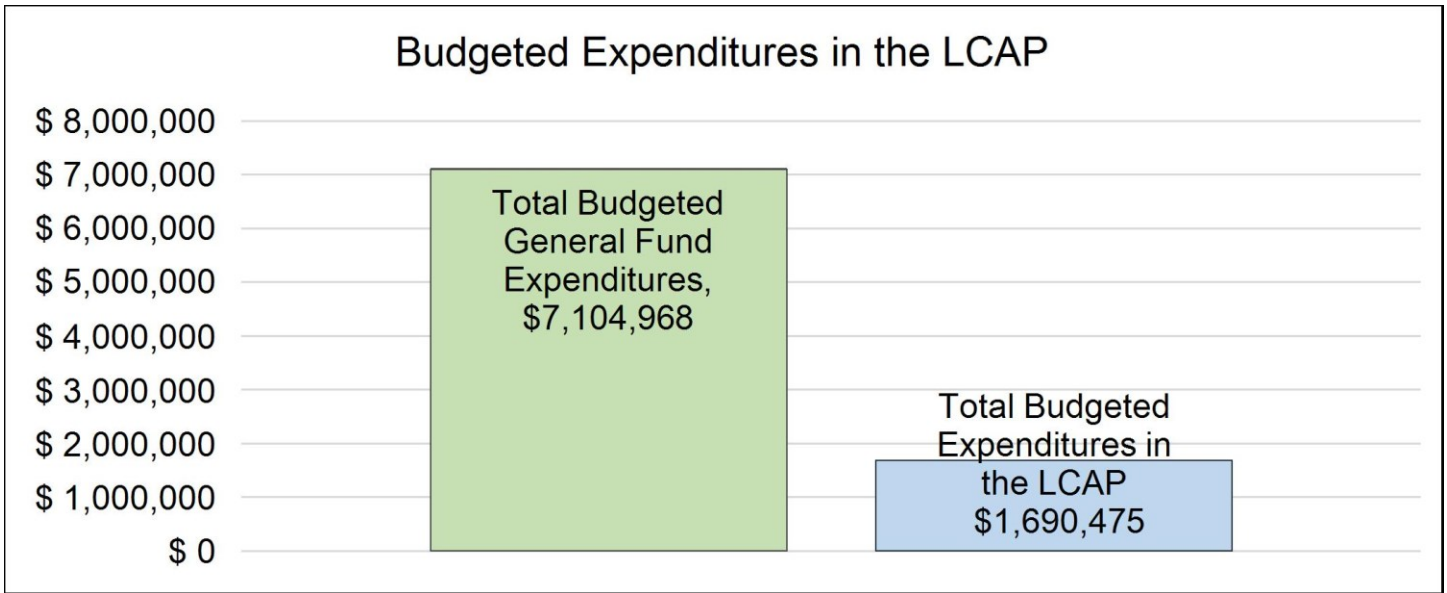


This chart shows the total general purpose revenue Briggs Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Briggs Elementary School District is \$6,571,206, of which \$5,469,919 is Local Control Funding Formula (LCFF), \$380,244 is other state funds, \$370,472 is local funds, and \$350,571 is federal funds. Of the \$5,469,919 in LCFF Funds, \$1,108,348 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Briggs Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Briggs Elementary School District plans to spend \$7,104,968 for the 2021-22 school year. Of that amount, \$1,690,475 is tied to actions/services in the LCAP and \$5,414,493 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

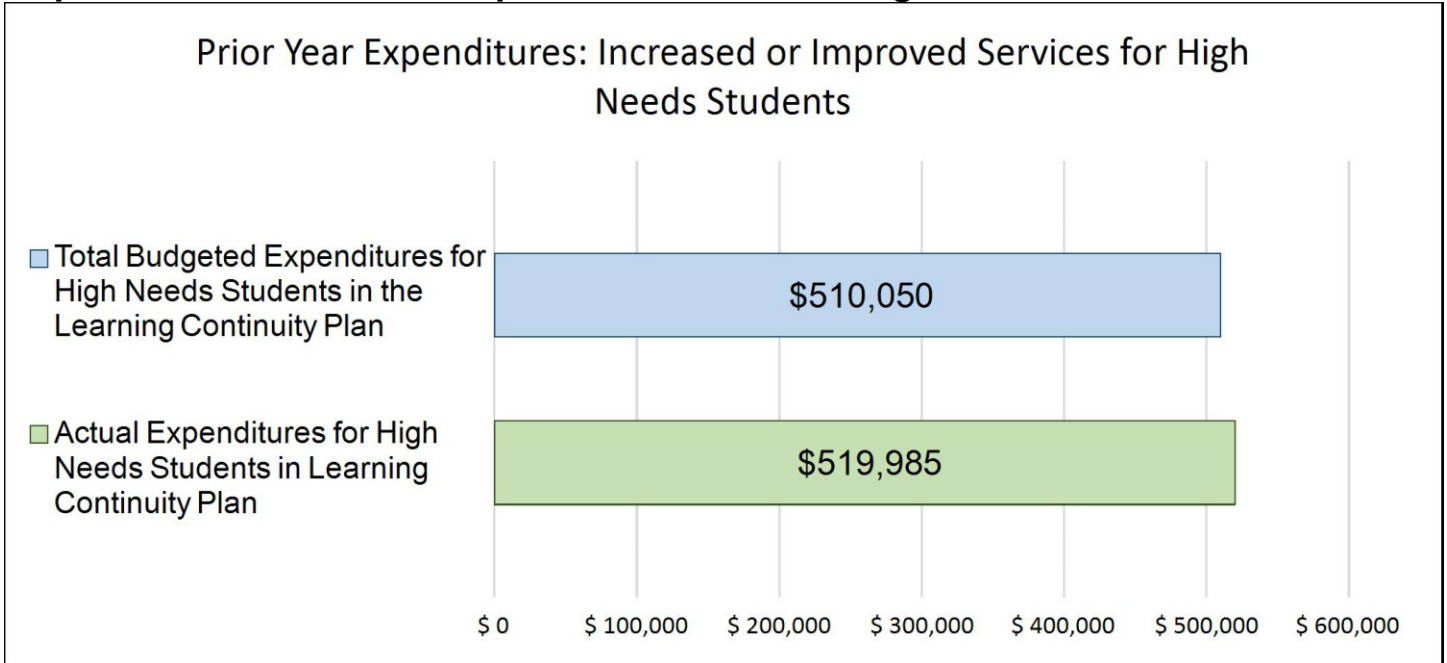
The LCAP does not include expenditures for administrative and support staff salaries, maintenance and operations, special education, or most classroom teachers.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Briggs Elementary School District is projecting it will receive \$1,108,348 based on the enrollment of foster youth, English learner, and low-income students. Briggs Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Briggs Elementary School District plans to spend \$1,254,268 towards meeting this requirement, as described in the LCAP.

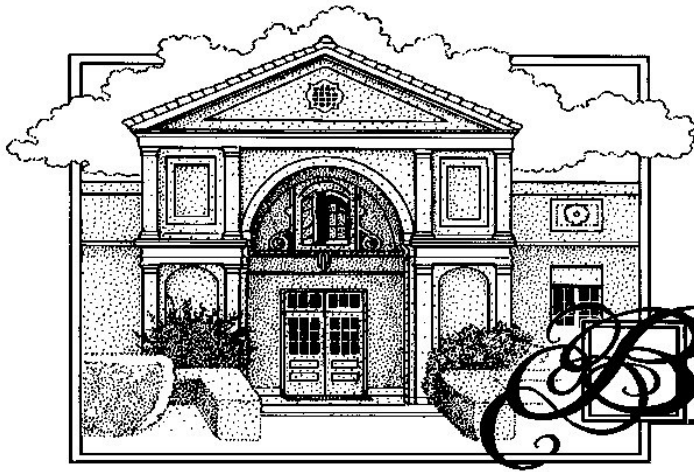
# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Briggs Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Briggs Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Briggs Elementary School District's Learning Continuity Plan budgeted \$510,050 for planned actions to increase or improve services for high needs students. Briggs Elementary School District actually spent \$519,985 for actions to increase or improve services for high needs students in 2020-21.



# *Briggs School District*

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

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

LEA Name	Contact Name and Title	Email and Phone
Briggs Elementary School District	Deborah Cuevas Superintendent	dcuevas@briggsesd.org 805 525-7540

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

District will increase student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> STAR Reading Assessment 1st--4th</p> <p><b>19-20</b> 60% of all 1st--4th students reading at grade level</p> <p><b>Baseline</b> 47% of all 1st--4th students reading at grade level</p>	<p>The data collection for this metric ended in March 2020 due to the COVID-19 pandemic so unfortunately the full year of implementation could not be completed. However, up until that point, 50% of students in grades 1-4 had already reached the mark of reading at grade level shown on the STAR Reading Assessment.</p>
<p><b>Metric/Indicator</b> STAR Reading Assessment 5th--8th</p> <p><b>19-20</b> 40% of all 5th--8th students reading at grade level</p> <p><b>Baseline</b> 23% of all 5th--8th students reading at grade level</p>	<p>The data collection for this metric ended in March 2020 due to the COVID-19 pandemic so unfortunately the full year of implementation could not be completed. However, up until that point, 29% of students in grades 5-8 had already reached the mark of reading at grade level shown on the STAR Reading Assessment.</p>
<p><b>Metric/Indicator</b> CAASPP ELA Overall</p> <p><b>19-20</b></p>	<p>Spring 2019 CAASPP ELA results showed students districtwide were 7.2 points below standard. Although the district did not meet this metric of lower than 5 points below standard, the district did increase by 4.2 points. Spring 2020 CAASPP was not administered due to the COVID-19 pandemic.</p>

Expected	Actual
<p>Districtwide all students will not be lower than 5 points below standard.</p> <p><b>Baseline</b> Districtwide: 40% Standards Met or Exceeded 21.3 points below Level 3</p> <p><b>Metric/Indicator</b> CAASPP Math Overall</p> <p><b>19-20</b> Districtwide all students will not be lower than 35 points below standard.</p> <p><b>Baseline</b> Districtwide: 25% Standards Met or Exceeded 55.7 points below Level 3</p>	<p>Spring 2019 CAASPP Math results showed students districtwide were 46.4 points below standard. The district did not meet this metric and the status was maintained from the previous year. Spring 2020 CAASPP was not administered due to the COVID-19 pandemic.</p>
<p><b>Metric/Indicator</b> CAASPP ELA English Learner -(EL) Only</p> <p><b>19-20</b> Current English Learner students will not be lower than 60 points below standard on ELA assessment.</p> <p><b>Baseline</b> 66.4 points below Level 3</p>	<p>Spring 2019 CAASPP ELA results for Current English Learners showed students districtwide were 58.6 below standard. The district met this metric and also increased by 10.4 points. Spring 2020 CAASPP was not administered due to the COVID-19 pandemic.</p>
<p><b>Metric/Indicator</b> District Reclassification Rate</p> <p><b>19-20</b> Maintain 18% of students reclassified</p> <p><b>Baseline</b> 14% of students reclassified</p> <p><b>Metric/Indicator</b> Attendance Rate</p> <p><b>19-20</b> Maintain 97% attendance rate</p>	<p>Due to the suspension of the CAASPP test in Fall 2020, no students were able to be reclassified since this was one of the district's reclassification criteria. Reclassification will resume in 2020-21 with updated district criteria.</p> <p>The attendance rate from August 2019 through March 2020 was 96.2%.</p>

Expected	Actual
<p><b>Baseline</b> Maintain 97% attendance rate</p> <p><b>Metric/Indicator</b> Maintain Low Chronic Absenteeism Level on Dashboard (less than 5.0%) as a district.</p> <p><b>19-20</b> Maintain a chronic absenteeism percentage below 5%.</p> <p><b>Baseline</b> 19 students district-wide</p>	<p>Fall 2019 CA School Dashboard showed the district at 5.2% chronically absent with an increase of 2%. The district did not meet this metric.</p>
<p><b>Metric/Indicator</b> Facilities</p> <p><b>19-20</b> Maintain in good repair as measured by FIT.</p> <p><b>Baseline</b> Maintain in good repair as measured by FIT.</p>	<p>Facilities in good repair as measured by FIT.</p>
<p><b>Metric/Indicator</b> Fully credentialed teachers</p> <p><b>19-20</b> Maintain teachers with appropriate credentials</p> <p><b>Baseline</b> Maintain teachers with appropriate credentials</p>	<p>All teachers in the Briggs School District were fully credentialed.</p>
<p><b>Metric/Indicator</b> High School Dropout, Graduation Rate, A-G, AP, EAP and API</p> <p><b>19-20</b> N/A</p> <p><b>Baseline</b> N/A</p>	<p>N/A</p>
<p><b>Metric/Indicator</b> Math Facts Fluency</p> <p><b>19-20</b></p>	<p>The data collection for this metric ended in March 2020 due to the COVID-19 pandemic so unfortunately the full year of implementation could not be completed. However, up until that</p>



Expected	Actual
<p>For students in grades 1--4, at least 50% of students will achieve a math fact fluency of 70% or greater. For students in grades 5, at least 80% of students will achieve a math fact fluency of 80% or greater.</p> <p><b>Baseline</b> Establishing baseline with purchase of program for 2018--2019 school year.</p>	<p>point, 40% of students in grades 1-4 had already reached 70% math fact fluency.</p>
<p><b>Metric/Indicator</b> ELPAC Proficiency</p> <p><b>19-20</b> Increase</p> <p><b>Baseline</b> Per Fall 2018 CA Dashboard 42.1% of students scored Well Developed 32.9% of students scored Moderately Developed</p>	<p>Fall 2019 CA School Dashboard changed the way they report the ELPAC metrics from the Fall 2018 CA School Dashboard. In Fall 2019, the district showed 54.6% of EL students making progress towards proficiency which is in the Medium Performance Level and only 0.4% away from the High Performance Level. 45.9% of EL students progress at least one ELPI Level and 8.6% of students maintained ELP Level 4. The district will use this information to create a new baseline.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Continuous Professional Development learning for educators on: Common Core State Standards, NGSS, project--based learning strategies, integrating technology and best instructional practices in ELA/ELD and mathematics..</p>	<p>Travel and Conferences Unrestricted \$15,000</p>	<p>LCFF 5000-5999: Services And Other Operating Expenditures Unrestricted \$5,626.02</p> <p>Title III 5000-5999: Services And Other Operating Expenditures Restricted \$2,174.30</p> <p>MTSS 5000-5999: Services And Other Operating Expenditures Restricted \$817.69</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.2 Continue Technology - staying current on timeline for 1 to 1 student to device ratio, update technology equipment and software as necessary</p>	<p>Unrestricted, Supplemental Concentration Restricted, Low Performing Student Block Grant</p> <p>Materials and Supplies Non-capitalized Equipment Capitalized Equipment \$162,120</p>	<p>Supplemental/Concentration 4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration \$11,511.25</p> <p>Low Performing Block Grant 4000-4999: Books And Supplies Restricted \$30,804.48</p> <p>5000-5999: Services And Other Operating Expenditures Unrestricted \$20,480.98</p> <p>6000-6999: Capital Outlay Unrestricted \$36,569.92</p> <p>Coronavirus Relief 4000-4999: Books And Supplies Restricted \$90,864.07</p>
<p>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.</p>	<p>Certificated (teachers) Salaries and Benefits Materials and Supplies Unrestricted, Supplemental/Concentration \$32,132</p>	<p>Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$17,572.50</p> <p>Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$3,427.85</p>
<p>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 primarily directed to serve</p>	<p>Unrestricted Supplemental/Concentration Restricted, Federal, REAP</p>	<p>Supplemental/Concentration 2000-2999: Classified Personnel Salaries Unrestricted,</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>our unduplicated students by determining their areas of need through assessment and provide intervention as needed.</p>	<p>Certificated (teachers) Salaries and Benefits  Classified (instructional assistant and other) Salaries and Benefits  Materials and Supplies  \$115,845</p>	<p>Supplemental/Concentration  \$38,613.15</p> <p>2000-2999: Classified Personnel Salaries Restricted \$4,065.76</p> <p>Supplemental/Concentration  3000-3999: Employee Benefits Unrestricted,  Supplemental/Concentration  \$13,721.20</p> <p>3000-3999: Employee Benefits Restricted \$377.47</p> <p>Supplemental/Concentration  4000-4999: Books And Supplies Unrestricted,  Supplemental/Concentration  \$429.61</p>
<p>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.</p>	<p>Certificated Salaries and Benefits (Teacher and administrator)  Certificated Personnel Salaries Unrestricted,  Supplemental/Concentration  \$861,717</p>	<p>Supplemental/Concentration  1000-1999: Certificated Personnel Salaries Unrestricted,  Supplemental/Concentration  \$648,955.34</p> <p>Supplemental/Concentration  3000-3999: Employee Benefits Unrestricted,  Supplemental/Concentration  \$201,484.12</p>
<p>1.6 Pilot History Social Studies Curriculum and purchase ELA/ELD digital support for teachers in Yr. 2 implementation of ELA/ELD curriculum adoption.</p>	<p>Professional Services Unrestricted \$10,000</p>	<p>Base Grant 4000-4999: Books And Supplies Unrestricted  \$1,521.25</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Lottery 4000-4999: Books And Supplies Restricted \$31,791.20  Base Grant 5800: Professional/Consulting Services And Operating Expenditures Unrestricted \$8,819.35
1.7 Provide BTSA program costs and Support Provider Stipend as needed to support classroom quality instruction	Restricted; Federal, Title II  Certificated Salaries Professional Services \$24,552	Title II Teacher Quality 1000-1999: Certificated Personnel Salaries Restricted \$3,000  Title II Teacher Quality 3000-3999: Employee Benefits Restricted \$605.71  Title II Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Restricted \$10,000
1.8 Purchase NGSS, ELA/ELD and mathematics Common Core State Standards aligned supplementary materials, hard-copy/online subscription, books, and supplies and technology	Materials and Supplies Textbooks Professional service Unrestricted \$50,000	Base Grant 4000-4999: Books And Supplies Unrestricted \$12,940.84  Base Grant 5800: Professional/Consulting Services And Operating Expenditures Unrestricted \$22,766.35
See Stakeholder Engagement for results, no longer an action and service.	N/A	

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented to a degree. Due to the school closure in March 2020, some actions still had budgeted funds that had not been expended. The remaining balance of these budgeted funds were diverted to upgrading the district's technology. Through a parent survey in March 2020, it was found that the majority of the families needed support with internet in the home as well as devices for student use. Funds were diverted to purchasing Chromebooks for every student in the district and to purchasing hotspots to provide internet to our families in need. This provided direct support to our families and students in order to implement Distance Learning in the Fall of 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

From August 2019 to March 2020, Briggs School District was able to implement the majority of the actions and services in Goal 1. This included purchase of annual supplementary online subscriptions that proved essential to the Fall 2020 Distance Learning program. Other actions and services implemented, to a degree, were professional development, BTSA induction program which continued through the COVID-19 pandemic, extra duty support services including LCAP tutoring, hiring of Teachers on Special Assignment (TOSA) and the purchase of curriculum materials. The biggest challenge was not being able to continue actions and services after the school closure in March 2020 until June 2020. However, data analysis up until the school closure showed several successes were underway. Reading improvement was progressing towards meeting the expected outcome at the elementary level. CAASPP data showed that the district in ELA was making good progress towards meeting the expected outcome. English Learners in the district were also improving their scores on both the ELPAC and the CAASPP ELA.

## 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: Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Maintain Low Suspension Level on Dashboard (less than 1.5%) as a district</p> <p><b>19-20</b> Maintain a 1.5% or less suspension rate</p> <p><b>Baseline</b> 3.4% suspension rate</p>	<p>On the Fall 2019 CA School Dashboard, the district showed a suspension rate of 2.4% with an increase of 1%. The district did not meet this metric.</p>
<p><b>Metric/Indicator</b> Decrease percentage of referrals given to students who have multiple infractions.</p> <p><b>19-20</b> 55% of total referrals</p> <p><b>Baseline</b> 65% of total referrals</p>	<p>Students were in Distance Learning from March 20, 2020 through the remainder of the school year. At Olivelihoods School, a new, leveled behavior program was implemented. This drastically reduced the number of referrals. Only 12 students received referrals by March 2020. Only 25% of these were students with multiple infractions, thus meeting this metric. Briggs School had similar, positive results. There were 61 referrals issued and only 21% of those referrals were students with multiple infractions. The district met this metric.</p>
<p><b>Metric/Indicator</b> Monitor middle school expulsion, drop-out rates</p> <p><b>19-20</b> Maintain (0%)</p> <p><b>Baseline</b> Maintain a rate lower than Ventura County average</p>	<p>Maintained (0%)</p>

Expected	Actual
<p><b>Metric/Indicator</b> Provide school events focusing on character building</p> <p><b>19-20</b> Maintain 3 events a year per site</p> <p><b>Baseline</b> 2 events a year per site</p> <p><b>Metric/Indicator</b> Provide middle school connectedness and opportunities for meaningful participation</p> <p><b>19-20</b> Maintain</p> <p><b>Baseline</b> 4 opportunities</p> <p><b>Metric/Indicator</b> California Healthy Kids Survey</p> <p><b>19-20</b> Maintain or increase</p> <p><b>Baseline</b> 78.5% of students feel safe at school</p>	<p>Before the school closure in March 2020, Olivelihoods School was able to complete three events; a new positive behavior incentive program; Kindness Week and monthly character trait spirit days.</p> <p>Briggs School offered several opportunities for middle school connectedness before the school closure. This included several clubs such as robotics, United Panthers Dream, yearbook, ASB, drama, migrant speech and debate, garden, chess and STEAM. The district met this metric.</p> <p>Due to the school closure in March 2020, the California Health Kids Survey was not administered.</p>
<p><b>Metric/Indicator</b> Physical Fitness Testing Tool in grades 5 and 7.</p> <p><b>19-20</b> Maintain 60% of students meeting 5 out of 6 standards on the Physical Fitness test.</p> <p><b>Baseline</b> Maintain 60% of students meeting 5 out of 6 standards on the Physical Fitness test.</p>	<p>Physical fitness testing was suspended during COVID-19 pandemic</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 See stakeholder engagement and annual measurable outcomes for results. No longer an action and service	N/A	
2.2 Provide enrichment activities that include incentives, field trips, sports and extracurricular activities that support and promote increased participation in school events.	Materials and Supplies Direct Transfer of Costs Professional Services Unrestricted, Supplemental/Concentration \$36,430	Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$1,400  Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$282.67  Supplemental/Concentration 4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration \$14,729.05  Supplemental/Concentration 5700-5799: Transfers Of Direct Costs Unrestricted, Supplemental/Concentration \$5,577.76  Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Unrestricted, Supplemental/Concentration \$8,738.50
2.3 Monitor digital citizenship and provide guidance as needed.	Professional Services Unrestricted, Supplemental/Concentration \$2,550	N/A



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.4 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.	N/A	
2.5 Provide counseling services three days a week to increase social-emotional support for students.	Professional Services Unrestricted, Supplemental/Concentration \$86,000	Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Unrestricted, Supplemental/Concentration \$57,559.44  Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Unrestricted, Supplemental/Concentration \$19,930.56
2.6 Purchase Health Ed curriculum updates.	Materials and Supplies Unrestricted \$2,000	N/A
2.7 Maintain P.E. teacher as 1.0 FTE; add PE aide if needed.	Certificated Salaries and Benefits (teacher) Classified Salaries and Benefits (instructional assistant) Unrestricted, Supplemental/Concentration \$100,164	Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$58,891.03  Supplemental/Concentration 2000-2999: Classified Personnel Salaries Unrestricted, Supplemental/Concentration \$14,739.75  3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$25,891.63

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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 .	Professional Services Unrestricted, Supplemental/Concentration \$68,435	Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$34,741.20  Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$7,014.25
2.9 Increase student safety and security on school grounds and in the classroom.	Classified Salaries and Benefits (other) Materials and Supplies Unrestricted Unrestricted, Supplemental/Concentration \$35,189	Supplemental/Concentration 2000-2999: Classified Personnel Salaries Unrestricted, Supplemental/Concentration \$25,044.46  Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted and Restricted State \$7,004.39  Base Grant 4000-4999: Books And Supplies Unrestricted \$62.68
2.10 Project Wisdom updates.	Materials and Supplies Unrestricted \$1,000	Base Grant 4000-4999: Books And Supplies Unrestricted \$598.00
2.11 Provide district-wide staff development services to guide the District on updating discipline procedures and social emotional support for all.	Restricted, State, SUMS grant  Professional Services \$5,000	M.T.S.S 4000-4999: Books And Supplies Restricted \$260.85  M.T.S.S 5800: Professional/Consulting Services And Operating Expenditures Restricted \$3,834.03

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented to a degree. Due to the school closure in March 2020, some actions still had some budgeted funds that had not been expended. As mentioned in Goal 1, the extra funds were diverted to purchase 1:1 devices for all students in the district and providing internet for those families in need.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

From August 2019 to March 2020, Briggs School District was able to implement the majority of the actions and services in Goal 2. All support staffing was completed including the P.E. teacher at Briggs School, school nurse for the district, school counselor for the district and safety and security staff for Briggs School. Many enrichment activities took place including Robotics, field trips, Artist in the Classroom for grades TK-4, Spelling Bee at both sites, and Kindness Week at Olivelihoods School. One of the biggest successes for this goal was the work on creating Multi-Tiered Systems of Support (MTSS) through the SUMS Leadership Committee. Through this work, a new, leveled behavior system was created at both school sites using CHAMPS. Olivelihoods School also created a new positive behavior incentive program that supported good attendance and behavior. Prizes were purchased as incentives and handed out to students each trimester. Both the new behavior system and incentive program had a significant, positive effect on the number of incident referrals with only 12 students receiving a referral from August 2019 to March 2020. Only 25% of these students had multiple infractions. Briggs School also had similar positive results from the new tiered behavior system. Only 61 referrals were written and only 21% of those were of multiple infractions.

## Goal 3

District will improve parent engagement strategies

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                               Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Increase # of parent events and involvement opportunities per year</p> <p><b>19-20</b>            Maintain</p> <p><b>Baseline</b>            5 events and involvement opportunities</p>	<p>Before the school closure in March 2020, the district was able to offer and complete fall parent conferences, spring conferences, a variety of field trips and a Barnes and Noble Family Night. In addition, Olivelihoods School had five separate Fall Open Houses; one for each grade level and one parent night in 3rd Grade. Briggs School also had Principal's Picnics and Latino Family Literacy.</p>
<p><b>Metric/Indicator</b>            School committees will reflect parents from subgroup populations</p> <p><b>19-20</b>            Maintain</p> <p><b>Baseline</b>            1 parent from subgroup population</p>	<p>School Site Council/DELAC representatives represent parents of English Learners, and Free and Reduced lunch student, and homeless.</p>
<p><b>Metric/Indicator</b>            Increase return rate for parent surveys</p> <p><b>19-20</b>            from 40% to 45%</p> <p><b>Baseline</b>            by 5%; from 17% to 22%</p>	<p>There were multiple surveys that went out to parents during the 2019-2020 school year due to the COVID-19 pandemic. The average return rate for surveys was 67% thus meeting this metric.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	Professional Services Unrestricted, Supplemental/Concentration \$1,000	N/A
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.	Certificated Salaries and Benefits (other) Materials and Supplies Unrestricted, Supplemental/Concentration \$2,931	Supplemental/Concentration 4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration \$424.57
3.3 Transportation cost, childcare for meetings as available to promote access to all school events for parents. School vans upkeep.	Certificated Salaries and Benefits (other) Classified Salaries and Benefits (other) Transfer of Direct Costs Unrestricted, Supplemental/Concentration \$11,794	Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$337.50  Supplemental/Concentration 2000-2999: Classified Personnel Salaries Unrestricted, Supplemental/Concentration \$5,197.78  Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$1,530.30  Supplemental/Concentration 4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration \$858.32

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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 income. Level 1 and 2 will be offered at both sites.</p>	<p>Certificated Salaries and Benefits (other) Materials and Supplies Professional Services Unrestricted, Supplemental/Concentration \$5,061</p>	<p>Supplemental/Concentration 5700-5799: Transfers Of Direct Costs Unrestricted, Supplemental/Concentration \$1,590.84</p> <p>Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$1,125.00</p> <p>Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$227.14</p> <p>Supplemental/Concentration 4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration \$669.50</p>
<p>3.5 To promote parent comfort/engagement in daily school interactions, the district will offer English classes for our English learner parents.</p>	<p>Materials and Supplies Professional Services Unrestricted, Supplemental/Concentration \$8,050</p>	<p>Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Unrestricted, Supplemental/Concentration \$7,780.08</p>
<p>3.6 Maintain communication to parents by using a variety of methods including using surveys, emails, Parent Connect messages, monthly newsletters, and mail.</p>	<p>Materials and Supplies Professional Services Unrestricted \$18,600</p>	<p>Base Grant 5800: Professional/Consulting Services And Operating Expenditures Unrestricted \$8,444.35</p>
<p>3.7 See Stakeholder Engagement for results, no longer an action and service.</p>	<p>N/A</p>	

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented to a degree. Due to the school closure in March 2020, some actions still had some budgeted funds that had not been expended. As mentioned in Goal 1, the extra funds were diverted to purchase 1:1 devices for all students in the district and providing internet for those families in need.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

From August 2019 to March 2020, Briggs School District was only able to implement some of the actions and services in Goal 3. English classes for parents did begin, but was suspended during the pandemic. School communication via flyers, calendars, newsletters, translator services, parent surveys and handbooks kept our families informed of events, emergency situations throughout the year, even during spring 2020 Distance Learning. The school closure in March 2020 proved to be a challenge in completing several actions in this goal due to the lack of remaining school days and public lockdown. Evening parenting classes for parents did not continue, parent nights by grade level were minimal up until this point in the school year and Latino Family Literacy had not started yet. A success that was achieved from this goal was the expansion of Oliveland's School Fall Open House to five separate nights for each grade level. The goal of these nights was to inform parents of the new leveled behavior system, positive behavior incentive program and the new communication through the student information system, Q. Transportation, translation and childcare was provided at each of these nights allowing clear communication to parents about new changes to support school-home connection.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Personal Protective Equipment - PPE such as face masks, face shields, and gloves to ensure that students, staff and visitors will minimize the spread of respiratory droplets while on campus.</p> <p>Disinfectants including hand sanitizers and soap will be provided in every classroom and area that maintains a sink. Hand sanitizers will be placed in high traffic areas with proper signage. Deep cleaning supplies such as misters and proper wipes will be used.</p> <p>Physical signs will remain in front of each school site outlining self checking for symptoms prior to entering all buildings. Floor decals and posters provide the visual clues throughout the school site to allow for physical distancing when completing assessments for individual or small cohort instruction.</p> <p>Technology - purchase of additional technology for classrooms such as bluetooth headsets to allow for increased access to online and virtual streaming of classes, updating old laptops for teacher and support staff usage.</p>	53,500.00	\$224,724.63	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Barriers - plexiglass to provide barriers when in close contact for sustained periods with others. Desk shields for student desks.</p> <p>Handwashing Stations installed at each school site in various high traffic areas.</p>			

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

In addition to those items listed above, the District invested in lunchroom tables to better accommodate students and comply with social distancing requirements. The cost of PPE and sanitizing equipment far surpassed expectations.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Briggs School District offered distance learning to all students from August 2020 to March 2021. In November 2020, the district recognized that students receiving special education services were at greater risk of experiencing learning loss due to the school closure and invited students to return on campus for two days a week in a small cohort. In total, nine students attended at Oliveland and two students attended at Briggs from November 2020 to March 2021 when their grade level returned to hybrid instruction. Hybrid in-person instruction was reviewed in the spring of 2021 and the district began bringing back grade levels in a staggered schedule starting the week of March 22nd. For five weeks, students were split into two cohorts either attending Monday/Tuesday or Thursday/Friday. Some students remained in distance learning based on family preference. Starting May 19, 2021, all students began attending four days a week. Wednesdays remained a distance learning day for all students. Upon re-opening, Briggs School District followed the BESD Mitigation plan for all health and safety guidelines. Teachers continued to assess for learning loss and adjusted lesson plans as needed to provide scaffolding and support. SEL lessons continued to be delivered weekly.

One of the biggest challenges in implementing in-person instruction was providing bus transportation services for both school sites. Briggs School District provides busing services for over half of the students within its rural boundaries. Our bus drivers are also our

maintenance staff. In accordance with the guidelines in the document entitled, "Guidelines for Re-Opening Schools in Covid-19," it stated that students must sit at least 6ft apart when riding the bus, with windows down. Schools were also not to mix cohorts with other school sites. This created a need to stagger bus schedules which impacted the maintenance times on campus and severely limited the number of students that could ride the bus to and from school. The success of returning to in-person instruction was having all safety guidelines in place for the safe return of students to our campuses and having all school personnel return. Hand-washing stations were installed at each site. Staff and students were provided with personal protective equipment as necessary. Active screening measures were in place for all students entering the campuses. Signage and floor markings were placed throughout the school. Students and staff members had desk shields available to them. Lunch tables were purchased at both sites that were forward-facing with the ability to transfer from table to bench.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Chromebooks - one to one devices were purchased for each student to utilize during Distance Learning and Hybrid Learning models of instruction throughout the 2020-2021 school year.</p> <p>Internet hotspots - devices were purchased for families that needed access to connectivity.</p> <p>Internet in the home - several families required internet installed in the home due to their rural location and lack of fiber connectivity in their area. this action allowed our most rural community access to Distance Learning opportunities.</p> <p>Teacher hire - a new sixth grade teacher was hired to support small cohort sizes for the 2020-2021 school year.</p> <p>ASES and IA additional hours and support - support staff will provide homework support during and after school hours</p> <p>translation services - a translation service will be available to all school personnel for translation services with families that speak a language other than English.</p> <p>School Supplies for grades TK-8</p>	<p>460,000.00</p>	<p>\$479,547.13</p>	<p>Yes</p>

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Certificated Teacher - 6th grade, Specialist</p> <p>Zoom premium service - in order to accommodate Zoom meetings longer than 45 minutes the district purchased a premium account</p> <p>Online Programs - Simple K12, Lexia Core, Teacher Pay Teachers, Reflex Math</p>			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The District increased social emotional services to support students as they grappled with the affects of the COVID-19 pandemic.

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

**CONTINUITY OF INSTRUCTION:**  
 Briggs School District used the district's current state adopted curriculum during distance learning. This included: A Big Day for Pre-K for all subjects for Transitional Kindergarten, HM/Harcourt for ELA/ELD, EnVision Math for grades K-5, CMP3 Math for grades 6-8, TCI for Social Studies/History and StemScopes for Science. In addition, the following supplemental online resources were used: Accelerated Reader, Lexia Core 5, Reflex Math, Mathseeds, Achieve 3000, ABC Mouse and Typing Pal. We provided access to the full curriculum (of substantially similar quality regardless of method of delivery) through daily live instruction using certificated teachers via Zoom and the utilization of Google Classroom. Teachers were provided training and instructions in Zoom and Google Classroom, as well as provided distance learning resources through Teachers Pay Teachers. From August 2020-March 2020, students were provided Zoom instruction daily for synchronous instruction and assignments for asynchronous instruction. Asynchronous instruction at the elementary level at Olivelihoods included Google Classroom assignments and required minutes in a variety of leveled online programs, such as Lexia Core 5, Reflex Math, ABC Mouse, Mathseeds and Achieve 3000. In elementary grades, cross curricular

teaching methods will be utilized to provide access. In the middle school grades, scheduling was developed so students would receive instruction in all subject areas throughout the week.

#### ACCESS TO DEVICES AND CONNECTIVITY:

In Fall of 2020, Briggs School District provided Chromebooks and hotspots to ALL students in grades TK-8 to utilize during Distance Learning instruction. Students unable to access internet due to their rural location and lack of connectivity were provided with internet in their homes. Families with three or more students in a household received two hotspots per family. Each student received school supplies they would need to be successful in their homes during distance learning. A technology hotline service was developed to provide daily support for students and families as they worked through technology issues. The hotline was available after school hours to support working families and Spanish translation was available.

#### PUPIL PARTICIPATION AND PROGRESS:

The Briggs Elementary School District tracked and monitored student progress through both live contact through synchronous instruction and additional asynchronous instructional minutes. Synchronous learning was achieved via Zoom during distance learning taught by certificated teachers and monitored daily. It was important, based on feedback from our stakeholder groups, that small group interaction during synchronous learning was necessary. We created cohort groups of no more than 9-13 students per cohort during morning Zoom sessions. The afternoon, asynchronous learning time, allowed for one-to-one grouping, dedicated ELD instruction for our LTELs, homework help, and phone calls to parents as a follow-up. BESD developed schedules that met or exceeded the minimum number of required instructional minutes identified by the CDE. Noon duty, instructional aide positions and After School Program staff were reclassified to support Distance Learning. They provided on line support to classroom teachers, and support to students, including those with unique need. Classified personnel supported parents during Zoom interactions and during parent meetings using translation services. Teachers created cooperative learning environments as team teachers in the lower grades to build strong connections.

Teachers and staff measured pupil participation in the following ways: Zoom class attendance, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between the teachers and employees off the district and the pupils or parents or guardians. Instructional practices learning was calculated based on the time value of synchronous and/or asynchronous assignments made and certified by certificated employee. Our student information system was modified to track attendance and weekly engagement. Teachers provided weekly participation logs and lesson plans.

Briggs School District also had a written tiered re-engagement strategy plan for students that were absent from distance learning for more than three school days or 60% of the instructional days in a week. Distance Learning Pupil Participation at Olivelihoods had a 96% participation rate. NEED BRIGGS PUPIL PARTICIPATION

#### DISTANCE LEARNING PROFESSIONAL DEVELOPMENT:

Briggs Elementary School District has provided the following professional development opportunities and resources, which are based upon the "Professional Learning and Relationships" section in the CDE's Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools. Staff meetings were used to gain feedback from the teachers on biggest needs and the district provided support as needed. Feedback included the need to provide ongoing, leveled, staff development in a variety of topics that would not

only include distance learning and technology but support in a variety of platforms such as Zoom, G Suite applications and core subjects. A professional development need revolved around accessing lessons that could be easily incorporated and shared into distance learning mode. The district provided access to Simple K12, which is an Online Professional Development platform for all teachers at Briggs School District. This on line platform can be accessed by the teachers at any time and features a variety of learning that is easily tailored to each individual teacher. The district purchased a subscription to Teachers Pay Teachers and every teacher had access to the online marketplace where they can access original educational material. Each teacher had the ability to download 26 resources. Additional training was offered in the areas of social-emotional learning, as the district has also purchased Suite 360. The platform offers online learning support to teachers, parents and students in the area of social emotional learning. Suite 360 offers character development and is a social & emotional learning program for students.

Classified and ASES staff were provided training on how to provide homework support to our student population. As such, they were provided Chromebooks, and email accounts that enable them to reach out to teachers, parents and students directly. In an effort to adequately prepare them for online student tutoring and homework help, the district provided training in ZOOM, and G Suite applications.

All staff in our district participated and completed the COVID -19 Health and Safety modules offered through Target Solutions.

#### STAFF ROLES AND RESPONSIBILITIES:

BESD had to adapt staff roles and responsibilities in the following ways:

From August 2020 to March 2021, certificated teachers provided on line, daily classes called synchronous learning via Zoom for part of the instructional day. Small group interactions, 1 on 1 support, phone calls, and academic counseling were offered during the second half of the instructional day through asynchronous learning time. Each teacher had the option of teaching from his/her classroom or their home environment during distance learning. Starting in March 2021, hybrid learning started on a staggered opening schedule. Certificated teachers taught in-person for the first half of the day and then taught distance learning for a set time in the afternoon. Safety and sanitation protocols per the mitigation plan were in place for any staff member entering the campuses. Teachers utilized other school staff such as instructional aides to offer targeted support to students. Custodial staff were trained in COVID-19 cleaning protocols for the school grounds as well as transportation. The After School Program employees took on new responsibilities such as meal delivery, technology hotline support, and homework help after hours. To meet the social-emotional needs of students, counselors and support staff were available via Zoom or phone calls as necessary, in the families primary language. The District is also committed to providing ongoing SEL support using Suite360 for students, teachers, intervention, and families.

#### SUPPORT FOR PUPILS WITH UNIQUE NEEDS:

BESD recognized there were high percentages of pupil groups with unique needs within our district such as low income, English Learners, Special Education students and pupils who are experiencing homelessness and foster youth. The homeless population in our school district represents families that are doubled up in a household due to financial difficulties. Based on our unduplicated pupil count of 81% we chose to provide extra support to all students to ensure meeting every student and family need. This year it included providing Chromebooks, internet assistance, homework support, counseling services for those that require it, and school supplies to all students. The district provided additional academic support for each student group below in the following ways:



English Learners: designated and integrated ELD for students, supports for educators planning designated and integrated ELD, opportunities for listening and speaking, homework help, all material presented to families in English and Spanish.

Pupils with special education services received the following supports: IEP's implemented to the greatest extent possible, communicated and collaborated with general education teachers and related service providers and administrators as needed, met with families via Zoom to review the Distance Learning Plan, regularly collaborated with families through phone conferences, Zoom meetings, emails and SMS messages, continually monitored student progress and adjusted services as needed, followed national and state guidance on the procedures and delivery of services for students with IEP's, provided daily support by adhering to the RSP program, reviewing and progress monitoring of goals. Starting in November 2020, the district recognized that students receiving special education services were at greater risk of experiencing learning loss due to the school closure and invited students to return on campus for two days a week in a small cohort. In total, nine students attended at Olivelihoods and two students attended at Briggs from November 2020 to March 2021 when their grade level returned to hybrid instruction.

Low income, Foster youth and homeless students had equitable access and the district ensured that all students had the supports that they need to be successful during Distance and Hybrid learning. They were provided the same content, accessibility and services that all students receive.

The Homeless liaison monitored families in need of extra supports such as backpacks, extra supplies and student furniture for better at-home learning environments.

#### SUCSESSES AND CHALLENGES:

The biggest success of our distance learning program was that all students in the district had a device, school supplies and access to the internet. Challenges of our distance learning program consisted of being able to safely support families in learning how to access the technology programs offered to the students. Many parents had never used technology as a learning tool so the learning curve extended to them as well as the student. Families were provided a variety of technology step by step instructions in English and Spanish with screenshot visuals. Hotspots were effective, but only in areas that had access points. Several students complained of spotty internet services. Getting students to actively engage on camera at the middle school level was challenging. After School program staff switched their roles to provide technology and homework support at every grade level during Distance Learning. They provided support to over 125 students in over 1300 sessions. Homework help hours were from 2:00 - 6:00 p.m. every day.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Lexia, Achieve3000, Summer School	50,050.00	\$40,437.75	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Because of timing issues, summer school will be offered during the 2021-22 fiscal year.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The Briggs Elementary School District addressed student learning loss that resulted from COVID-19 between the 2019-2020 and 2020-2021 school years with assessments in the following content areas; English language arts, English language development, and mathematics. Certificated teachers used beginning of the year assessments from the state adopted curriculum to create baseline data on each student. They are also had students take placement tests in the online supplemental programs such as Accelerated Reader, Lexia Core 5, Reflex Math and Achieve 3000. The District had the student data in the online supplemental programs from the end of last school year that was being used as a comparison with this year's data. This information, along with the beginning of the year assessments, was analyzed by teachers to determine which students experienced learning loss and to what extent. Regular checks on progress were done based on the pacing of the curriculum through quizzes and tests. Student usage and progress of the supplemental on line programs was analyzed weekly by teachers. All progress was communicated to parents and students.

One success that Briggs School District had was being able to offer a distance learning summer school during the summer of 2020. At the end of the 19-20 school year, pupil learning loss due to the pandemic was most evident with our at-risk, ELL population. In July of 2020 Briggs School District provided an extended school year for five weeks that looked different than previous years. In-person learning was not an option due to the pandemic, so BESD provided an extended school year via distance learning. The district provided laptop computers and hotspots to all participants in grades TK-7. The learning focus was on fluency and math facts. Sixty-nine students in grades TK-7 participated. Fifty-eight percent (58%) of these students were English Learners. At various grade levels, teachers created goals to improve literacy, high-frequency word assessment, work completion, and math skills at the middle school on decimals and word problems. Sixty-one percent (61%) of the ELL students in grades TK-7 showed growth in their learning during

extended summer school. As the pandemic progressed, it became evident that our district would remain in distance learning for the start of the school year. We quickly changed course and assigned our After School Program staff to become online tech and homework support for all of our students and families in the district which was another success. The After School Program staff has served 125 students thus far and held over 1300 sessions with these students. Another success was the small group instruction teachers were able to offer after the synchronous learning time. From August 2020 to March 2021, teachers were able to give either one on one or small group assistance to students they identified as having learning loss through Zoom. Once back in-person, the hybrid learning groups were smaller in number allowing for more individual student support in the classrooms.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Our commitment to maintaining ongoing mental health and social and emotional well-being support for our students and parents during Distance Learning was a priority. The district utilized Suite 360, a research and evidence/fact-based online program, that was provided to all students, parents, and staff members providing character development and behavior intervention. Information to access the program for parents in their primary language was provided via Q Communication and websites. Another offer the District provided to all families for mental health and social-emotional well-being was counseling services. Teachers, parents, and/or students who had concerns, filled out a form that the school counselors would review for follow-up. Offerings included therapy consult, behavior consult, and classroom management issues. Community resources such as Logrando Bienestar also supported the District and families by providing additional support services as families navigated medical services related to mental health. The biggest challenge the district faced related to mental health and well-being was not being able to have access to students in person to determine their needs. This was especially true of our elementary grade students.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Briggs Elementary School District Tiered Re-Engagement Strategies included the following components:

Tier 1 - The automated messaging system made daily phone calls in a parent's primary language for each day a student was marked absent by the teacher. The BESD employees attempted to make contact with the student and parent via phone call, email and text messaging. Attendance information is also available for parents through the Student Information System (Q-SIS).

Tier 2 - The school counselor will engage with the family and student to determine what additional supports the students need for success which might include counseling or frequent check-ins. The truancy process started with three consecutive unexcused absences from a full day of school.

Tier 3 - A student study team will develop a coordinated support plan including counseling, increased check-ins, home-school parent schedule support, or referrals to outside agencies. Administrators will consider the inter-district transfer of students chronically absent or not completing a "passing" level of work.

The successes happened when students with consecutive absences were called by school staff and the parents engaged with the school to support the student. Teachers and families had more communication than ever before due to the variety of ways to make contact. Staff were conscious of the strain put on families and multiple strategies were used to help students re-engage with distance learning.

The challenges Briggs School District faced was when the family did not respond to the communication attempts. There were many instances of students being home alone, not answering the phone, and not engaging with the help that was offered. Parents were often away from the home, unable to answer their phones, and unable to support their students during Distance Learning. The school administrator did reach out to families outside of the regular school hours, held parent conferences and did home visits when safe to do so with some success. Attendance incentive programs were also implemented at the elementary level. Counseling services were offered to families of students that were having difficulty transitioning to the Distance Learning engagement style. However, some students stopped responding and joining the counseling sessions.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Briggs School District does not operate a working, cooking kitchen which provided a challenge in how to provide meals to the families. A third-party vendor is used to provide flash-frozen meals during the regular school year and then staff warms the food for student consumption. The district worked with our vendor to discuss options in meal distribution that our kitchens could accommodate and it was decided upon to use frozen meals that were boxed for adequate delivery. Meal service resumed at both sites and were issued on a weekly basis. Evening hours for meal pick-up through 6:00 p.m. was provided for working families. The challenges in providing school nutrition in the 2020-2021 school year were evident by the number of student lunches picked up. Although BESD provided families with 5 days worth of breakfast and lunches, the parents needed to come to the site to pick up the food. The working families needed different hours so we extended the meal pick-up times through 6:00 p.m. Very few families came by for the food. It wasn't until we returned to in-person instruction that food delivery expanded. Although we are not serving students lunch on-site as of this writing, all students receive breakfast on-site prior to school starting. All students take home a sack lunch each day they are on-site and food for the remaining days they are not on-site.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	NA	N/A	N/A	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Briggs School District learned a great deal over the last school year when implementing distance learning and transitioning back to in-person learning through hybrid learning. The technology needs of the families in our district had to be a priority in order for distance learning to occur. Moving forward it needs to continue to be a priority in order to prepare our students to be successful in a 21st century technological world. In the 2021-24 LCAP under Goal 2, the district's first action is to maintain 1:1 devices for all students in the district. The district is also dedicated to helping our families access the internet. In our rural area, internet availability is very limited. The district purchased hotspots prior to distance learning beginning for families in need to use. Moving forward, the district will continue to offer internet assistance in order for all of our students to have access to digital resources and technological learning which can be found in Goal 2, Action 2 of the 2021-24 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Briggs School District is dedicated to addressing pupil learning loss. At the beginning of the 2021-22 school year, a variety of assessments will be given initially to create a baseline of where students are at academically. Progress monitoring assessments will then be given regularly. These include curriculum-based tests and standards-based online assessments. Standards-based online assessments the district will be utilizing for progress monitoring throughout the year and as metrics in Goals 2 and 3 of the 2021-24 LCAP are STAR Reading and STAR Math through Renaissance Learning. In Goal 2, Action 5 the district intends to do intensive student progress monitoring to identify students with continued learning loss in order to take action through intervention and providing

additional resources. This includes regular meetings between administration and teachers to analyze data, identify students in need and discuss next steps to best support the students. In Goal 3, Action 1, this same, intensive progress monitoring is also going to occur specifically with our English Learner subgroup. With the assistance of a new software system called Ellevation, the district will be able to upload the assessment scores and data points to help monitor student status. In addition, the district will be looking to hire additional intervention staff and resources to help bridge the learning gaps.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

While the last year and a half has been challenging due to the COVID-19 pandemic and the multiple school changes because of it, Briggs School District has learned valuable lessons and grown from it. When the school closure happened in March 2020, the district was making great progress towards many of its goals and metrics set out in the 2019-20 LCAP. The district is dedicated to getting back to that work. Through the 2020-21 Learning Continuity and Attendance Plan, the district learned how valuable technology access is to our families since our district resides in a rural area. Moving forward in the new 2021-2024 LCAP, the district will continue to maintain 1:1 devices for all students in the district that were initially acquired in Learning Continuity and Attendance Plan. The district is also committed to continuing to provide internet assistance to our families in need through the new LCAP. This support was instrumental in distance learning being accessible to all students. Students had daily synchronous instruction with their teachers and access to asynchronous learning through Google Classroom and numerous online educational programs. Another area that the district is going to continue to support in the new LCAP is student engagement and addressing their social emotional needs. Throughout distance and hybrid learning, the district had to get creative to keep students motivated. Some students really struggled in the distance learning environment and the district recognizes the challenges that will come up next school year with transitioning back to in-person learning full time. The district has dedicated actions in the new LCAP to increase counseling services, promote positive behavior and provide a variety of enrichment opportunities to get students re-engaged and keep them in engaged in their learning.



## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

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

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,655,570.00	1,533,426.04
	307,517.00	0.00
Restricted	0.00	178,595.56
Unrestricted	96,600.00	117,829.74
Unrestricted and Restricted State	0.00	7,004.39
Unrestricted, Supplemental/Concentration	1,251,453.00	1,229,996.35

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	1,655,570.00	1,533,426.04
	758,664.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	766,022.57
2000-2999: Classified Personnel Salaries	0.00	87,660.90
3000-3999: Employee Benefits	0.00	261,566.73
4000-4999: Books And Supplies	0.00	197,465.67
5000-5999: Services And Other Operating Expenditures	0.00	86,658.43
5700-5799: Transfers Of Direct Costs	0.00	7,168.60
5800: Professional/Consulting Services And Operating Expenditures	0.00	90,313.22
6000-6999: Capital Outlay	0.00	36,569.92
Certificated Personnel Salaries	861,717.00	0.00
Unrestricted	35,189.00	0.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	1,655,570.00	1,533,426.04
		307,517.00	0.00
	Unrestricted	96,600.00	0.00
	Unrestricted, Supplemental/Concentration	354,547.00	0.00
1000-1999: Certificated Personnel Salaries	Restricted	0.00	3,000.00
1000-1999: Certificated Personnel Salaries	Unrestricted, Supplemental/Concentration	0.00	763,022.57
2000-2999: Classified Personnel Salaries	Restricted	0.00	4,065.76
2000-2999: Classified Personnel Salaries	Unrestricted, Supplemental/Concentration	0.00	83,595.14
3000-3999: Employee Benefits	Restricted	0.00	983.18
3000-3999: Employee Benefits	Unrestricted and Restricted State	0.00	7,004.39
3000-3999: Employee Benefits	Unrestricted, Supplemental/Concentration	0.00	253,579.16
4000-4999: Books And Supplies	Restricted	0.00	153,720.60
4000-4999: Books And Supplies	Unrestricted	0.00	15,122.77
4000-4999: Books And Supplies	Unrestricted, Supplemental/Concentration	0.00	28,622.30
5000-5999: Services And Other Operating Expenditures	Restricted	0.00	2,991.99
5000-5999: Services And Other Operating Expenditures	Unrestricted	0.00	26,107.00
5000-5999: Services And Other Operating Expenditures	Unrestricted, Supplemental/Concentration	0.00	57,559.44
5700-5799: Transfers Of Direct Costs	Unrestricted, Supplemental/Concentration	0.00	7,168.60
5800: Professional/Consulting Services And Operating Expenditures	Restricted	0.00	13,834.03
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	0.00	40,030.05
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted, Supplemental/Concentration	0.00	36,449.14
6000-6999: Capital Outlay	Unrestricted	0.00	36,569.92
Certificated Personnel Salaries	Unrestricted, Supplemental/Concentration	861,717.00	0.00
Unrestricted	Unrestricted, Supplemental/Concentration	35,189.00	0.00
		35,189.00	0.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	1,271,366.00	1,218,940.41
<b>Goal 2</b>	336,768.00	286,300.25
<b>Goal 3</b>	47,436.00	28,185.38

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

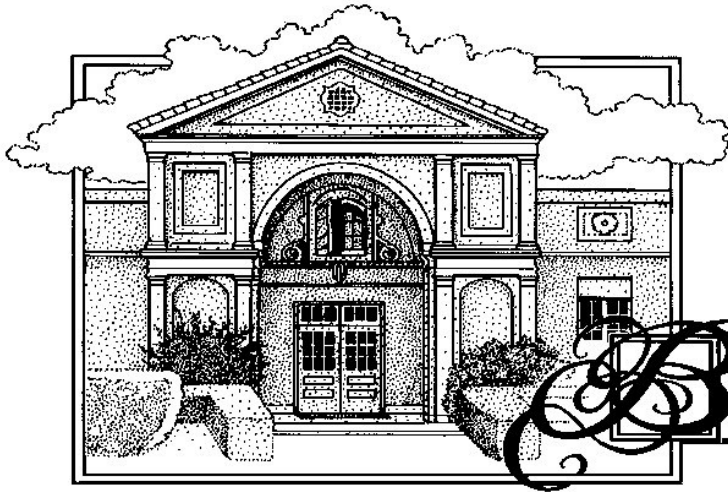


# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
In-Person Instructional Offerings	\$53,500.00	\$224,724.63
Distance Learning Program	\$460,000.00	\$479,547.13
Pupil Learning Loss	\$50,050.00	\$40,437.75
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$563,550.00</b>	<b>\$744,709.51</b>

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
In-Person Instructional Offerings	\$53,500.00	\$224,724.63
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$53,500.00</b>	<b>\$224,724.63</b>

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
In-Person Instructional Offerings		
Distance Learning Program	\$460,000.00	\$479,547.13
Pupil Learning Loss	\$50,050.00	\$40,437.75
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$510,050.00</b>	<b>\$519,984.88</b>



# *Briggs School District*

## Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Briggs Elementary School District	Deborah Cuevas Superintendent	dcuevas@briggsesd.org 805 525-7540

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Briggs Elementary School District is a two-school, rural district with an average enrollment of 500 students. It is approximately 65 miles west of Los Angeles in Ventura County and at a midway point between the cities of Ventura and Santa Paula. Within the school boundaries, there are no sidewalks. During normal school operations, students from both sites enter the school via school bus or parent drop-off. Olivelihoods School is a California Distinguished School servicing Transitional Kindergarten through fourth grade. Briggs School provides services to students in grades five through eight. The District employs one superintendent, two principals, 27 teachers, 2 RSP teachers, 15 classified employees, 10 After-School program employees, and a .40 FTE school nurse. All auxiliary staff members such as school psychologist, occupational therapist, speech therapist, and socio-emotional support staff are outsourced through the Ventura County Office of Education and The Ventura County SELPA. The current demographics are as follows: 98% Hispanic, and 1.2% White. Our English Learners represent

43% of the student population. Socio-Economically Disadvantaged students represent 63%, our Homeless population represents 5% and Foster Youth is less than 1%. The District does not have a cooking kitchen and uses a third-party vendor to provide meals to our students.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The district analyzed the data from the 2019 CA School Dashboard, data from local assessments during the 2019-20 school year up until the school closure due to the COVID-19 pandemic, and data from local assessments during the 2020-21 school year. Analysis from the CA School Dashboard showed that the district was continuing to make great gains in the area of English Language Arts (ELA). Overall, the district was only 7.2 points away from standard in ELA on the 2019 CA School Dashboard and each year prior the district increased their points towards the standard. Another success was the performance of our reclassified English Learners. They were surpassing all groups in terms of performance scoring 16 points above standard in ELA. Data from the 2019-20 school year showed that students at the elementary level were striving toward meeting the metric in reading at grade level. All trends showed that the effort, focus, and LCAP actions the district invested in towards reading and ELA skills were making a difference.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the CA School Dashboard, an area of identified need is Mathematics districtwide. The district scored in the orange performance category and 46.4 points below standard. The district is planning more focus and progress monitoring of Mathematics through actions and metrics in Goal 2 of our LCAP. Another area of identified need is chronic absenteeism. The district had 5.2% of chronically absent students which resulted in the orange performance category. However, this was significantly below the state average of 10.1%. We are a relatively small school district of 500 students and it only takes a small number of students absent to create a percentage change. However, through actions in Goal 1 to improve school climate and student engagement, the district is hopeful in making positive changes in this area as well as in the area of suspensions. This is another category the district scored in the orange performance category. The district is planning to continue implementing PBIS and CHAMPS strategies that were streamlined in new Multi-Tiered Systems of Support for behavior and social-emotional needs that only just began in the 2019-20 school year and could be implemented up until the school closure in March 2020. These efforts are still supported in Goal 1 of our LCAP and hope to influence positive changes in the area of suspensions. Due to the district's high percentages in the unique student groups of English Learners, Hispanic, and Socioeconomically Disadvantaged, there is no performance gap between all students and these student groups.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Briggs School District reviewed key takeaways from the 2019-20 LCAP and 2020-21 Learning Continuity Plan, data from the CA School Dashboard and local assessments and input from our stakeholders. Through this analysis, the district wanted to take this opportunity in writing a new three-year plan to align our goals with changes the district would like to make.

We have created three goals for the 2021-22 LCAP:

- 1) Promote positive school climate and student connectedness by providing equity of access to educational opportunities and creating a 21st century environment that is safe and conducive to learning for all
- 2) Increase student achievement in English Language Arts and Mathematics
- 3) Support English Learners and long-term English Learners in their improvement of English Language Arts in order to achieve reclassification and to be successful in academics

The first goal is a maintenance goal for Briggs School District. It was created as the district wants to ensure each year that its students come into a school environment that is positive, supportive and safe. We want students to feel connected and engaged in order to grow in both the areas of academics and social emotional needs.

The second goal is a broad goal for Briggs School District. We are dedicated to helping our students increase their achievement in English Language Arts and Math. We understand that these two areas are key in succeeding in all academic areas as well preparing for further education.

The third goal is a focus goal for Briggs School District and it is completely dedicated to our English Learners. Each year, at least 40% of the student population are English Learners. Over the years, the majority of students reclassified are in the elementary grades. We want to make sure our long-term English Learners in the middle school grades are supported and continue to improve their reading and writing skills in order to reclassify and be successful in their academics.

In developing the LCAP annually, Briggs Elementary measures its progress in meeting the specific requirements. LCFF priorities also include the review of Local Indicators measured through self-reflection. The 2021-2022 LCAP Goals include metrics that will show 'met' when the CA Dashboard opens to the public in the fall of 2021. "Met" indicates that the district completed a reflection for each state's priorities aligned to the local indicators. The CA Dashboard will indicate each reflection in its entirety on the public website. Failure to complete the reflection will result in a 'not met' on the dashboard. The district dashboard will show 'met' and will use the information to support the actions & services addressing the conditions of learning, pupil outcomes, and engagement. Local Indicators address the following state priorities- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1), Implementation of State Academic Standards (LCFF Priority 2), Parent and Family Engagement (LCFF Priority 3), School

Climate (LCFF Priority 6), and Access to a Broad Course of Study (LCFF Priority 7) For more information on Local Indicators <https://www.caschooldashboard.org/about/faq>. To view our district local indicators, please visit <https://www.caschooldashboard.org/>

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Briggs School District is committed to collaborating with all stakeholder groups. Input was sought from stakeholders in preparation for Distance Learning, during the re-opening process and transition to Hybrid Learning and in setting priorities for the new LCAP. Stakeholders include staff, students, parents, Board of Trustees and community members. Several presentations were done during monthly board meetings to share with the Board of Trustees and community members. Staff was updated during staff meetings and district received input from local bargaining unit as well as progress towards goals. Students and parents received surveys which were available in both English and Spanish. Surveys included feedback on distance learning, hybrid learning and school priorities. Parent advisory committees (PAC) such as School Site Council and DELAC were consulted and able to give feedback during council meetings. The district also consulted Ventura County SELPA through attending Superintendent's Policy Council.

Stakeholder engagement included the following:

Briggs School District Board Meetings: 2/10/21, 3/10/21, 4/21/21, 5/12/21, 6/9/21

Staff (Local Bargaining Unit) Surveys and Meetings: 10/19/20, 4/19/21, 5/26/21, 5/28/21

Student/Parent Surveys: 7/1/20, 3/11/21, 4/19/21

PAC/School Site Council/DELAC Meetings: 9/17/20, 11/10/20, 1/5/21, 2/4/21, 3/9/21, 4/27/21, 6/1/21

Public Hearing: 6/9/21

Final Adoption: 6/10/21

A summary of the feedback provided by specific stakeholder groups.

Throughout distance learning and the transition back to in-person/hybrid learning, parent and staff input helped guide the district in its decision making. Results from the parent and student survey showed the majority of parents and students felt supported by an adult during

distance learning. The majority also agreed the district provided resources and support during distance learning to parents and students and that classroom teachers provided clear communication during distance learning. Parents, students and staff were then given the opportunity to share what areas should be priority moving forward in the new LCAP. The top three areas of focus resulted in social-emotional services, student achievement and positive behavior support. The top three areas of focus with our English Learner families is positive behavior support, English Learner services, and academic intervention.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Goal 1 of the district's LCAP is a direct reflection of the stakeholder input to focus on social-emotional services and positive behavior support. Under this goal, Briggs School District, will continue to provide staff, such as counselors, to help students with their social-emotional needs. To help students' social-emotional well-being is to help them feel engaged and connected to school, especially transitioning back from a year of distance and hybrid learning. The district intends to offer different enrichment opportunities and incentives to improve school connectedness. Another aspect of this goal was to maintain 1:1 devices as a way to improve student engagement. District families continue to need internet assistance and an action was created under this goal specifically to assist in this area. The district also will continue to implement PBIS strategies that were started in the 19-20 school year and developed to help promote positive behavior choices. Goal 2 of the district's LCAP was influenced by stakeholder input to focus on student achievement. The district plans to implement intensive progress monitoring during the school year to address learning loss and provide intervention to increase student achievement. New online resources, such as STAR Math, were purchased to assist with progress monitoring in mathematics just as STAR Reading has been used for ELA. Growth in math achievement is an identified need of the district. Goal 3 of the district's LCAP was created as historical data analysis has shown that the progress of English Learners in both ELA and math is another area of identified need. Families of English Learners have also expressed having more support and this goal is providing specific progress monitoring and intervention for them.

# Goals and Actions

## Goal

Goal #	Description
1	Goal 1 is Briggs School District's maintenance goal to ensure progress each year in the areas of school climate, student engagement and conditions for learning. The district is dedicated to connecting every student to school by providing equity of access to educational opportunities and creating a 21st century environment that is safe and conducive to learning for all students, including students with disabilities, English Learners, foster youth and low income families, in the areas of academics and social emotional well-being. One way progress in these areas will be measured is by analyzing attendance. This includes attendance rate, chronic absenteeism percentage, suspension rate, expulsion rate and middle school dropout rate. School connectedness will also be analyzed and measured through student surveys and results of the positive behavior intervention and support (PBIS) incentive programs. Facilities will continue to be evaluated to ensure they provide a safe environment.

An explanation of why the LEA has developed this goal.

Goal 1 aligns with State Priority 1 (Basic Services), State Priority 3 (Parental Involvement), State Priority 5 (Pupil Engagement) and State Priority 6 (School Climate). Briggs School District recognizes students need to feel safe, both physically and emotionally, and supported in all aspects of their learning in order to feel comfortable and want to come to school. School culture plays an integral part in how connected a student feels to their school. The district developed this goal with the intent of continuing to provide a modern, engaging and supportive school environment with the support of parents and families. The district intends to achieve providing a 21st century education by staying up to date with technology and continuing to provide 1:1 devices to all students, including students with disabilities, English Learners, foster youth, and low income families. The district will promote student engagement among certificated staff by providing support to beginning teachers through the Teacher Induction program and providing collaboration time to the teachers at the elementary grades. Enrichment opportunities shall be provided through assemblies and field trips at both schools and after school clubs and electives at Briggs School. Social emotional, health and safety support will be provided by hiring and/or contracting support staff. School climate will be supported by the continued use of CHAMPS and PBIS strategies. During the 2019-20 school year, the district created Multi-Tiered Systems of Support (MTSS) through the SUMS Leadership Committee. Through this work, a new, leveled behavior system was created at both school sites using CHAMPS. Oliveland's School created and implemented a new positive behavior incentive program that supported good attendance and behavior. Briggs School was about to kick-off their program when the school closure occurred in March 2020. The district is committed to continuing this PBIS work as positive results were already emerging last school year. The district also recognizes how important the partnership with parents and families also impacts student engagement. The district will continue to promote parent involvement through school events and effective communication in their home language.

## Measuring and Reporting Results



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	2019 CA School Dashboard 5.2% chronically absent Medium Level				Low Level of Chronic Absenteeism on CA School Dashboard: 2.5% to 5.0%
Attendance Rate	97% Attendance Rate				Maintain at least 97% Attendance Rate
Middle School Dropout Rate	0% Middle School Dropout Rate				Maintain 0% Middle School Dropout Rate
Suspension Rate	2019 CA School Dashboard 2.4% suspended Medium Level				Low Level of Suspension Rate on CA School Dashboard: 0.5% to 1.5%
Expulsion Rate	0% Expulsion Rate				Maintain 0% Expulsion Rate
Positive Behavior Intervention and Support (PBIS) Incentive Program	Create baseline data in 21-22 separately for both Oliveland and Briggs				Pending baseline data
Local Indicator for State Priority 6: Student Survey - School	Create baseline data in 21-22 with new survey results				Pending baseline data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Connectedness & Climate					
Local Indicator for State Priority 1: School Facilities in "Good Repair" per the CDE Facility Inspection Tool (FIT)	Standard Met on the CA School Dashboard based on Local Indicator Reflection  Good Repair				Standard Met on the CA School Dashboard  Good Repair
K-8 District: High School dropout rate, graduation rate, UC-AG requirements, CTE Pathways and AP do not apply	N/A				N/A
Parent Involvement Attendance Rate	Create baseline data in 21-22 to determine which area of parent involvement needs attendance rate improvement				Pending baseline data

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology	The district will maintain technology equipment and software to provide all students with 1:1 device access for digital learning and provide school sites with the infrastructure and accessories to implement digital learning in the classrooms.	\$194,800.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2</b>	Technology - Internet Access	This district will provide internet access to families in the district that need assistance.	\$80,575.00	Yes
<b>3</b>	Positive Behavior Intervention Support (PBIS)	The district will maintain the PBIS system for behavior and social emotional skill development. This includes purchasing items for each school's incentive program that will go directly to students to encourage positive choices at school.	\$20,000.00	No
<b>4</b>	Middle School Support	The district will continue to hire single-subject credentialed staff as needed at the middle school level to provide a master schedule that promotes student enrichment opportunities in a variety of electives and promotes deeper student engagement through smaller class sizes. A classified P.E. aide will provide support to maintain class size safety.	\$515,304.00	Yes
<b>5</b>	Support Staff	The district will hire and/or contract with Ventura County Office of Education staff to provide all students, including students with disabilities and student groups with unique pupil needs with support in special services, health, and safety. This includes counseling services which the district will evaluate and increase as needed based on the social-emotional needs of the students.	\$186,574.00	Yes
<b>6</b>	Enrichment Opportunities and Extra Duty	The district will purchase enrichment activities to engage all students, such as field trips and assemblies. The district will also provide extra duty pay for new or existing staff and/or professional services to	\$50,361.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support enrichment opportunities and school connectedness for students.		
7	Parent Involvement	The district will promote parent involvement and participation to strengthen the home/school connection for students. This will include planning parent nights and workshops based on feedback through parent surveys.	\$11,402.00	Yes
8	Campus Support	The District will provide campus support to strengthen the relationship of students with the school environment.	\$72,541.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Goal 2 is Briggs School District's broad goal. After strengthening student engagement and school climate in Goal 1, this goal emphasizes improving academics districtwide. The main objective of this goal is to increase student achievement annually in English Language Arts (ELA) and Mathematics. The district intends to measure the progress in these academic areas with data from the the CA School Dashboard and local data assessments. The CA School Dashboard will provide the district results in both ELA and Math on the state performance test, CAASPP. Since these results only come out annually, the district will also be progress monitoring during the school year using the STAR assessments from Renaissance. The district will be analyzing results at regular intervals throughout the year on the STAR Early Literacy Assessment, STAR Reading Assessment and the STAR Math Assessment. In addition, math fact fluency progress will also be measured in grades 1-4. Actions in this goal will support the improvement in student achievement as well as the implementation of state standard by providing teachers that are fully credentialed and appropriately assigned, standards-aligned instructional materials for every student and access to a broad course of study.

### An explanation of why the LEA has developed this goal.

Goal 2 aligns with State Priority 1 (Basic Services), State Priority 2 (State Standards), State Priority 4 (Pupil Achievement), State Priority 7 (Course Access) and State Priority 8 (Other Pupil Outcomes). Through actions in the previous LCAP, Briggs School District put much focus on improving reading and ELA. The district found positive results from this effort all the way up until the school closure in March 2020. This was evident on the CA School Dashboard as the district last scored only 7.2 points below standard. Learning loss is evident from the past year of school changes and distance learning due to the COVID-19 pandemic and the district needs to continue focus on monitoring reading and language arts progress. The second half of this goal is improving achievement in mathematics. For the last several years, this has been an area of identified need per the CA School Dashboard. The district has scored much lower in the area of mathematics than ELA. The last results were 46.4 points below standard on the CA School Dashboard. The district would like to see improvement in this area as they had seen in ELA before the COVID-19 pandemic. The district has planned several actions to help with both of these goals including providing professional development to staff, maintaining state-aligned curriculum materials and purchasing supplementary subscriptions and resources both online and in-print. One of the supplementary subscriptions the district is purchasing new this year is STAR Math Assessment. For many years the district has used STAR Reading to monitor reading progress and identify students in need of intervention. The district added STAR Math Assessment this year to do the same progress monitoring and identification in math as this is an area of identified need. In response to supporting students who have experienced learning loss, the district will continue offering tiered intervention support and plans to increase staff able to offer intervention.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2020-2021 CAASPP ELA results TBD 2018-2019 CAASPP ELA 7.2 points below standard				CAASPP ELA at standard
CAASPP MATH	2020-2021 CAASPP MATH results TBD 2018-2019 CAASPP MATH 46.4 points below standard				CAASPP MATH at standard
STAR Early Literacy and Reading Assessment for grades 1-4	35% of students reading at grade level				60% of students reading at grade level
STAR Reading Assessment for grades 5-8	28% of students reading at grade level				50% of students reading at grade level
STAR Math Assessment for grades 1-4	Create baseline data in 2021-2022				Pending baseline results
STAR Math Assessment for grades 5-8	Create baseline data in 2021-2022				Pending baseline results
Reflex Math Fact Proficiency in grades 1-4	25% of students in grades 1-4 are at least 80% fluent with math facts				50% of students in grades 1-4 are at least 80% fluent with math facts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Physical Fitness Test (PFT)	Create new baseline data based on results in 21-22				Pending baseline results
Local Indicator for State Priority 1: Teachers fully credentialed and appropriately assigned	Standard Met on the CA School Dashboard				Standard Met on the CA School Dashboard
Local Indicator for State Priority 1: Standards-Aligned Instructional Materials for every student	Standard Met on the CA School Dashboard				Standard Met on the CA School Dashboard
Local Indicator for State Priority 2: Implementation of Academic Standards	Standard Met on the CA School Dashboard				Standard Met on the CA School Dashboard
Local Indicator for State Priority 7: Access to a Broad Course of Study	Standard Met on the CA School Dashboard				Standard Met on the CA School Dashboard

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Professional development will be provided to administration and teachers in grades TK-8 in ELA and Math to utilize data from district	\$29,312.00	No



Action #	Title	Description	Total Funds	Contributing
		assessments and identify differentiated teaching and learning to meet the needs of all students. This includes the teacher Induction program.		
<b>2</b>	Tiered Intervention and Resources	The district will hire staff and purchase resources to provide tiered academic intervention services. This will be offered to students during the school day to address learning loss in the areas of reading and math.	\$217,326.00	Yes
<b>3</b>	Supplemental Subscriptions and Materials	The district will purchase supplemental resources both online and in print to provide students with additional, individualized learning opportunities.	\$98,945.00	No
<b>4</b>	State Adopted Curriculum	The district will stay current with providing students standards-based curriculum in all subject areas. This includes piloting and/or adopting new curriculum as the State Board of Education-approved frameworks become available and renewing print materials annually in adopted curriculum as needed.	\$20,000.00	No
<b>5</b>	Student Progress Monitoring	The district will implement monitoring software in an effort to track student progress to mitigate learning loss in the areas of reading and math. Administration and teachers will meet regularly to analyze data, identify students in need of intervention and discuss strategies to implement.	\$73,150.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Goal 3 is Briggs School District's focus goal. This goal builds upon Goal 2, which is to increase student achievement for all students, and provides further progress monitoring and support specifically to our students who are English Learners and their families. This unique student group comprises at least 40% of the student population annually. The objective of this goal is to support our English Learners and long-term English Learners in their improvement of English Language Arts in order to achieve reclassification and to be successful in all academic areas. English Learner progress will be measured annually through the data on the CA School Dashboard, reclassification rate and performance on the CAASPP in both English Language Arts and Math. Regular progress monitoring of our English Learners will happen throughout the year using STAR Reading and STAR Math Assessments as well as usage of the program Lexia Core 5 which places students at their level and provides individualized lessons based on student placement.

An explanation of why the LEA has developed this goal.

Goal 3 aligns with State Priority 2 (State Standards), State Priority 3 (Parental Involvement), and State Priority 4 (Pupil Achievement). Briggs School District has always had a substantial number of English Learners make up the district student population with an average of 40% each year. 65% of the English Learners are in the elementary grades. The majority of English Learners that reclassify Fluent English Proficient (RFEP) are also from the elementary grades. The district wants to continue support for the English Learners in the elementary grades while focusing in on the long-term English Learners in the middle school grades. The district developed this goal to provide more intensive monitoring and intervention to our English Learners in the hopes of raising the reclassification rate in the middle school grades. The state criteria for reclassification is scoring Level 4 Overall on the ELPAC. Historically the district's EL students perform well on the ELPAC, usually scoring Level 3 or Level 4 overall. Where the EL students struggle is meeting the other criteria. In the past, before the COVID-19 pandemic, EL students also needed to score Standard Met on the CAASPP ELA test. Other local criteria is reading at grade level on the STAR Reading assessment. These two criteria are the areas where our students need more support. The district intends to work on this goal by regularly monitoring EL performance, providing designated ELD and intervention specific to English Learners and strengthening EL family engagement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Proficiency	CA School Dashboard: 54.6% of English Learners				CA School Dashboard: 65% or higher of English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	making progress towards English language proficiency				Learners making progress towards English language proficiency
English Learner Reclassification Rate	18% of English Learners reclassified				30% of English Learners reclassified
CAASPP ELA English Learners Only	58.6 points below standard				25 points below standard
CAASPP Math English Learners Only	90.5 points below standard				45 points below standard
Lexia Core 5 Usage by English Learners in grades 5-8	18% of students meet usage requirement				75% of students meet usage requirement
Star Reading Assessment for English Learners in grades 2-4	Create baseline data in 2021-2022				Pending baseline results
Star Reading Assessment for English Learners in grades 5-8	Create baseline data in 2021-2022				Pending baseline results
Star Math Assessment for English Learners in grades 2-4	Create baseline data in 2021-2022				Pending baseline results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Star Math Assessment for English Learners in grades 5-8	Create baseline data in 2021-2022				Pending baseline results

## Actions

Action #	Title	Description	Total Funds	Contributing
1	English Learner Progress Monitoring & Compliance	The district will implement monitoring and compliance software in an effort to track English Learner performance across a variety of data points. Administration and teachers will meet regularly to identify English Learners in need of additional intervention and discuss strategies of support. The compliance piece of the software will notify families of English Learners regarding proficiency scores, ELD placement and progress.	\$2,000.00	Yes
2	Teacher on Special Assignment for ELD	The district will hire staff to provide long-term English Learners with designated English Language Development at Briggs School.	\$73,428.00	Yes
3	English Learner Family Engagement	The district will offer parent engagement opportunities to families of English Learners through the Latino Family Literacy program and English as a Second Language (ESL) classes.	\$15,051.00	Yes
4	Extra Duty Pay for English Learner Support	The district will provide extra duty pay to staff and/or purchase professional services to offer English Learners after school support designed to assist in academics.	\$24,036.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Translation Services	The District will provide translation services for parent teacher conferences and other District events	\$5,670.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.69%	\$1,108,348

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

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

Briggs School District has 43% English Learners, 63% low-income students and less than 1% Foster Youth. After assessing the needs, conditions, and circumstances of our English Learners, the district increased services to assist our long-term English Learners with their academic progress and student engagement in order to achieve reclassification. Our entire Goal 3 metrics and actions are dedicated to that specific student group and we will be measuring their progress through STAR Reading and Math benchmarks and reclassification rate. Goal 3, Action 5 is a contributing action LEA-wide. It is providing translation services for our Spanish-speaking families, of which our English Learner subgroup is included.

The district considered the needs of unduplicated pupils in the creation of other contributing actions that are LEA-wide in our LCAP.

Goal 1, Action 2: In assessing internet access of our district's families, data analysis indicated a need to provide internet services to many of our low-income population. However, throughout the pandemic, as financial conditions changed, it became evident that internet service was necessary LEA-wide. Our low-income families will continue to benefit from this contributing action.

Goal 1, Actions 4, 6 and 8: In assessing the needs and conditions of our student groups at the middle school, data analysis indicated the need to provide master schedule flexibility with single subject teachers. This will open up the schedule to provide more student engagement opportunities through smaller class size in core subjects and enrichment through elective classes. In order to address this condition, the district created actions to hire middle school staff and support, as well as provide enrichment opportunities to increase school connectedness and safety. These actions are provided on an LEA-wide basis and we expect our low-income student population and English

Learners to benefit from these improved services and to see increases in our Goal 1 metrics of increasing attendance rate. We also expect these contributing actions to influence positive results on the school connectedness, school climate and safety survey.

Goal 2, Action 2: In assessing the academic needs of our students in all subgroups, data analysis indicated learning loss was evident and needs to be addressed. This will be addressed through tiered intervention services and resources using the response to intervention model. These actions will be provided on an LEA-wide basis. Our student subgroups represent the majority of students who participate in intervention to decrease learning loss. We will monitor their progress and expect to see improvement in their STAR Reading and Math scores which are metrics for Goal 2.

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

With over 74% of unduplicated student subgroups enrolled in Briggs School District, the LCFF funds are used to meet the needs LEA wide. The funds are 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 21-22 school year to increase services to these students; Goal 1 - Action 2, Action 4, Action 5, Action 6, Action 7 and Action 8. Goal 2 - Action 2. Goal 3 - Action 1, Action 2, Action 3, Action 4 and Action 5.



## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,510,828.00	\$99,555.00		\$80,092.00	\$1,690,475.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$966,750.00	\$723,725.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Technology	\$194,800.00				\$194,800.00
1	2	Low Income	Technology - Internet Access	\$80,575.00				\$80,575.00
1	3	All	Positive Behavior Intervention Support (PBIS)	\$20,000.00				\$20,000.00
1	4	English Learners Foster Youth Low Income	Middle School Support	\$515,304.00				\$515,304.00
1	5	English Learners Foster Youth Low Income	Support Staff	\$186,574.00				\$186,574.00
1	6	English Learners Foster Youth Low Income	Enrichment Opportunities and Extra Duty	\$50,361.00				\$50,361.00
1	7	English Learners Foster Youth Low Income	Parent Involvement	\$11,402.00				\$11,402.00
1	8	English Learners Foster Youth Low Income	Campus Support	\$72,541.00				\$72,541.00
2	1	All	Professional Development	\$10,000.00	\$6,405.00		\$12,907.00	\$29,312.00
2	2	English Learners Foster Youth Low Income	Tiered Intervention and Resources	\$217,326.00				\$217,326.00
2	3	All	Supplemental Subscriptions and Materials	\$31,760.00			\$67,185.00	\$98,945.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All	State Adopted Curriculum		\$20,000.00			\$20,000.00
2	5	All	Student Progress Monitoring		\$73,150.00			\$73,150.00
3	1	English Learners	English Learner Progress Monitoring & Compliance	\$2,000.00				\$2,000.00
3	2	English Learners	Teacher on Special Assignment for ELD	\$73,428.00				\$73,428.00
3	3	English Learners	English Learner Family Engagement	\$15,051.00				\$15,051.00
3	4	English Learners	Extra Duty Pay for English Learner Support	\$24,036.00				\$24,036.00
3	5	English Learners Foster Youth Low Income	Translation Services	\$5,670.00				\$5,670.00

**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,254,268.00	\$1,254,268.00
<b>LEA-wide Total:</b>	\$551,908.00	\$551,908.00
<b>Limited Total:</b>	\$114,515.00	\$114,515.00
<b>Schoolwide Total:</b>	\$587,845.00	\$587,845.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Technology - Internet Access	LEA-wide	Low Income	All Schools	\$80,575.00	\$80,575.00
1	4	Middle School Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Briggs School	\$515,304.00	\$515,304.00
1	5	Support Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$186,574.00	\$186,574.00
1	6	Enrichment Opportunities and Extra Duty	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,361.00	\$50,361.00
1	7	Parent Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,402.00	\$11,402.00
1	8	Campus Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Briggs School	\$72,541.00	\$72,541.00
2	2	Tiered Intervention and Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$217,326.00	\$217,326.00
3	1	English Learner Progress Monitoring & Compliance	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,000.00	\$2,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	Teacher on Special Assignment for ELD	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Brigg School	\$73,428.00	\$73,428.00
3	3	English Learner Family Engagement	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,051.00	\$15,051.00
3	4	Extra Duty Pay for English Learner Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$24,036.00	\$24,036.00
3	5	Translation Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,670.00	\$5,670.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.



# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school



climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.